

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.

August 13, 2015 Work/Business Session Wyoming Oil & Gas Commission 2211 King Blvd Casper, Wyoming		
8:30 a.m. – 9:15 a.m.	Professional Judgment Panel- Mike Beck & Mike Flicek	Tab A
9:15 a.m. – 12:30 p.m.	Communication Strategic Plan-Pascal Public Relations	Tab B
12:30 p.m. – 1:00 p.m.	Lunch	
1:15 p.m. – 2:15 p.m.	Board Reports from SBE Coordinator and WDE to include: <ul style="list-style-type: none"> • Assessment Task Force • Science Standards • Accountability System 	Tab C
		Tab D
		Tab E
2:15 p.m.- 2:30 p.m.	Break	
2:30 p.m. - 3:15 p.m.	SBE Committee Reports <ul style="list-style-type: none"> ○ Administrative Committee ○ Communication Committee ○ Advisory Council ○ P-16 	Tab F
		Tab G
3:15 p.m. – 3:30 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab H
	<ul style="list-style-type: none"> • Minutes July 27, 2015 	Tab I
3:30 p.m. - 5:30 p.m.	Action Items: <ul style="list-style-type: none"> • Restructuring Plans-Scott Bullock, WDE <ul style="list-style-type: none"> ○ Aspen Elementary, Uinta #1 ○ Ft. Washakie Middle School, Fremont #21 • State System of Support- Brent Young, WDE • Certified Professional Evaluations- Laurel Ballard, WDE • Draft Rules on District's Request for Accountability Determination Review-Joy Mockelmann 	Tab K
		Tab L
		Tab M
		Tab N
		Tab O
5:30 p.m. – 5:45 p.m.	Other issues, concerns, discussion, public comment:	



WYOMING

State Board of Education

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BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

August 6, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Board update

Looking forward to seeing you all in Casper next week. Let me give you a little background about what we will be tackling during our meeting.

First, we will be glad to welcome back the Mikes...Flicek and Beck...to give us an update on the activities of the Professional Judgment Panel (PJP) which will be meeting the three days prior to our state board meeting. Therefore, there won't be any documents in this packet for your review. Those will be created as the panel does its work. Dr.'s Flicek and Beck will give you an overview of how the panel did its work and will share the aggregated data the panel used to make its decisions.

Next, it is exciting to welcome Kelly Pascal Gould back to our meeting. She'll be presenting a nearly complete draft of the communications plan she has been working on for the past couple of months. The communications committee will meet with her on the Tuesday before our meeting. After that committee meeting, you will get the documents Kelly wants to review and discuss with you on the 13th. Please be prepared to have a robust discussion with Kelly and offer input on the plan. She'll be looking for and wanting your thoughts.

Recall this is the culmination of the work related to our NASBE stipend. We have also executed the contract with WyCEL to include the training for principals about college and career ready standards. Our other activity was to do the standards update with Francis Eberle in Saragota. And speaking of the NASBE stipend, I have a call on the 7th of August with Robert Hull of NASBE to update him on our work. I'll let you know if there is anything to share from that call.

Brent and his WDE team will share updates on the assessment task force, science standards committee, and accountability system. You can reference their documents in your packet.

Our assessment and accountability committee hasn't met since your last update. Their next task will be to take a look at the PJP report and the assessment task force report, but those won't be ready until next month. As mentioned above, the communications committee will meet next Tuesday to review the communications plan draft. Very likely any input and summary they will have for the entire board will happen during the communications plan section of the agenda; however, we will leave time on

our agenda in case we need it. If Sue can attend, we will have her give us an advisory council update. Belenda will give us a quick update on the dissolution of the P16 council. She represented us on their board. See the P16 documentation in your packets.

If you'll recall, at our May meeting in Arapaho Scott Bullock told us there were a couple of other schools to present restructuring plans. You'll see on your agenda that they will be presenting their plans to you. We look forward to hearing from them. It's fun to hear from our practitioners in the field.

When the state board chose priorities last year at the retreat, you chose collaborative partnerships and system of support. Since that time, you have asked for updates at each meeting regarding the creation of a comprehensive system of support. Your concern, and a well-founded one, is that we are developing the accountability model without putting in place the appropriate supports to help districts. Even though the board envisioned the system of support as larger than the WAEA requirements, the state board is statutorily charged with "establishing a progressive, multi-tiered system of support, intervention and consequences to assist schools." This system of support must conform to the 2012 advisory committee report as submitted to the Select Committee on Statewide Education Accountability which calls for "a multi-tiered system where the overall level triggers a general action, which is further specified according to the performance on the various indicators. In general, schools with higher overall performance are granted greater flexibility and schools with lower performance receive more intensive interventions that correspond to the areas most in need of improvement." The board heard a system of support proposal during the Hill administration. The board recommended that system be revised and brought back for further consideration. Then, under the Crandall administration, Leighton Thomas presented a conceptual framework for the system of support; but that system was not developed before the WDE administration switched back to Superintendent Hill and her team. Since Superintendent Balow came into office, Brent and his team have been working on fleshing out ideas for the system of support. He's been updating you on that work. In July, Brent presented a system of support plan; it was further reviewed in an informational meeting on August 5; and it appears on your agenda again for this meeting. Brent will be asking for your approval of the framework. See the information included in your packet.

Some districts have requested changes in their certified personnel evaluation systems, and Laurel Ballard will be presenting those to you for your approval. Welcome back to Laurel! We haven't seen her in awhile.

Finally, Joy Mockelmann has been working with Mackenzie to get a set of draft rules outlining the process for requesting an informal review of the school ratings determined by the PJP. The WDE will format and promulgate the rules for us once the preliminary language is approved by the board.

Have a safe trip to Casper...and we'll see you next week.



Draft Communications Plan Presentation
Presented to the Wyoming State Board of Education
August 13, 2015
9:15 a.m. – 12:30 p.m.

- I. Introduction
 - a. Review purpose of plan and status of Wyoming State Board of Education communications
- II. Research Overview & Findings
 - a. Discuss communications audit findings, Department of Education research and additional informal research designed to gauge basic awareness and understanding
- III. Challenges
 - a. Overview of challenges and considerations related to executing this communications program
- IV. Communications Plan
 - a. Review of communications plan, including strategic recommendations, tactics, and first and second tier action plan
- V. Content Development
 - a. Discussion about the importance of content development and review of initial drafts of select documents
- VI. Next Steps
 - a. Review recommended next steps for finalizing and activating plan



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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On the Web

edu.wyoming.gov
www.wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Deb Lindsey, WDE Assessment Team
DATE: August 4, 2015
RE: Agenda Item Overview

Meeting Date: August 13, 2015

Agenda Item: Assessment Task Force Update

Item Type: Action: _____ Informational: X

Background:

The Wyoming Assessment Task Force, authorized by statute from the 2015 Legislative Session (see below), has been meeting to discuss principles of high quality assessment and to develop recommendations for a future statewide assessment system. Meetings of the Task Force are facilitated by the Legislature’s consultants from the National Center for the Improvement of Educational Assessment (aka “the Center”). The Task Force has met twice in-person and has met once via WebEx. The calendar of the meetings is below:

- June 1—in-person, Casper
- June 29—via WebEx
- July 28-29—in person, Laramie
- August 14/August 21—via WebEx
- September 9—in person, Casper

At the State Board’s September 23rd meeting in Pinedale, the Task Force will deliver a report that summarizes its deliberations and recommendations in order to provide the Board time to review recommendations prior to sending a final report to the Select Committee on Education Accountability in no later than October 15th, per statute.

At this point, the Task Force has considered assessment requirements in a comprehensive manner. Its recommendations may address both the statewide summative assessment as well as district interim assessments and support for formative assessment practices.

Statutory References (if applicable):

Section 6 of Enrolled Act 87, 2015 General Session of the Wyoming Legislature requires the following:

“The state board shall conduct a review and evaluation of the statewide assessment system established by W.S. 21-2-304(a)(v) which not only fulfills the requirements of the statewide education accountability system prescribed under W.S. 21-2-204 and complies with statewide assessment and accreditation requirements imposed upon the state board under W.S. 21-2-304, but strives for a high quality, rigorous and effective assessment adhering to principles of sound education policy and test measurement, with due consideration given to cost, testing time requirements for students and assessment burdens placed upon school districts. The study shall review assessment options available to the state and shall recommend an approach for the state in continuance of a statewide assessment system required by law.”

Fiscal Impact (if applicable):

From Enrolled Act 87, 2015 General Session of the Wyoming Legislature:

“Section 7.

- (b) The state board may from amounts appropriated to the department by 2014 Wyoming Session Laws, Chapter 26, Section 2, Section 206, Footnote 5, expend up to twenty-five thousand dollars (\$25,000.00) for purposes of providing support and administration of the assessment taskforce established under Section 6 of this act. This appropriation may be expended for per diem and other expenses of the task force. The state board shall report expenditures to the select committee on statewide education accountability by not later than December 31, 2015. In addition to support provided under this subsection to the state board of education, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the support and administration of the assessment taskforce established under Section 6 of this act.”

It should be noted that no funding has been appropriated for a new statewide assessment system.

Supporting Documents/Attachments:

Statewide Assessment Excerpt EA87

Assessment Task Force Update Aug 2015 SBE

Response from US ED Grade Span Testing



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Wyoming State Board of Education

Assessment Task Force Updates

Deb Lindsey, WDE Assessment

August 13, 2015

Task Force Activities



- Readings on assessment
 - Elements of sound assessment design
 - Comprehensive systems
 - Characteristics of existing options
- Close review of drafts (chapter 1 thus far) of the Task Force report
- Breakout discussions
 - Formative and interim assessment
 - Summative assessment
- Meetings are open to the public and materials are posted to the WDE website:
<http://edu.wyoming.gov/in-the-classroom/student-assessments/#ATF>

Task Force Ideas



- Integrated assessment *system*
 - Components would include annual summative, periodic interim, and formative tools/resources to support classroom assessment
 - Components would align to the state’s adopted standards
 - Components would complement each other (e.g. the interim assessments would predict performance on the state summative assessment)
- Components would have more (or less) state “touch”

Task Force Report



- *Executive Summary*
- Recommended Purposes and Uses of Assessment, and Intended Outcomes of Implementation
- Wyoming Assessment System
 - Summative Assessment Recommendations
 - Non-summative components
- Recommendations for Supporting Successful Implementation
 - Timeline
 - Supports (e.g., PD, expertise)
- Recommendations for policy coherence
- *References/Sources Consulted*
- *Appendices as Necessary*

Task Force Topics– Interim/Formative



- Role of district assessment systems in accountability determinations for schools
- Degree of flexibility and local control
- Quality control/quality assurance
- Funding
- Coherence
 - State, district, classroom
 - Summative, interim, formative

Task Force Topics – Summative Assessment



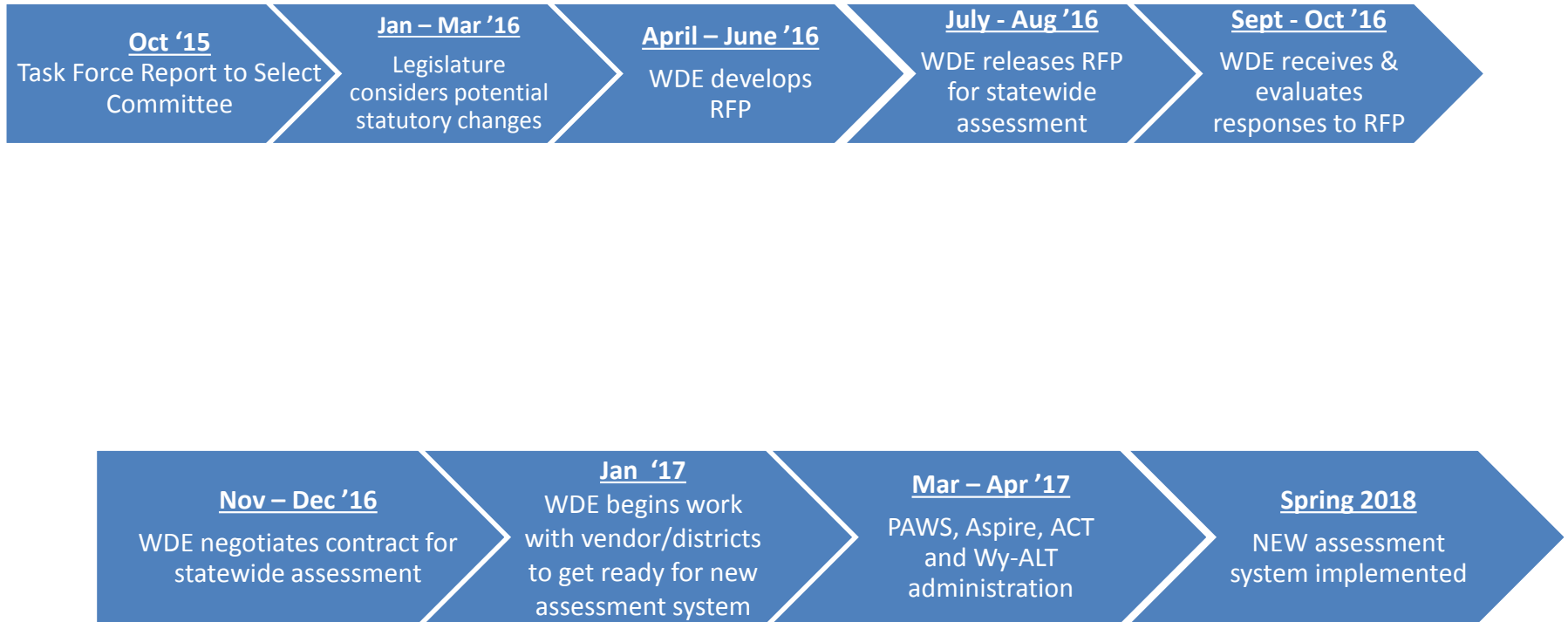
- Item types
- Administration windows
- Timelines for data delivery
- Mode of administration
- Length of test
- Inclusion of WY educators, where possible, in item development and/or review
- District/school readiness

Timelines for Contracts



- States' procurements have been challenged in recent months
- RFP could be released for statewide assessment by July, 2016 and a new test administered in the spring of 2018
- Current ETS contract scope covers
 - PAWS item development and test/form build for spring 2015 and spring 2016 AND spring 2017
 - PAWS test administration, scoring and reporting for spring 2015 and spring 2016
 - Extension to cover spring 2017 administration, scoring, and reporting is possible
- ACT contract is annual; new contract in process for spring 2016 and spring 2017
- AIR contract for Wy-ALT covers spring 2015 & spring 2016; spring 2017 could be covered via an extension

Timeline



Exemption Request to USED



- SEA0087, Section 6(e): “The state board, with assistance from the state superintendent, shall immediately request the United States department of education . . . to allow for administration of the statewide student assessment [every other year] to assess reading, math, and science . . .”
- Request sent on May 18, 2015; response received June 15, 2015
- Request was denied, citing importance of every grade testing under ESEA and specific consequences that may occur if WDE fails to ensure every grade, every year testing



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Mr. Brent Young
Chief Policy Officer
Wyoming Department of Education
Hathaway Building, Second Floor
Cheyenne WY 82002

JUN 15 2015

Dear Mr. Young:

Thank you for your May 18, 2015, letter to Deputy Director Patrick Rooney, Office of State Support, U.S. Department of Education (ED) concerning recently passed legislation, Act 87, regarding Wyoming's Statewide assessment system. ED understands that under Act 87 Wyoming will propose to test Wyoming students in every other grade, specifically grades 3, 5, 7, 9, and 11. This proposal would be in direct violation of requirements under the Elementary and Secondary Education Act of 1965, as amended (ESEA).

First, please let me emphasize the importance of the assessment requirements under the ESEA. The assessment requirements are focused on ensuring that parents and educators have the information they need to help every student be successful and on protecting equity for all students by maintaining a consistent measure of what students know and are able to do regardless of where they live. High-quality, annual Statewide assessments are essential to providing critical information about student achievement and growth to parents, teachers, principals, and administrators at all levels. When that system is aligned with the academic content and achievement standards that a State expects all children to know and be able to do, it provides the road map for aligning instruction to the academic needs of students identified by the assessment system. High-quality, annual Statewide assessments provide information on *all* students so that educators can improve educational outcomes, close achievement gaps among subgroups of historically underserved students, increase equity, and improve instruction.

ESEA section 1111(b)(3) (20 U.S.C. § 6311(b)(3)) requires a State educational agency (SEA) that receives funds under Title I, Part A of the ESEA to implement in each local educational agency (LEA) in the State a set of high-quality, yearly academic assessments that includes, at a minimum, assessments in mathematics, reading or language arts, and science.

Under ESEA section 1111(b)(3)(C) (20 U.S.C. § 6311(b)(3)(C)) and 34 C.F.R. § 200.2, the State assessments must —

- Be the same academic assessments used to measure the achievement of all children (§ 1111(b)(3)(C)(i); § 200.2(b)(1));

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- Be designed to be valid and accessible for use by the widest possible range of students, including students with disabilities and English learners (§ 200.2(b)(2));
- Be aligned with the State’s challenging academic content and achievement standards and provide coherent information about student attainment of the standards (§ 1111(b)(3)(C)(ii); § 200.2(b)(3));
- Be used for purposes for which they are valid and reliable and be consistent with relevant, nationally recognized professional and technical standards (§ 1111(b)(3)(C)(iii); § 200.2(b)(4));
- Be supported by evidence from the test publisher or other relevant sources that the assessment system is of adequate technical quality for each required purpose (§ 1111(b)(3)(C)(iv); § 200.2(b)(5));
- Involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include single or multiple question formats that range in cognitive complexity within a single assessment and multiple assessments within a subject area (§ 1111(b)(3)(C)(vi); § 200.2(b)(7));
- Provide for the participation of all students in the tested grades, including students with disabilities, who must be provided reasonable accommodations, and English learners, who must be assessed in a valid and reliable manner and provided reasonable accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what those students know and can do in academic content areas until they have achieved proficiency in English (§ 1111(b)(3)(C)(ix); §§ 200.2(b)(9), 200.6);
- Assess English learners who have been in schools in the United States for three or more consecutive years in English on the reading/language arts assessments, except that, on a case-by-case basis, an LEA may assess those students in their native language for not more than two additional years (§ 1111(b)(3)(C)(x));
- Produce individual student interpretive, descriptive, and diagnostic reports that allow parents, teachers, and principals to understand and address the specific academic needs of students (§ 1111(b)(3)(C)(xii); § 200.2(b)(11));
- Enable results to be disaggregated within each State, LEA, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students compared to students who are not economically disadvantaged (§ 1111(b)(3)(C)(xiii); § 200.2(b)(10));
- Be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, but do not measure personal or family beliefs or attitudes (§ 1111(b)(3)(C)(xiv); § 200.2(b)(8)); and
- Enable the production of itemized score analyses (§ 1111(b)(3)(C)(xv); § 200.2(b)(12)).

For each grade and subject assessed, a State’s academic assessment system must —

- Address the depth and breadth of the State’s academic content standards;
- Be valid, reliable, and of high technical quality; Express student results in terms of the State’s academic achievement standards; and
- Be designed to provide a coherent system across grades and subjects. 34 C.F.R. § 200.3(a).

In applying for funds under Title I, Part A of the ESEA, the SEA assured that it would administer the Title I, Part A program in accordance with all applicable statutes and regulations (see ESEA section 9304(a)(1)). Similarly, each LEA that receives Title I, Part A funds assured that it would administer its Title I, Part A program in accordance with all applicable statutes and regulations (see ESEA section

9306(a)(1)). If an SEA does not ensure that all students are assessed, ED has a range of enforcement actions it can take (described below). The SEA has similar enforcement actions available to it with respect to an LEA that does not ensure that all students participate in the State assessments, including withholding the LEA's Title I, Part A funds (20 U.S.C. § 1232c(b)).

If an SEA fails to comply with the assessment requirements in the ESEA, ED may do any of the following: 1) send a written request to the SEA that it come into compliance, increasing monitoring, placing a condition on the SEA's Title I, Part A grant award, placing the SEA on high-risk status (34 C.F.R. § 80.12); 2) issue a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e)); 3) enter into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C. § 1234f)); 4) withholding all or a portion of the SEA's Title I, Part A administrative funds (ESEA section 1111(g)(2) (20 U.S.C. § 6311(g)(2))); or 5) suspend and then withhold, all or a portion of the State's Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)). An SEA has similar enforcement actions available to it with respect to noncompliance by an LEA, including withholding an LEA's Title I, Part A funds. *See, e.g.*, GEPA section 440 (20 U.S.C. § 1232c(b)).

The specific enforcement action(s) ED would take depends on the severity of non-compliance. For example, if an SEA has developed a Statewide assessment system but that system is not approvable because it fails to meet all statutory and regulatory requirements, ED might condition the SEA's Title I, Part A grant award, place the SEA on high-risk status, enter into a compliance agreement, or withhold State administrative funds. ED has, in fact, withheld Title I, Part A administrative funds under ESEA section 1111(g) (20 U.S.C. § 6311(g)) from a number of States for failure to comply with the assessment requirements in ESEA section 1111(b)(3). If an SEA or LEA refuses to implement an assessment system that meets the statutory and regulatory requirements, ED might seek to withhold programmatic funds from the State and expect the SEA to withhold from the LEA. Clearly, if an SEA or LEA fails to comply with the assessment requirements in the ESEA, it could place its Title I, Part A funds in jeopardy. In addition, the SEA or LEA could find itself out of compliance with a wide range of additional Federal programs that rely on statewide assessment results, putting additional funds at risk.

These additional programs include those targeting students most at risk including, but not limited to: the School Improvement Grants (SIG) program; ESEA Title III; Part B of the Individuals with Disabilities Education Act (IDEA); programs for rural schools under ESEA Title VI; migrant education under ESEA Title I, Part C; and programs focused on professional development and other supports for teachers, such as ESEA Title II.

Please note that an LEA may not avoid administering the State assessments required under ESEA section 1111(b)(3) by declining to accept Title I, Part A funds. As noted above, the assessment requirements are State-level requirements that apply to any SEA that accepts Title I, Part A funds. That SEA must then administer its assessments statewide—including to students in LEAs that do not participate in Title I.

As noted above, an SEA or its LEAs may find themselves out of compliance with other Federal programs that use student achievement results as well, including programs targeting students most at risk including, but not limited to: SIG; ESEA Title III; Part B of the IDEA; programs for rural schools under ESEA Title VI; migratory students under ESEA Title I, Part C; and programs focused on professional development and other supports for teachers, such as ESEA Title II.

Page 4 – Mr. Brent Young

Please do not hesitate to contact me if you need additional information or clarification. If you have any additional questions, please contact Monika Kincheloe or Chuenee Boston at: OSS.Wyoming@ed.gov. Thank you for your continued commitment to enhancing education for all of Wyoming's students.

Sincerely,



Monique M. Chism, Ph.D.
Director
Office of State Support

ENROLLED ACT NO. 87, 2015 GENERAL SESSION
Statewide Assessment Excerpt

Section 6.

(a) The state board shall conduct a review and evaluation of the statewide assessment system established by W.S. 21-2-304(a)(v) which not only fulfills the requirements of the statewide education accountability system prescribed under W.S. 21-2-204 and complies with statewide assessment and accreditation requirements imposed upon the state board under W.S. 21-2-304, but strives for a high quality, rigorous and effective assessment adhering to principles of sound education policy and test measurement, with due consideration given to cost, testing time requirements for students and assessment burdens placed upon school districts. The study shall review assessment options available to the state and shall recommend an approach for the state in continuance of a statewide assessment system required by law. In implementing this subsection, the following apply:

(i) The state board shall assemble a task force to assist with the assessment review and evaluation. The task force shall be comprised of representatives of small and large school districts and schools from all geographic regions of the state and shall at minimum include representatives from district and school administration, school district assessment and curriculum program administrators, elementary and secondary school teachers, school district board members, state higher education representatives, member of the Wyoming business community and parents of children enrolled in Wyoming public schools;

(ii) The task force shall be assembled no later than April 1, 2015. Any member appointed to the task force which is not an employee of a governmental subdivision or member of a political subdivision board or commission shall receive per diem and travel expenses in the manner and amount provided state employees under W.S. 9-3-103. Reimbursement shall be from amounts appropriated under section 7(a) of this act;

(iii) As authorized under section 7(b) of this act, the legislative service office, through acquired professional consulting expertise, and the department of education, shall assist the state board in its review and evaluation required by this subsection;

(iv) On or before October 15, 2015, the state board shall report to the joint education interim committee and the select committee on findings and recommendations developed from its review and evaluation conducted under this subsection. In addition to recommending an approach for the future statewide assessment system, recommendations shall provide necessary mechanisms and processes to support the transition from the statewide assessment system existing on the effective date of this act to the student assessment developed and recommended under this subsection.

- (b) The state board and department of education, in implementing W.S. 21-2-202, 21-2-304 and 21-3-110, as amended by sections 1 and 2 of this act, pertaining to school district assessment systems and high school graduation requirements, shall periodically report progress to the joint education interim committee and the select committee. A report with final recommendations on guidelines shall be included within the October 15, 2015, report required under subsection (a) of this section.
- (c) Following receipt of this final report, the joint education interim committee and the select committee shall meet to consider the final report and any necessary enabling legislation. The joint education interim committee and the select committee shall report any findings and recommendations to the Wyoming legislature prior to the 2016 budget session, including implementing legislation and a timeline for implementation when applicable.
- (d) Notwithstanding any other provision of law, for school year 2015-2016 only, the administration of the statewide student assessment for grades 9 and 10 required under W.S. 21-2-204 and 21-2-304(a)(v) shall include the ability to utilize constructed response items.
- (e) The state board, with assistance from the state superintendent, shall immediately request the United States department of education allow an exemption from the requirements under the federal No Child Left Behind Act to allow for administration of the statewide student assessment in grades three (3), five (5), seven (7), nine (9) and eleven (11), or an alternative grade band assessment configuration, to assess reading, math and science for purposes of complying with the assessment requirements of the federal act. The state board shall report each month to the select committee on statewide education accountability and the joint education interim committee on the status of this request. Not later than October 15, 2015, the state board shall submit a final report to the select committee on statewide accountability and the joint education interim committee on the action taken under this subsection and any additional waivers or exceptions necessary to administer the statewide student assessment system contemplated under this subsection.

Section 7.

- (b) The state board may from amounts appropriated to the department by 2014 Wyoming Session Laws, Chapter 26, Section 2, Section 206, Footnote 5, expend up to twenty-five thousand dollars (\$25,000.00) for purposes of providing support and administration of the assessment taskforce established under Section 6 of this act. This appropriation may be expended for per diem and other expenses of the task force. The state board shall report expenditures to the select committee on statewide education accountability by not later than December 31, 2015. In addition to support provided under this subsection to the state board of education, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the support and administration of the assessment taskforce established under Section 6 of this act.

2015 Science Standards Review Timeline & Process
Wyoming Department of Education
Michael A. Cosenza, M.Ed., Science Education Consultant

Timeline for Science Standards Review Process

Date(s)	Event	Notes
April 3, 2015- April 20, 2015	Call for participants for the Science Standards Review Committee (SSRC)	Press Release: http://edu.wyoming.gov/downloads/communications/pr/2015/science-standards-review-committee-survey-2015.pdf
May 20, 2015	SSRC WebEx Webinar (1 hr.)	PowerPoint: U:\STANDARDS TEAM\2015 Standards - Science\Webinar
May 26-28 & June 8-9, 2015	Regional Public Input Meetings (see table for locations)	Press Release: https://edu.wyoming.gov/downloads/communications/pr/2015/Community-Meetings-on-SSRC.pdf PowerPoint: http://edu.wyoming.gov/downloads/standards/2015/science-community-mtgs-05-15.pdf
June 15-16, 2015	First face to face meeting with SSRC at Casper College (see summary)	Agenda & PowerPoint: U:\STANDARDS TEAM\2015 Standards - Science\June 15-16, 2015 Meeting Materials
August 11-12, 2015	Second face to face meeting with SSRC at Riverton Holiday Inn Conf. Center (see summary)	
TBD	Third face to face meeting with SSRC	

**Timeline & Stipends for
Science Standards Review Committee (SSRC) Meetings**

Meeting Type	Date	Length of Meeting	Location	# in Attendance	Stipend Amount	Total Amount Paid for Stipends
Webinar with homework	May 20, 2015	2.5 hrs.	Video Conference-WebEx	41	\$100	\$4,100
Face to Face	June 15-16, 2015	2 days (15 hours)	Casper-Casper College	38	\$300/day	\$22,650
Face to Face	August 11-12, 2015	1.5 days (14 hours)	Riverton-Holiday Inn	21 expected	\$300/day \$150/half day	\$9,450

2015 Regional Community Input Meetings for Science Standards Review

Date & Time	Location & Address	Room	# in Attendance	# that gave Written Comment
May 26, 2015 6-7:30 pm	Powell High School 1151 E. 7 th Street Powell, WY	Commons Area	30	16
May 27, 2015 6-7:30 pm	Gillette College 300 W. Sinclair Gillette, WY	Flex Space 136A-C	8	7
May 28, 2015 6-7:30 pm	Natrona District Office 970 N. Glen Rd Casper, WY	Jefferson East Room	15	12
June 8, 2015 6-7:30 pm	Laramie District Office 2811 House Ave Cheyenne, WY	Storey Gym Board Room	44	31
June 9, 2015 6-7:30 pm	Evanston High School 701 W. Cheyenne Evanston, WY	Seminar Room	15	10
		Sub-Total	112	76
Closed 6/12	Collected Online on WDE website			135
		TOTAL		211

Each meeting began at 6:00 PM with a warm introduction by Brent Young, Laurie Hernandez, and Mike Cosenza. Throughout the 45-minute presentation, the public was informed on the standards review authority, the committee selection process and makeup, roles of the WDE consultants and the content committee, review process goals and objectives, options for committee review of standards, design criteria, definitions, and a timeline. The presentation concluded with a short YouTube video titled, *Why Excellent Science Standards Are Important*, which contained commentary from Superintendent of Public Instruction Jillian Balow, SBE Chairman Pete Gosar, and UW Professor Brent Bowers. A PDF copy of the presentation with video can be found here: <http://edu.wyoming.gov/downloads/standards/2015/science-community-mtgs-05-15.pdf>

After the formal presentation, community members were asked to write a short bio and reflect on two questions stemming from the video:

1. Why do you think excellent science standards in Wyoming are needed?
2. What would you like to share with the standards review committee?

A public survey/form with the same two questions was linked to the WDE website for those who could not attend the meetings in person. Between the meetings and the online survey, we received 211 responses. Comments were very diverse, but the overall summary revealed that Wyoming residents simply want the best science standards for their children; that they want them to be able to be informed citizens and able to be globally competitive. Public input from the meetings and the online survey can be found by following this link: <http://edu.wyoming.gov/downloads/standards/2015/SSRC-public-input-read-only.xlsx>

Summary of 2015 Science Standards Review Committee (SSRC) Meetings

Wednesday, May 20, 2015, WebEx Webinar, Conference call/Online:

This was the first meeting of the new committee. We were fortunate enough to be joined by 20 returning members from the 2012 review committee and 20 new members that were selected from the “call for participants” pool.

We experienced technical difficulties this night because of a power outage and were relying on a mobile hotspot to host all participants. The broadband width was too weak and the meeting came to an end after 2 hours of static discussion. Laurie Hernandez and I re-taped the presentation on Thursday, May 21, 2015 and sent the audio and PowerPoint link to the committee members via E-mail. Correspondence and discussion was then handled through E-mail and phone calls.

The gist of this videoconference was to discuss the review timeline, clarify the review process and meeting procedures, answer questions pertaining to national and state science standards, and define common science terminology. The PowerPoint from this webinar is embedded in the notes column of Timeline for Science Standards Review Process located above.

Monday, June 15, 2015 - Tuesday, June 16, 2015, Casper College, Casper:

This was the first face-to-face meeting of the Science Standards Review Committee (SSRC). Thirty-eight members were in attendance over the course of this two-day meeting.

The meeting convened at 10:00 AM on Monday, June 15, 2015 with a welcome and introductions. A good portion of the morning and early afternoon was spent on reviewing national and state science standards and regional community input on science standards. The discussion centered on an evaluation of the current 2008 Wyoming Science Content & Performance Standards and the possibility of adopting standards based on national research and other exemplar states’ science standards. It was agreed upon, by consensus, that the Next Generation Science Standards (NGSS) would be used as a foundation (backbone), with revisions/additions/adaptations as the committee saw fit, for developing new Wyoming Science Content & Performance Standards.

For the remainder of the afternoon, the SSRC broke out into four subcommittees. Two elementary subcommittees (grades K-2 & 3-5), one middle school subcommittee (grades 6-8), and one high school subcommittee (grades 9-12). Each subcommittee was comprised of at least one higher education educator, one parent, one community/business member, and teachers from varying grade levels.

Each subcommittee compared the current 2008 Wyoming Science Content & Performance Standards to the NGSS looking closely at content, rigor, and grade level appropriateness. The

subcommittees spent the rest of the afternoon and all of day two (Tuesday, June 16, 2015) dissecting the NGSS by topic and Disciplinary Core Idea (DCI). Public input was heard and respected by the committee as many changes were made to the clarification statements to make them more “Wyoming specific”. The SSRC even discussed using a Steamboat icon to delineate between “Wyoming specific” standards and the standards as they were written in the original NGSS document.

The subcommittees did an outstanding job and accomplished a bulk of the work in these two days. Each subcommittee agreed to meet via web conference (Google Hangouts, etc.) to discuss and come to consensus on some of the more controversial topics before the next face to face meeting.

Tuesday, August 11, 2015 - Wednesday, August 12, 2015, Riverton Holiday Inn Conference Center, Riverton:

This was the second face-to-face meeting of the Science Standards Review Committee (SSRC). XX members were in attendance over the course of this one-and-a-half-day meeting.



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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On the Web

edu.wyoming.gov
www.wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Michael Flicek
DATE: August 6, 2015
RE: Agenda Item Overview

Meeting Date: August 13, 2015

Agenda Item: WAEA School Accountability Update

Item Type: Action: _____ Informational: __X__

Background:

Update on the 2015 implementation of WAEA School Accountability. Results of the PJP will be presented and preliminary impact for 2015 will be reported.

Statutory References (if applicable):

Enrolled Act 87 (SF 0008)

Fiscal Impact (if applicable):

Supporting Documents/Attachments:

Power point of 2015 School Accountability Model

Summary of Changes to the Model in 2015.

SUMMARY OF CHANGES FOR 2015 FOR WYOMING SCHOOL ACCOUNTABILITY

June 8, 2015

Changes for Schools with Grades 3 through 8

- Achievement and Growth Indicators are unchanged
- Equity indicator changes:
 - Definition of the consolidated subgroup no longer based upon below proficient scores in the prior year
 - Cut-points were identified that will identify approximately 23% of the lowest performing students in reading and/or math for inclusion in the consolidated subgroup
 - The school equity score will be the median student growth percentile (MGP) of the consolidated subgroup

Changes for High Schools

- Alternative schools will not receive indicator target levels or a school performance level ... they will receive confidentially reported scores on the indicators
- Academic Performance will include achievement, growth and equity
 - Growth will be in reading and math based upon subject area test scores from Explore to Plan to ACT
 - ACT will provide Wyoming with student scores for a Wyoming scale on the Explore and Plan reading and math tests ... a score of 150 on the Wyoming Scales will be predictive of later ACT proficient performance
 - The school equity score will be the MGP of the consolidated subgroup
- There is just one change to overall readiness
 - The Hathaway Scholarship Level additional readiness sub-indicator will include the success curriculum level from the student's transcript

These changes were presented to the Select Committee on School Accountability on June 3, 2015. A detailed description of the complete school accountability model may be found in the *Implementation Manual* located on the Wyoming Department of Education Website at the following url.

2014-15 Wyoming School Accountability



**SELECT COMMITTEE ON SCHOOL ACCOUNTABILITY
(06/03/15)**

**JOINT EDUCATION COMMITTEE
(06/04/15)**

**STATE BOARD OF EDUCATION
(08/13/15)**

**MICHAEL FLICEK, ED.D.
EDUCATION ACCOUNTABILITY CONSULTANT**

WAEA School Performance Levels



- **Unchanged**
 - ✦ Exceeding Expectations
 - ✦ Meeting Expectations
 - ✦ Partially Meeting Expectations
 - ✦ Not Meeting Expectations

Indicators used to Identify School Performance Level



- Schools with grades 3 through 8
 - Achievement
 - Growth
 - Equity
- Schools with grades 9 through 12
 - Academic Performance
 - ✦ Achievement
 - ✦ Growth
 - ✦ Equity
 - Overall Readiness
 - ✦ Graduation
 - ✦ Additional Readiness
 - Tested Readiness
 - Hathaway Scholarship Level
 - Grade 9 Credits Earned

Indicator Target levels



- **Target level scores set by Professional Judgment Panel**
 - Below Target
 - Meets Target
 - Exceeds Target

School Achievement Score – Grades 3-8



- **PAWS - Percent of Proficient Scores**
 - Reading (grades 3-8)
 - Mathematics (grades 3-8)
 - Science (grades 4 & 8)

School Achievement Score – High School



- **ACT Subject Area Tests in grade 11 – Percent of Proficient Scores**
 - Reading
 - Mathematics
 - Science
 - English/writing

Consolidated Subgroup – Grade 3-8



- **Consolidated subgroup – consisting of lowest performing students**
 - Formerly defined as student below proficient
 - With new student proficiency levels on the PAWS (i.e., in 2014) the median percent below proficient for reading and math in grades 3-8 was 44.5
 - ✦ Nearly half of all students if too large a group for use as a consolidated subgroup
 - With prior performance levels on the PAWS (i.e., 2013 and earlier) the median percent below proficient for reading and math in grades 3-8 was 23%
 - ✦ Consolidated subgroup cut-points were therefore established based upon the 2014 PAWS scale that corresponded to the 23rd %ile
 - ✦ Students below that cut-point in reading or math will be placed into the 2015 consolidated subgroup
- **School score is the median student growth percentile (MGP) of the consolidated subgroup**

Consolidated Subgroup – High School



- **Students with reading score below 17 on PLAN math test and below 16 on PLAN reading test**
- **This is the same definition as last year**
- **Bottom 37% and 33% of scores on ACT subjects area tests**

High School Equity Score



- **Median Student Growth Percentile (MGP) in reading and math combined for all students in the consolidated subgroup at the school**

Math & Reading Growth



- **Student Growth Percentiles (SGP) will be computed for 2014 in math and reading**
 - For grades 4-8 on the PAWS
 - For grades 9 & 10 in high school
 - ✦ Explore to Plan
 - ✦ Plan to ACT
- **SGPs are norm referenced scores**
 - Academic peer norms for each student
 - SGPs are whole numbers from 1 to 99
- **School Growth Score**
 - Median Student Growth Percentile at the school (reading and math combined)

High School Readiness



- Overall Readiness
 - ✦ Graduation
 - ✦ Additional Readiness
 - Tested Readiness
 - Hathaway Scholarship Level
 - Grade 9 Credits Earned

Graduation Rate Targets



- ***Graduation Targets***
 - 80% cut-point for meeting target
 - 90% cut-point for exceeding target
 - Each school had three different ways to meet or exceed the targets
 - ✦ Four year on-time graduation rate
 - ✦ Extended graduation rate (includes 5, 6 & 7 year graduates)
 - ✦ Improvement (i.e., being on track to reach the meet or exceed target)

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
 - ✦ GPA
 - ✦ Best ACT Composite Score
 - ✦ Success Curriculum Level

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

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

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



- **Exceeding Expectations**
- This category is reserved for schools considered models of performance. These schools typically exceeded target for achievement and for 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 levels of achievement meeting or exceeding state targets, and met or exceeded targets on student growth and promotion of equity for students with below-Proficient achievement or fell below target on growth or equity while exceeding target on achievement.
- **Partially Meeting Expectations**
- Schools in this category performed below target on multiple performance indicators *or* were below target in achievement. Many schools in this category showed acceptable or higher performance in student growth *and/or* promoting equity for below-Proficient students.
- **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 had below-target levels of achievement and student growth and showed insufficient improvement for below-Proficient achievers.

PJP 2014 Version

Decision Table High School Academic Performance

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below	BELOW		
	Growth Meeting			
	Growth Exceeding			
Equity Meeting	Growth Below			
	Growth Meeting		MEETS	
	Growth Exceeding			
Equity Exceeding	Growth Below			
	Growth Meeting			
	Growth Exceeding			EXCEEDS

Overall Readiness Decision Table



	Graduation Rate		
Additional Readiness	Not Meeting	Meeting	Exceeding
Not Meeting	BELOW	BELOW	MEETS
Meeting	MEETS	MEETS	EXCEEDS
Exceeding	MEETS	EXCEEDS	EXCEEDS

High School Performance Level Decision Table



	Academic Performance		
Overall Readiness	Not Meeting	Meeting	Exceeding
Not Meeting	BELOW	PARTIALLY	MEETING
Meeting	PARTIALLY	MEETING	MEETING
Exceeding	PARTIALLY	MEETING	EXCEEDING

Performance Level Descriptions (For High Schools)



- **Exceeding Expectations**
- This category is reserved for schools considered models of performance. These schools exceeded state target for overall readiness for college and careers *and* for the performance indicator combining the school's achievement and equity.
- **Meeting Expectations**
- Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools performed at levels that met or exceeded target on the combined indicator for achievement and equity. Their performance met or exceeded target in overall readiness *or* exceeded target in the achievement/equity indicator while being below target in overall readiness.
- **Partially Meeting Expectations**
- Schools in this category typically performed below target on the indicator combining achievement and equity. Some schools met state target for achievement/equity, but were below target in overall readiness for college and careers.
- **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 typically had low levels of achievement, showed below-target levels of change in the performance of below-Proficient students, *and* fell short of targets in overall readiness for college and careers.

2014 Results



	3-8 schools	high schools	all schools
Not Meeting	7%	31%	13%
Partially Meeting	33%	18%	30%
Meeting	34%	32%	33%
Exceeding	18%	14%	17%
Not Classified	7%	5%	7%

Summary of Changes in 2015



- **Alternative Schools Not Given Levels**
- **Grade 3-8 Consolidated Subgroup Definition**
- **MGP of Consolidated Subgroup as Equity Score**
- **Growth Measure in High School**
- **Success Curriculum Level added to Hathaway Eligibility level**

State Board of Education
Administrative Committee Notes
July 22, 2015

- The Administrative Committee was apprised of topics that were presented during a recent meeting between SBE and WDE representatives. SBE Coordinator Hughes, Chairman Gosar, Attorney Williams, Superintendent Balow, and Chief of Staff Shanor attended that meeting. Topics discussed included:
 - WDE suggested that the SBE governance policies be posted on the WDE website. This has been completed.
 - WDE suggested that minutes of SBE meetings be promptly completed and posted on the website. This has been done and will continue to be done on a regular basis.
 - WDE suggested that Paige and Chelsie be responsible for crafting the messages for the SBE and that the WDE communications staff be responsible for training them to do this work and/or would provide proofreading services when needed. Administrative committee members voiced concern and confusion about this suggestion as it appears to be a different direction from what was suggested by WDE last February. The committee would like to discuss this communication issue at our August SBE meeting.
 - WDE suggested that in the future the SBE should be responsible for writing the rules necessary for the rules promulgation process. Pete reported that he had objected to this request indicating that the WDE has the expertise and capacity to do this work. Committee members agreed with Pete. A suggestion was made that the Chairman assign one of the SBE Committees, probably the Administrative Committee, the task of coordinating with WDE as the rules and regulations are revised. There may be a need to resurrect the SBE sub-committee that was previously examining SBE rules. That sub-committee included Mackenzie, Sue, WDE staff, and several superintendents. There appeared to be general committee agreement that writing the actual rules is not a proper task for the SBE.
 - Based on recent legislation there is a need to pass emergency rules regarding Chapter 31, Graduation Requirements. Mackenzie reviewed the process for developing emergency rules, reminding us that the proposed permanent rules need to be included with our request for emergency rules. It is important that districts have guidance on how to proceed now that the statutes have changed.
 - SBE suggested that WDE track enacted legislation from each session and provide the SBE with a detailed list of enacted legislation which requires SBE attention so there are no surprises in the future.
- The committee reviewed the agenda and information for the upcoming teleconference meeting.
 - Paige indicated that there would be two short presentations: one about the collaborative council efforts in Utah and one about work that is currently being

done to create lessons/units about Wyoming Native American history and culture.

- Due to extenuating circumstances which make it impossible for one of the Professional Judgement Panel participants to attend this year's panel deliberations and the urgency to find another person to fill that spot, the committee agreed to ask a previous PJP participant be a substitute panelist for this year only. The SBE Accountability Committee will be informed of this recommendation.
- Other issues or concerns:
 - There was a question about lodging in Pinedale and that issue was resolved.
 - We discussed the need for chairman of each SBE committee to submit a written report of committee meeting notes at each SBE meeting to ensure that all SBE members and the WDE are informed.
 - It was requested that Deputy Brent Young, WDE liaison to the SBE, submit a written report at each SBE meeting that would provide an overview of important work being done at the department. Topics could include: professional development opportunities being offered to districts and parents; standards review progress; outreach efforts, work on rules and regulations, and other "big picture" topics. The idea is to give the SBE a better perspective on the work being done by the department.
 - Brent indicated that he is working with WDE staff to create a calendar of items that are annually brought to the SBE so that we all know expectations. He will share that calendar with us once it is completed.

Wyoming P-16 Education Council, Meeting Minutes

11:00 a.m., Wednesday, July 15, 2015, by telephone conference call

Council Members

Karla Leach, President (absent), Rollin Abernethy, Vice President, Audrey Kleinsasser, Treasurer, Ruby Calvert (absent, McCann voting in proxy), Michael Ceballos (absent, Abernethy voting in proxy), Diana Clapp, Hank Coe (absent), Bernadine Craft (absent), Joan Evans (absent), Brent Ewers (absent, Kleinsasser voting in proxy), Guy Jackson, Autourina Mains (absent), Carl Manning (absent), Joe McCann, Josh Michelena (absent, McCann voting in proxy), Lisa Osvald (absent), Amber Page (absent), Kelley Pearson, Kay Persichitte (absent), Amy Ready (absent, Kleinsasser voting in proxy), David Searle (absent), Eric Stemle, Kathy Vetter (Ron Sniffin voting in proxy), Belenda Willson.

In the absence of President Karla Leach who was recovering from emergency surgery, Vice President Rollin Abernethy called the meeting to order and conducted roll call. Several members were in Laramie where the telephone conference call was initiated. All others in attendance joined by conference call, several holding proxy votes for absent colleagues.

Vice President Abernethy welcomed all to the meeting, overviewed the recent history of the council, and reiterated the purpose of today's meeting. The council has been largely inactive for almost three years. Then in February, 2015, the executive committee formulated recommendations about the future of the council and the allocation of council funds. Those recommendations were shared by email with council members for questions and consideration. At the same time, the executive committee vetted the dissolution plan with University of Wyoming administrators, the Wyoming Community College Commission executive director, the director of Wyoming Work Force Services, and the State Superintendent of Public Instruction. Thus, today's meeting called on the council to act on the executive committee's recommendations. Vice President Abernethy presented the recommendation of the executive committee to disband the council and disperse funds.

Following that overview, Vice President Abernethy called the roll: 14 present, including proxy votes. The first item of business was the dissolution of remaining funds, currently \$42,615.83 in two accounts. The executive committee recommended allocating \$15,000 to UW's WySTEM web-based initiative, \$15,000 to the Wyoming Community College Commission to oversee a dual-concurrent enrollment efficacy investigation, with the remaining, following dissolution expenses, to the Wyoming School-University Partnership.

Before calling for a motion, Vice President Abernethy asked for any questions, comments, thoughts, and further discussion. Discussion focused on two issues, the absence of support for Wyoming early childhood programs and the status and viability of the dual-concurrent enrollment investigation. Council members Clapp and Willson expressed particular concerns about the status of the dual-concurrent enrollment investigation. Vice President Abernethy noted his understanding of UW's interest in

information provided by the dual-concurrent enrollment investigation and executive committee member McCann explained the current status of the investigation in some detail. Following additional brief discussion, Belenda Willson moved to activate dissolution by allocating \$15,000 to the UW WySTEM web-based initiative and after expenses, the remaining the funds to the Wyoming School-University Partnership. Kelley Pearson seconded the motion. Vice President Abernethy asked council members to respond yes or no to the motion. The motion passed unanimously.

Then, in a final action for the Wyoming P16 Education Council, Joe McCann moved that the council be dissolved. Kelley Pearson seconded the motion. Some discussion preceded the vote. Council member Clapp thanked those founding members still serving for their dedicated efforts. Council members also voiced their disappointment that the council was being dissolved. There being no further comment, Vice President Abernethy asked council members to respond yes or no to the motion. The motion passed unanimously.

With that, Vice President Abernethy thanked everyone for their hard work and also suggested that the council's two actions today set the stage for what might be the next generation of a state-level collaboration across educational constituencies. He called for a motion to adjourn the meeting. Diana Clapp moved to adjourn.

Vice President Abernethy adjourned the meeting at 11:59 a.m.

—

Minutes taken by Audrey Kleinsasser

July 15, 2015

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 13, 2015

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the August 13, 2015 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

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

COMMENTS:

Wyoming State Board of Education 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.

August 13, 2015 Work/Business Session Wyoming Oil & Gas Commission 2211 King Blvd Casper, Wyoming		
8:30 a.m. – 9:15 a.m.	Professional Judgment Panel- Mike Beck & Mike Flicek	Tab A
9:15 a.m. – 12:30 p.m.	Communication Strategic Plan-Pascal Public Relations	Tab B
12:30 p.m. – 1:00 p.m.	Lunch	
1:15 p.m. – 2:15 p.m.	Board Reports from SBE Coordinator and WDE to include: <ul style="list-style-type: none"> • Assessment Task Force • Science Standards • Accountability System 	Tab C
		Tab D
		Tab E
2:15 p.m.- 2:30 p.m.	Break	
2:30 p.m. - 3:15 p.m.	SBE Committee Reports <ul style="list-style-type: none"> ○ Administrative Committee ○ Communication Committee ○ Advisory Council ○ P-16 	Tab F
		Tab G
3:15 p.m. – 3:30 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab H
	<ul style="list-style-type: none"> • Minutes July 27, 2015 	Tab I
3:30 p.m. - 5:30 p.m.	Action Items: <ul style="list-style-type: none"> • Restructuring Plans-Scott Bullock, WDE <ul style="list-style-type: none"> ○ Aspen Elementary, Uinta #1 ○ Ft. Washakie Middle School, Fremont #21 • State System of Support- Brent Young, WDE • Certified Professional Evaluations- Laurel Ballard, WDE • Draft Rules on District's Request for Accountability Determination Review-Joy Mockelmann 	Tab K
		Tab L
		Tab M
		Tab N
		Tab O
5:30 p.m. – 5:45 p.m.	Other issues, concerns, discussion, public comment:	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 13, 2015

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on July 27, 2015

SUPPORTING INFORMATION ATTACHED:

- Minutes of July 27, 2015

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

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
July 27, 2015
GoToMeeting

Wyoming State Board of Education members present: Pete Gosar; Belenda Willson; Dicky Shanor, Proxy for Superintendent Balow; Nate Breen; Kathy Coon; Sue Belish; Kathryn Sessions; Scotty Ratliff; Ken Rathbun; Hugh Hageman; Ron Micheli; and Walt Wilcox

Absent: Jim Rose

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Oaks, WDE; Brent Young, WDE; Deb Lindsey, WDE; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:01 a.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Proxy for Superintendent Balow, Dicky Shanor, moved to approve the meeting minutes from the May 13-14, 2015 meeting & June 5, 2015 meeting; seconded by Nate Breen; the motion carried.

COLLABORATIVE EDUCATION COUNCIL FOLLOW UP

Paige Fenton Hughes, SBE Coordinator, introduced Tracie Bent, the Chief Planning and Policy Officer for the Idaho State Board of Education, and gave a little background on Idaho's version of a collaborative council. The Governor of Idaho initiated the work, but the Idaho State Board of Education was responsible for putting the council together, organizing and reporting. Also, that board was responsible for having committees follow up on different goals of the council. The Idaho State Board of Education is a governing board. Tracie went into detail on how the committees and subcommittees worked and were formed. She mentioned that there was some initial criticism on not having enough people who work in the classroom on the task force and with that, the work that is being done by the council this year is focused on including individuals who are in the

classroom. Ms. Bent offered to answer any questions about the council that the Board had.

Members of the Board had questions on whether the Idaho colleges of education and business members from Idaho were involved in the council, if there are additional lessons that Tracie could share with the Board, and if Idaho's legislature was involved with the council.

Tracie Bent responded that the council did have members from secondary education and a group called the Idaho Business for Education that were heavily involved with the council. And the biggest lesson learned is the continuous reminder to the members of the committees that they are there as representatives of a larger group and that it is important that information is taken back to the groups and that input is received. But the council has been extremely valuable, she doesn't know how other states are structured but the process helped bottom to top communication.

Lastly, she responded that legislators were involved in the task force and the subcommittees and that the legislators were pleased with the process. Overall, there was good engagement from legislators.

Pete Gosar thanked Tracie for her time and for sharing her experience, and if Board members have additional questions, contact Paige for her contact information.

UPDATES FROM SBE COORDINATOR AND WDE LIAISON

University Partnership Summer Symposium

The SBE coordinator gave a brief overview on School University Partnership Summer Pre-Symposium and NNER Summer Symposium meetings. Paige Fenton Hughes felt these meetings had good collaborative discussions, especially around Robert Putnam's book, *Our Kids: The American Dream in Crisis*, which the Board will read for discussion at its retreat. Additionally, she thanked Pete Gosar, Board chairman, for giving the welcome speech on behalf of all the education entities around the state.

Assessment Task Force

Brent Young, WDE Liaison, asked the Board members to turn in their packets to the calendars for the 2015-2016 assessment and asked if the Board had questions on the assessment schedules.

Sue Belish, thanked Brent for providing the big picture of all the assessment schedules but had a question on the accountability system updates. She noticed that there had been a couple of changes to the accountability system that were brought to the Select Committee on Statewide Education Accountability. She was curious to know when, why, and who submitted those changes on the accountability system because she serves on the Advisory Committee to the Select Committee and that committee did not recommend those changes.

Deb Lindsey, WDE, gave an overview on the need to present the information to the Select Committee and how the process came about with the WDE accountability team, along with Mike Flicek and consultants from the National Center of Assessment. Dr. Flicek presented the idea of changing the equity indicators to the Select Committee for review and approval for this year, since the Advisory Committee did not have a meeting scheduled.

Dicky Shanor, said that the Department will map out what rules and statutes are in place on the accountability system. He believed that it will help layout who plays what role. Even if the SBE does not play a huge role they would like to know.

Brent Young turned the attention back to the Assessment Task Force and updated the Board on the upcoming meeting in Laramie, July 28-29, 2015. The two goals with two different groups of the meeting are: to look at large scale and statewide assessment and a comprehensive system. Also, they could be looking at much more than just a statewide assessment.

Deb Lindsey, WDE, reviewed the memo she had sent to the Board on the proposed statewide assessment system development timeline and she recommended that the state would stick with the current assessment system until 2018 to create consistency in data and scores.

Native American Education

Brent Young presented to the SBE that the Wyoming Department of Education (WDE) was asked by the Select Committee on Tribal Relations to draft legislation on Native American Education in Wyoming. A draft was provided in the Board packet. Brent said the next step for the draft legislation is the Legislative Service Office. Also provided in the packet is legislation from other states that were used to help develop the framework for this draft.

Brent Young noted, that this legislation will help bring awareness but it will not be mandated and will be completely voluntary.

NATIVE AMERICAN EDUCATION MODULES

Paige Fenton Hughes introduced Ruby Calvert, the Wyoming PBS General Manager. Ms. Calvert presented on the work that Wyoming PBS has been doing on Native American Education and her desire to work in tandem with the WDE/SBE. She believes there is a need for a collaboration scholarly group to work on these issues. She then went into detail describing the online learning modules/videos. Ms. Calvert noted that these videos will align with the Wyoming Content and Performance Standards, that they should be completed in September 2016, and felt that having the producer of these modules attend the SBE retreat in September would be beneficial to the Board. Lastly,

Ruby notified the Board that she will be retiring and introduced her replacement at PBS, Terry Dugas.

SBE COMMITTEE REPORTS

The Board was notified that SBE Committee reports will be on every agenda and that the Board packet will contain actual reports on the meetings held by SBE committees.

Kathryn Sessions reported out for the Accountability Committee and the selection of four new Professional Judgment Panel members to fill vacant spots. The new members included and represented the following categories: Marc LaHiff, school district central office; Kristine Walker, Wyoming post-secondary institutions; Eric Pingrey, principal; and Mary Hoard, public school teacher.

Belenda Willson updated the Board on the dissolution of the P-16 council.

UPDATE FROM PASCAL PR COMMUNICATIONS

Kelly Pascal Gould gave a brief update on the status of the SBE communication plan. She commented on the conversations she has had with Kari Eakins and Dicky Shanor at the Department and thought it would be necessary to conduct a survey on the public's awareness of the State Board of Education.

Paige Fenton Hughes said that the SBE Communication Committee will be meeting prior to the August 13, 2015 meeting to review the recommended plan before it is submitted to the entire board.

STATE SYSTEM OF SUPPORT

Brent Young, discussed the funding source that would be used to support this state system of support proposal. There is an ETA account with about \$750,000 which ends June 2016. Mr. Young proceeded to review the proposal materials provided in the packet.

Sue Belish, said she liked the collaboration in the proposal but is confused about how the whole system will align and maintain consistency. Sue Belish then asked a series of questions:

Which of the strategies recommended (PLC, ECHO, Principal Academy, Coaching for superintendents and principals, guaranteed and viable curriculum) are voluntary and which are required (for all schools, all leaders, some schools, or some leaders)?. How will the governance structures be aligned?. Will there be an evaluation process to determine how the strategies are working?. What legislative, statutory, or rules and

regulations need to be changed to implement these strategies?. How are all of these proposals aligned with the work of the Accountability Advisory Committee recommendations and with accreditation requirements?. Will the principal and superintendent coaching strategies be aligned to the skills, knowledge, and competencies that are being designed by the Accountability Advisory Committee?. Who will track and supervise the contracts for these services – WDE or SBE?. Will employees hired to do this work be WDE employees (especially the PLC director who is slated to report to the State Superintendent)?. Which strategies are specifically going to be implemented the first year?. How will these efforts align to our collaborative council efforts?.

Brent Young, felt that he could create a memo that would address most of the questions Mrs. Belish had but that some he would not be able to address at this time.

Additional Board members had questions on how much the project would cost, and if the Wyoming Teacher Association is involved.

Brent stated that he was willing to take all the questions asked and make a more specific presentation; he was looking for input from any State Board of Education member.

Kathryn Sessions moved to make the Statewide System of Support an action item on the Board's August 13th, 2015 agenda and that the discussion be given an hour. Seconded by Nate Breen; the motion carried.

CHAPTER 31 AMENDMENTS

Mackenzie Williams, Board attorney, gave an overview on the Wyoming Department of Education's Chapter 31 rules and regulations on Wyoming graduation requirements, and more specifically, the tiered diploma system and the changes made to it during the recent legislative session.

Paige Fenton Hughes, also gave background on how the local districts are being held accountable and the additional work the tiered diploma system created. She recommended that the Board approve the emergency rules proposed in the Board's meeting packet.

Dicky Shanor, suggested that the Board consider changing the rules to use the "1-12 (one to twelve)" grade bands instead of the "9-12 (nine to twelve)" in the current draft of rules.

Mackenzie Williams did not foresee that change as a problem but recommended that the districts requirements be integrated into the Wyoming Department of Education Chapter 6 Accreditation Rules.

Ken Rathbun moved that the Wyoming Department of Education, on behalf of the State Board of Education, move forward with the promulgation process to adopt Chapter 31 emergency rules with the change from grades 9-12 (nine to twelve) to grades 1-12 (one to twelve). Seconded by Kathryn Session; the motion carried.

Kathryn Sessions moved that the Wyoming Department of Education, on behalf of the State Board of Education, move forward with the promulgation process to adopt Chapter 31 permanent rules with the change from grades 9-12 (nine to twelve) to grades 1-12 (one to twelve). Seconded by Ken Rathbun; the motion carried.

STANDARDS REVIEW TIMELINE

WDE Liaison, Brent Young, reviewed the proposed standards timeline provided in the packet. Kathryn Sessions moved that the State Board of Education adopt the Wyoming Content and Performance Standards review calendar as presented, seconded by Nate Breen; the motion carried.

No public comment was given

Kathy Coon moved to adjourn seconded by Nate Breen; the motion carried.

The State Board of Education meeting adjourned at 10:36 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 13, 2015

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending July 31, 2015 shows a balance of \$351,576.16

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending July 31, 2015

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

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

COMMENTS:

(Federal budgets) - % flow-through
% Admin _____
Total must equal 100% **0%**

BUDGET TITLE & COMPLETE BUDGET CODING: **15-009-206-1001-009**

	OBJECT CODES	CURRENT BUDGET	DECREASE	INCREASE	NEW TOTAL
104	Salaries - Temporary				0.00
105	Benefits	0.00			0.00
	SUB-TOTAL	0.00	0.00	0.00	0.00
202	Equipment Repair & Maintenance				
203	Teleconference				
204	Communications				
207	Professional Development & Training				
208	Advertising				
221	Travel In-State				
222	Travel Out-of-State				
227	Travel Out-of-State				
230	Supplies-Safety-Security				
231	Supplies-Office, Printing				
234	Supplies-Food & Food Service				
236	Educational Supplies				
240	Intangible Assets				
241	Office Equipment, Furniture				
242	Data Processing & Other Computer Equipment				
246	Educational Recreational & Technical Equipment				
251	Room & Building Rental				
257	Awards Monetary Taxable/Nonmonetary Nontaxable				
271	Awards				
292	Maintenance Agreements				
	SUB-TOTAL	0.00	0.00	0.00	0.00
301	Cost Allocation (Federal)				
	SUB-TOTAL	0.00	0.00	0.00	0.00
410	Data Processing				
420	A&I Telecommunication Charges				
	SUB-TOTAL	0.00	0.00	0.00	0.00
607	Scholarships, Educational Assistance				
626	School Districts				
	SUB-TOTAL	0.00	0.00	0.00	0.00
901	Contract Services				0.00
	SUB-TOTAL	0.00	0.00	0.00	0.00
	GRAND TOTAL	0.00	0.00	0.00	0.00

Funding Source: _____

Additional Funds? YES NO

Approval Signatures: _____

Unit Director **Date**

Internal Budget **Date**

Program Manager **Date**

(Federal budgets) - % flow-through

% Admin

Total must equal 100%

0%

BUDGET TITLE & COMPLETE BUDGET CODING:

15-001-206-1001-100

OBJECT CODES	CURRENT BUDGET	DECREASE	INCREASE	NEW TOTAL
104 Salaries - Temporary				0.00
105 Benefits				0.00
SUB-TOTAL	0.00	0.00	0.00	0.00
202 Equipment Repair & Maintenance				
203 Teleconference				0.00
204 Communications				
207 Professional Development & Training				0.00
208 Advertising				
221 Travel In-State				
222 Travel Out-of-State				
227 Travel Out-of-State				
230 Supplies-Safety-Security				
231 Supplies-Office, Printing				
234 Supplies-Food & Food Service				
236 Educational Supplies				
240 Intangible Assets				0.00
241 Office Equipment, Furniture				
242 Data Processing & Other Computer Equipment				
246 Educational Recreational & Technical Equipment				
251 Room & Building Rental				
257 Awards Monetary Taxable/Nonmonetary Nontaxable				
271 Awards				
292 Maintenance Agreements				
SUB-TOTAL	0.00	0.00	0.00	0.00
301 Cost Allocation (Federal)				
SUB-TOTAL	0.00	0.00	0.00	0.00
410 Data Processing				
420 A&I Telecommunication Charges				
SUB-TOTAL	0.00	0.00	0.00	0.00
607 Scholarships, Educational Assistance				
626 School Districts				
SUB-TOTAL	0.00	0.00	0.00	0.00
901 Contract Services [001]				0.00
SUB-TOTAL	0.00	0.00	0.00	0.00
GRAND TOTAL	0.00	0.00	0.00	0.00

Funding Source: _____

Additional Funds? YES NO

Approval Signatures:

Unit Director Date

Internal Budget Date

Program Manager Date

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Budget

1 JULY 2014 thru 31 JULY 2015

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
Personal Services (100 series)				
Salaries Temporary (0104) [Appr Unit 001]	54,000.00	30,000.00		24,000.00
Employer Paid Benefits (0105) [Appr Unit 001]	6,000.00	2,512.65		3,487.35
Salaries Temporary (0104) [Appr Unit 009]	244,000.00	137,294.19		106,705.81
Employer Paid Benefits (0105) [Appr Unit 009]	6,000.00	12,063.33		(6,063.33)
Supportive Services (200 series)				
Office Machines & Equipment Repair (0202.03)	300.00	124.99	0.00	175.01
Teleconference (0203.07)	600.00	537.11	0.00	62.89
Communications Direct Freight (0204.06)	7,240.00	190.68	0.00	7,049.32
Professional Development & Training (0207)	29,610.00	33,636.71	0.00	(4,026.71)
Advertising (0208)	2,000.00	0.00	0.00	2,000.00
State Board, In-State Travel Reimbursement (0221) [Appr Unit 001]	69,415.00	54,073.31	0.00	15,341.69
State Board, In-State Travel Reimbursement (0221) [Appr Unit 009]	5,000.00	0.00	0.00	5,000.00
State Board, Out-of-State Travel Reimbursement (0222)	29,898.00	12,527.22	0.00	17,370.78
State Board, Out-of-State Travel Reimbursement (0227)	1,500.00	1,407.84	0.00	92.16
Supplies - Safety-Security-Law Enforcement (0230.24)	0.00	0.00	0.00	0.00
Supplies - Office, Printing, Reproduction & Stationery (0231.00) [Appr Unit 001]	1,575.00	1,277.66	0.00	297.34
Supplies - Office, Printing, Reproduction & Stationery (0231.00) [Appr Unit 009]	5,000.00	0.00	0.00	5,000.00
Food & Food Service Supplies (0234.00) [Appr Unit 001]	6,905.00	555.13	0.00	6,349.87
Food & Food Service Supplies (0234.00) [Appr Unit 009]	0.00	39.84	0.00	(39.84)
Supplies - Education & Recreational (0236)	672.00	21.99	0.00	650.01
Intangible Assets (0240)	50.00	32.00	0.00	18.00
Office, Institutional & Household Equipment & Furnishings (0241)	0.00	22.36	0.00	(22.36)
Data Processing & Other Computer Equipment (0242)	1,391.00	983.21	0.00	407.79
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00
Conference Room Rental (0251.04) [Appr Unit 001]	1,200.00	840.00	0.00	360.00
Conference Room Rental (0251.04) [Appr Unit 009]	10,000.00	200.00	0.00	9,800.00
Awards, Prizes (0257.01 Monetary/Taxable) (0257.02 Non Monetary/Not Taxable)	100.00	76.97	0.00	23.03
Awards, Prizes (0271.0)	2,384.00	0.00	0.00	2,384.00
Maintenance Agreements (0292.0)	0.00	0.00	0.00	0.00
Data Processing Charges (0400 series)				
A&I Telecommunications (0420)	3,531.00	3,300.76	0.00	230.24
Professional Services (0900 series)				
Contract Services (0901) [Appr Unit 001]	65,341.00	13,557.89	30,000.00	21,783.11
Contract Services (0901) [Appr Unit 009]	180,000.00	510.00	46,350.00	133,140.00

TOTAL	733,712.00	305,785.84	76,350.00	351,576.16
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Personal Services (100 series) [Appr Unit 009]

DATE	DESCRIPTION	AMOUNT
25-Sep-2014	Salaries	300.00
25-Sep-2014	Salaries	1,877.87
11-Aug-2014	Salaries	4,500.00
11-Sep-2014	Salaries	10,416.64
11-Sep-2014	Salaries	10,416.64
28-Jul-2014	Salaries	10,416.64
28-Oct-2014	Salaries	10,416.64
24-Nov-2014	Salaries	10,416.64
18-Dec-2014	Salaries	-300.00
18-Dec-2014	Salaries	-4,500.00
23-Dec-2014	Salaries	10,416.64
24-Feb-2015	Salaries	10,416.64
27-Jan-2015	Salaries	10,416.64
25-Mar-2015	Salaries	10416.64
27-Apr-2015	Salaries	10416.64
26-May-2015	Salaries	10,416.64
26-Jun-2015	Salaries	10,416.64
28-Jul-2015	Salaries	10,416.64
TOTAL		137,294.19

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Employer Paid Benefits [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
18-Dec-2014	Employer Paid Benefits	7.61
18-Dec-2014	Employer Paid Benefits	22.95
18-Dec-2014	Employer Paid Benefits	54.57
18-Dec-2014	Employer Paid Benefits	344.25
30-Jan-2015	Employer Paid Benefits	7.61
30-Jan-2015	Employer Paid Benefits	54.57
30-Jan-2015	Employer Paid Benefits	80.34
30-Jan-2015	Employer Paid Benefits	321.29
30-Jan-2015	Employer Paid Benefits	413.11
24-Feb-2015	Employer Paid Benefits	275.43
25-Mar-2015	Employer Paid Benefits	28.68
27-Apr-2015	Employer Paid Benefits	6.34
27-Apr-2015	Employer Paid Benefits	45.47
27-Apr-2015	Employer Paid Benefits	372.94
26-May-2015	Employer Paid Benefits	206.54
26-Jun-2015	Employer Paid Benefits	5.07
26-Jun-2015	Employer Paid Benefits	36.38
26-Jun-2015	Employer Paid Benefits	160.65
28-Jul-2015	Employer Paid Benefits	68.85
TOTAL		2,512.65

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Employer Paid Benefits [Appr Unit 009]

DATE	DESCRIPTION	AMOUNT
28-Jul-14	Worker's Compensation 30Jun14	164.16
27-Aug-14	Employer Paid Benefits	796.87
2-Sep-14	Employer Paid Benefits	7.61
2-Sep-14	Employer Paid Benefits	54.57
2-Sep-14	Employer Paid Benefits	344.25
2-Sep-14	Employer Paid Benefits	796.89
3-Sep-14	Worker's Compensation: 31Jul14	130.21
11-Sep-14	Employer Paid Benefits	22.95
25-Sep-14	Employer Paid Benefits	796.87
30-Sep-14	Worker's Compensation 31Aug14	130.21
28-Oct-14	Worker's Compensation: 30Sep14	130.20
28-Oct-14	Employer Paid Benefits	796.87
24-Nov-14	Employer Paid Benefits	796.87
4-Dec-14	Worker's Compensation: 31Oct14	130.21
18-Dec-14	GEM SBoE Members payroll	-344.25
18-Dec-14	GEM SBoE Members payroll	-54.57
18-Dec-14	GEM SBoE Members payroll	-22.95
18-Dec-14	GEM SBoE Members payroll	-7.61
23-Dec-14	Employer Paid Benefits	796.87
2-Jan-2015	Worker's Compensation: 11/30/14	130.21
27-Jan-2015	Employer Paid Benefits	796.87
29-Jan-2015	Worker's Compensation: 12/31/14	130.21
24-Feb-2015	Employer Paid Benefits	796.87
27-Feb-2015	Worker's Compensation:	130.21
25-Mar-2015	Employer Paid Benefits	796.88
27-Apr-2015	Employer Paid Benefits	796.88
25-Mar-2015	Worker's Compensation: 2/28/15	130.21
28-Apr-2015	Worker's Compensation: 3/31/15	130.21
26-May-2015	Employer Paid Benefits	796.87
27-May-2015	Worker's Compensation: 4/30/15	130.21
24-Jun-2015	Worker's Compensation: 5/31/15	130.21
26-Jun-2015	Employer Paid Benefits	796.87
28-Jul-2015	Worker's Compensation: 6/30/15	107.52
28-Jul-2015	Employer Paid Benefits	796.87
TOTAL		12,063.33

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Office Machines & Equipment Repair (0202)

DATE	DESCRIPTION	AMOUNT
11/14/2014	Aid RepairZoom - iPad glass repair/P Hughes	124.99

TOTAL		124.99
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Utilities (0203)

DATE	DESCRIPTION	AMOUNT
14-Jul-2014	Leader Technologies LLC - Conference Calls	61.71
14-Jul-2014	Leader Technologies LLC - Conference Calls	93.34
3-Dec-2014	Leader Technologies LLC - Conference Calls	100.57
12-Jan-2015	Leader Technologies LLC - Conference Calls	56.11
3-Feb-2015	Leader Technologies LLC - Conference Calls	35.81
11-Mar-2015	Leader Technologies LLC - Conference Calls	39.54
12-May-2015	Leader Technologies LLC - Conference Calls	83.49
10-Jun-2015	Leader Technologies LLC - Conference Calls	30.59
9-Jul-2015	Leader Technologies LLC - Conference Calls	35.95

TOTAL 537.11

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Freight & Postage (204)

DATE	DESCRIPTION	AMOUNT
16-Jul-2014	FEDEX - Direct Freight Charges	8.27
16-Jul-2014	FEDEX - Direct Freight Charges	10.98
4-Nov-2014	FEDEX - Direct Freight Charges	7.07
4-Nov-2014	FEDEX - Direct Freight Charges	8.87
3-Dec-2014	FEDEX - Direct Freight Charges	7.07
3-Dec-2014	FEDEX - Direct Freight Charges	13.74
3-Dec-2014	FEDEX - Direct Freight Charges	15.16
12-Jan-2015	FEDEX - Direct Freight Charges	16.52
6-Feb-2015	FEDEX - Direct Freight Charges	10.32
11-Mar-2015	FEDEX - Direct Freight Charges	32.19
5-May-2015	FEDEX - Direct Freight Charges	11.49
12-May-2015	USPS - Postage	49.00

TOTAL 190.68

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Professional Development & Training (0207)

DATE	DESCRIPTION	AMOUNT
18-Aug-2014	1 Jul 14 - 30 Jun 15 NASBE, NCOSEA dues & Standards	9,431.71
7-Oct-2014	MATTHEW BENDER &CO - 2014 WY Education Laws/15 Books	504.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Willson	675.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Oaks	675.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Fenton Hughes	675.00
16-Dec-2014	October 15 - 18, 2014 for Registrations NASBE Mackenzie	775.00
6-Mar-2015	EDUCATION WEEK - Subscription/SBoE/C Oaks/6 mo.	29.00
11-Mar-2015	NASBE/Conference registration for K Sessions	400.00
11-Mar-2015	NASBE Conference registration for B Willson	400.00
23-Apr-2015	2015 NASBE, NCOSEA, & Standard Subscription-For SBoE	20,072.00
TOTAL		33,636.71

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Advertising & Promotion (0208)

DATE	DESCRIPTION	AMOUNT
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TOTAL	0.00
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DEPARTMENT OF EDUCATION**Education****Budget****State Travel Reimbursement (0221) [Appr Unit 001]**

DESCRIPTION	AMOUNT
Willson, Belenda - Mileage for SBE Meeting	99.68
Willson, Belenda - Mileage for SBE Meeting	99.68
Willson, Belenda - Per Diem for SBE Meeting	109.00
Per Diem for SBE Meeting	218.00
Oaks, Chelsie - M&IE/Rawlins, WY	34.50
Oaks, Chelsie - M&IE/Rawlins, WY	69.50
Oaks, Chelsie - Lodging/Rawlins, WY	179.28
Reichardt,Gerald - Mileage for SBE Meeting	87.92
Reichardt,Gerald - Mileage for SBE Meeting	87.92
Reichardt,Gerald - Per Diem for SBE Meeting	109.00
Reichardt,Gerald - Per Diem for SBE Meeting	218.00
Hageman, Hugh - Per Diem for SBE Meeting	109.00
Hageman, Hugh - Mileage for SBE Meeting	113.12
Hageman, Hugh - Mileage for SBE Meeting	113.12
Hageman, Hugh - Per Diem for SBE Meeting	218.00
Micheli, Joseph - Mileage for SBE Meeting	100.24
Micheli, Joseph - Mileage for SBE Meeting	100.24
Micheli, Joseph - Per Diem for SBE Meeting	109.00
Micheli, Joseph - Per Diem for SBE Meeting	218.00
Sessions, Kathryn - Mileage for SBE Meeting	83.44
Sessions, Kathryn - Mileage for SBE Meeting	83.44
Sessions, Kathryn - Per Diem for SBE Meeting	109.00
Sessions, Kathryn - Per Diem for SBE Meeting	218.00
Coon, Kathy - Mileage for SBE Meeting	58.24
Coon, Kathy - Mileage for SBE Meeting	58.24
Coon, Kathy - Per Diem for SBE Meeting	109.00
Coon, Kathy - Per Diem for SBE Meeting	218.00
Rathbun, Kenneth - Per Diem for SBE Meeting	109.00
Rathbun, Kenneth - Mileage for SBE Meeting	175.84
Rathbun, Kenneth - Mileage for SBE Meeting	175.84
Rathbun, Kenneth - Per Diem for SBE Meeting	218.00
Gosar, Pete - Mileage for SBE Meeting	56.00
Gosar, Pete - Mileage for SBE Meeting	56.00
Gosar, Pete - Per Diem for SBE Meeting	109.00
Gosar, Pete - Per Diem for SBE Meeting	218.00
Ratliff, Scott - Mileage for SBE Meeting	68.88
Ratliff, Scott - Mileage for SBE Meeting	68.88
Ratliff, Scott - Per Diem for SBE Meeting	109.00
Ratliff, Scott - Per Diem for SBE Meeting	218.00
Wilcox, Walt - Mileage for SBE Meeting	65.52
Wilcox, Walt - Mileage for SBE Meeting	65.52
Wilcox, Walt - Per Diem for SBE Meeting	109.00

Wilcox, Walt - Per Diem for SBE Meeting	218.00
Williams, Mackenzie - M&IE/Rawlins, WY	34.50
Williams, Mackenzie - M&IE/Rawlins, WY	69.50
Williams, Mackenzie - Lodging/Rawlins, WY	179.28
Fenton-Hughes, Paige - M&IE/Rawlins, WY	34.50
Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
Fenton-Hughes, Paige - M&IE/Casper, WY	69.00
Fenton-Hughes, Paige - M&IE/Rawlins, WY	69.50
Fenton-Hughes, Paige - Mileage/Rawlins, WY	70.00
Fenton-Hughes, Paige - Mileage/Rawlins, WY	70.00
Fenton-Hughes, Paige - Lodging/Casper, WY	83.16
Fenton-Hughes, Paige - Lodging/Cheyenne, WY	91.30
Fenton-Hughes, Paige - Lodging/Cheyenne, WY	91.30
Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
Fenton-Hughes, Paige - Lodging/Rawlins, WY	179.28
Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
Fenton-Hughes, Paige - M&IE/Casper, WY	115.00
Fenton-Hughes, Paige - Lodging/Casper, WY	162.00
Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
Fenton-Hughes, Paige - Mileage/Casper, WY	163.85
Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
Willson, Belenda - Per Diem for SBE Meeting	109.00
Willson, Belenda - Mileage for SBE Meeting	145.60
Hageman, Hugh - Per Diem for SBE Meeting	109.00
Hageman, Hugh - Mileage for SBE Meeting	144.48
Sessions, Kathryn - Per Diem for SBE Meeting	109.00
Sessions, Kathryn - Mileage for SBE Meeting	199.36
Coon, Kathy - Per Diem for SBE Meeting	109.00
Coon, Kathy - Mileage for SBE Meeting	116.48
Rathbun, Kenneth - Per Diem for SBE Meeting	109.00
Rathbun, Kenneth - Mileage for SBE Meeting	220.64
Ratliff, Scott - Per Diem for SBE Meeting	109.00
Ratliff, Scott - Mileage for SBE Meeting	134.40
Wilcox, Walt - Per Diem for SBE Meeting	54.50
Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
Fenton-Hughes, Paige - Mileage/Jackson, WY	179.20
Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
Oaks, Chelsie - M&IE/Casper, WY	174.00
Oaks, Chelsie - Lodging/Casper, WY	398.51
Reichardt, Gerald - Per Diem for SBE Meeting Casper-9/4/14	109.00
Reichardt, Gerald - Mileage for SBE Meeting Casper-9/4/14	122.08
Fenton-Hughes, Paige - M&IE/Cheyenne, WY	104.00

Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
Fenton-Hughes, Paige - M&IE/Casper, WY	174.00
Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
Fenton-Hughes, Paige - Lodging/Casper, WY	332.64
Oaks, Chelsie - M&IE/Riverton, WY	69.00
Oaks, Chelsie - Lodging/Riverton, WY	90.47
Coon Kathy - Mileage for PJP Meeting Casper-9/23-25/14	116.48
Coon Kathy - Per Diem for PJP Meeting Casper-9/23-25/14	327.00
Williams, Mackenzie - M&IE/Riverton, WY	69.00
Williams, Mackenzie - Lodging/Riverton, WY	90.47
Belish Suzanne - Mileage for PJP Meeting Casper-9/23-25/14	181.44
Belish Suzanne - Per Diem for PJP Meeting Casper-9/23-25/14	436.00
Wilcox, Walt - Per Diem for PJP & Select Committee Meetings Casper-9/23-26	436.00
Willson, Belenda - Mileage for SBE Meeting Riverton-10/9/14	61.60
Willson, Belenda - Per Diem for Select Committee Meeting Casper-9/26/14	109.00
Willson, Belenda - Mileage for Select Committee Meeting Casper-9/26/14	145.60
Willson, Belenda - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Sessions, Kathryn - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Sessions, Kathryn - Mileage for SBE Meeting Riverton-10/9/14	302.40
Coon, Kathryn - Mileage for SBE Meeting Riverton-10/9/14	116.48
Coon, Kathryn - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Rathbun, Kenneth - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Rathbun, Kenneth - Mileage for SBE Meeting Riverton-10/9/14	346.08
Ratliff, Scott - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Belish, Suzanne - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Belish, Suzanne - Mileage for SBE Meeting Riverton-10/9/14	254.24
Wilcox, Walt - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Micheli, Joseph - Per Diem for SBE Meeting Riverton-10/9/14	218.00
Micheli, Joseph - Mileage for SBE Meeting Riverton-10/9/14	239.68
Willson, Belenda - Mileage-In-State/Westminster-Denver, CO	116.48
Willson, Belenda - Mileage for SBE Meeting Clearmont-11/10-12/14	170.24
Oaks, Chelsie - M&IE/Clearmont, WY	74.00
Reichardt, Gerald - Mileage for SBE Meeting Clearmont-11/10-12/14	280.00
Sessions, Kathryn - Mileage for SBE Meeting Clearmont-11/10-12/14	357.28
Coon, Kathy - Mileage for SBE Meeting Clearmont-11/10-12/14	274.40
Rathbun, Kenneth - Mileage for SBE Meeting Clearmont-11/10-12/14	180.32
Gosar, Peter - Mileage for SBE Meeting Clearmont-11/10-12/14	323.68
Belish, Suzanne - Mileage for SBE Meeting Clearmont-11/10-12/14	49.28
Wilcox, Walt - Mileage for SBE Meeting Clearmont-11/10-12/14	157.92
Smith, Paula - M&IE/Clearmont, WY	74.00
Micheli, Joseph - Per Diem For for SBE Meeting Clearmont-11/10-12/14	109.00
Micheli, Joseph - Mileage for SBE Meeting Clearmont-11/10-12/14	489.44
Ratliff, Scott - Per Diem for SBE Meeting Clearmont-11/10-12/14	109.00
Ratliff, Scott - Mileage for SBE Meeting Clearmont-11/10-12/14	231.84
Motor Pool	204.00
Motor Pool	90.00
206MV9572	135.00
Motor Pool	135.00

Motor Pool	390.00
Motor Pool	135.00
Motor Pool	135.00
Motor Pool	300.00
Fenton Hughes, Paige - Mileage/Riverton, WY	28.00
Fenton Hughes, Paige - Mileage/Casper, WY	162.40
Fenton Hughes, Paige - Mileage/Cheyenne, WY	304.64
Motor Pool	180.00
Motor Pool	300.00
Fenton Hughes, Paige - Mileage-In/Denver, CO	304.64
Fenton Hughes, Paige - M&IE/Cheyenne, WY	69.00
Fenton Hughes, Paige - M&IE/Evanston, WY	76.50
Fenton Hughes, Paige - Lodging/Cheyenne, WY	91.30
Fenton Hughes, Paige - Lodging/Evanston, WY	96.12
Fenton Hughes, Paige - M&IE/Cheyenne, WY	115.00
Fenton Hughes, Paige - M&IE/Cheyenne, WY	161.00
Fenton Hughes, Paige - Mileage/Evanston, WY	225.12
Fenton Hughes, Paige - Lodging/Cheyenne, WY 18-20 Jan 2015	241.98
Fenton Hughes, Paige - Mileage/Cheyenne, WY	304.64
Fenton Hughes, Paige - Mileage/Cheyenne, WY	312.80
Fenton Hughes, Paige - Mileage/Cheyenne, WY	312.80
Fenton Hughes, Paige - Lodging/Cheyenne, WY	362.97
Willson, Belenda - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
Willson, Belenda - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	355.35
Reichardt, Gerald - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	80.50
Reichardt, Gerald - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	218.00
Hageman, Hugh - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	119.60
Hageman, Hugh - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	218.00
Micheli, Joseph - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
Micheli, Joseph - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	379.50
Coon, Kathy - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	161.00
Coon, Kathy - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
Rathbun, Kenneth - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	218.00
Rathbun, Kenneth - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	304.75
Fenton Hughes - Paige - M&IE/Jackson, WY 9-11 Dec 2014	140.00
Fenton Hughes - Paige - Mileage/Casper, WY	162.40
Fenton Hughes, Paige - Mileage/Jackson, WY 9-11 Dec 2014	179.20
Fenton Hughes, Paige - M&IE/Cheyenne, WY 25-30 Jan 2015	253.00
Fenton Hughes, Paige - Lodging/Jackson, WY 9-11 Dec 2014	262.82
Fenton Hughes, Paige - Mileage/Cheyenne, WY 25-30 Jan 2015	312.80
Fenton Hughes, Paige - Lodging/Cheyenne, WY 25-30 Jan 2015	659.95
Belish, Suzanne - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
Belish, Suzanne - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	391.00
Wilcox, Walt - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	204.70
Wilcox, Walt - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
Gosar, Pete - Per Diem for SB 2/5/-6/15	218.00
Gosar, Pete - Mileage for SB 2/5/-6/15	56.35
Fenton Hughes, Paige - Lodging 8-12 Feb 2015 Cheyenne	483.96

Fenton Hughes, Paige - Mileage 8-12 Feb 2015 Cheyenne	312.80
Fenton Hughes, Paige - M&IE 8-12 Feb 2015 Cheyenne	207.00
Fenton Hughes, Paige - Lodging 2-6 Feb 2015 Ft Collins, CO/Cheyenne	483.96
Fenton Hughes, Paige - Mileage 2-6 Feb 2015 Ft Collins, CO/Cheyenne	312.80
Fenton Hughes, Paige - M&IE 2-6 Feb 2015 Ft Collins, CO/Cheyenne	207.00
Reichardt, Gerald W - Mileage for House Education Committee Meeting 1/16/15 Cheyenne	80.50
Move MVMS charge that posted to wrong budget	-135.00
Sessions, Kathryn - Per Diem for SBE Meeting 3/17-3/18/15 Saratoga	218.00
Coon, Kathy - Mileage for SBE Meeting 3/17-3/18/15 - Saratoga	280.60
Coon, Kathy - Per Diem for SBE Meeting 3/17-3/18/15 - Saratoga	327.00
Rathbun, Kenneth - Mileage for SBE Meeting 3/17-3/18/15 - Saratoga	70.15
Rathbun, Kenneth - Per Diem for WDE Capacity Meeting 3/12/15 - Cheyenne	109.00
Rathbun, Kenneth - Mileage for WDE Capacity Meeting 3/12/15 - Cheyenne	143.75
Rathbun, Kenneth - Per Diem for SBE Meeting 3/17-3/18/15 - Saratoga	218.00
Williams, Mackenzie - M&IE/Saratoga, WY	69.00
Ratliff, Scott - Mileage for SBE Meeting 3/17-3/18/15 - Saratoga	188.60
Ratliff, Scott - Per Diem for SBE Meeting 3/17-3/18/15 - Saratoga	327.00
Belish, Suzanne - Mileage for SBE Meeting 3/17-3/18/15 - Saratoga	135.70
Belish, Suzanne - Per Diem for SBE Meeting 3/17-3/18/15 - Saratoga	218.00
Wilcox, Walt - Mileage for SBE Meeting 3/17-3/18/15 - Saratoga	170.20
Wilcox, Walt - Per Diem for SBE Meeting 3/17-3/18/15 - Saratoga	218.00
Oaks, Chelsie - M&IE/Saratoga, WY	69.00
Micheli, Joseph - Per Diem for SBE Meeting - Saratoga- 3/17-3/18/15	218.00
Micheli, Joseph - Mileage for SBE Meeting - Saratoga- 3/17-3/18/15	254.15
Coon, Kathy - Per Diem for WDE Capacity Meeting - Cheyenne- 3/12/15	109.00
Coon, Kathy - Mileage for WDE Capacity Meeting - Cheyenne- 3/12/15	161.00
Fenton Hughes, Paige - M&IE/Cheyenne, WY	69.00
Fenton Hughes, Paige - Lodging/Cheyenne, WY	120.99
Fenton Hughes, Paige - M&IE/Cheyenne, WY	207.00
Fenton Hughes, Paige - Mileage/Cheyenne, WY	312.80
Fenton Hughes, Paige - Mileage/Cheyenne, WY	312.80
Fenton Hughes, Paige - Lodging/Cheyenne, WY	483.96
Gosar, Pete - Per Diem for WDE Capacity Meeting - Cheyenne - 3/12/15	54.50
Gosar, Pete - Mileage for WDE Capacity Meeting - Cheyenne - 3/12/15	56.35
Gosar, Pete - Mileage for SBE Meeting - Saratoga- 3/17-3/18/15	110.40
Gosar, Pete - Per Diem for SBE Meeting - Saratoga- 3/17-3/18/15	218.00
Ratliff, Scott - Mileage for SBE Meeting - Cheyenne- 2/5-2/6/15	310.50
Ratliff, Scott - Per Diem for SBE Meeting - Cheyenne- 2/5-2/6/15	327.00
Belish, Suzanne - Per Diem for SBE Meeting - Selection of Task Force 3/30/15 C	163.50
Coon, Kathy - Per Diem for SBE Meeting - Selection of Assessment Task Forc	109.00
Coon, Kathy - Mileage for SBE Meeting - Selection of Assessment Task Force	161.00
Wilcox, Walt - Per Diem for JEC Meeting Casper 10/23/14	54.50
Rathbun, Kenneth - Per Diem for Communication Committee Meeting 4/8/15 Casper	109.00
Rathbun, Kenneth - Mileage for Communication Committee Meeting 4/8/15 Casper	226.55
Fenton Hughes, Paige - Mileage/Cheyenne, WY	312.80

Fenton Hughes, Paige - M&IE/Cheyenne, WY	345.00
Fenton Hughes, Paige - Lodging/Cheyenne, WY	846.93
Ratliff, Scott - Per Diem for Communication Committee Meeting 4/8/15 Casper	109.00
Ratliff, Scott - Mileage for Communication Committee Meeting 4/8/15 Casper	138.00
Belish S, Rathbun K, Sessions K, Williams M, - State Plane Mar 17&18 2015	2,410.64
Willson, Belinda - Mileage/Casper, WY-Kearney, NE-Casper, WY	149.50
Motor Pool	240.00
Oaks, Chelsie - M&IE/Riverton, WY	104.00
Oaks, Chelsie - Lodging/Riverton, WY	158.62
Willson, Belenda - Mileage - May SBE Meeting, Riverton 5/12-5/14/15	63.25
Willson, Belenda - Per Diem - May SBE Meeting, Riverton 5/12-5/14/15	327.00
Sessions, Kathryn - Mileage - May SBE Meeting, Riverton 5/12-5/14/15	310.50
Sessions, Kathryn - Per Diem - May SBE Meeting, Riverton 5/12-5/14/15	327.00
Coon, Kathy - Per Diem - May SBE Meeting, Riverton 5/13-5/14/15	218.00
Coon, Kathy - Mileage - May 2015 SBE Meeting, Riverton 5/13-5/14/15	257.60
Breen, Nathan - Per Diem - May SBE Meeting, Riverton 5/13-5/14/15	218.00
Ratliff, Scott - Per Diem - May SBE Meeting, Riverton 5/13-5/14/15	109.00
Belish, Suzanne - Per Diem - May SBE Meeting, Riverton 5/13-5/14/15	218.00
Belish, Suzanne - Mileage - May SBE Meeting, Riverton 5/13-5/14/15	310.50
Wilcox, Walt - Lodging/Saratoga, WY	129.00
Wilcox, Walt -Mileage - May SBE Meeting, Riverton 5/13-5/14/15	138.00
Wilcox, Walt -Per Diem - May SBE Meeting, Riverton 5/13-5/14/15	218.00
Nicholas, Megan - Riverton - M&IE 5/12/15-5/14/15	104.00
Nicholas, Megan - Riverton - Lodging 5/12/15-5/14/15	230.82
Oaks, Chelsie - M&IE - Saratoga, WY	69.00
Oaks, Chelsie - Mileage - Casper, WY	133.50
Gosar, Peter - Mileage for SBE Meeting Cheyenne 5/6/15	56.35
Rathbun Kenneth - Per Diem for SBE Meeting Saratoga 6/4-6/5/15	109.00
Rathbun Kenneth - Mileage for SBE Meeting Saratoga 6/4-6/5/15	395.60
Gosar, Peter - Mileage for SBE Meeting Saratoga 6/4-6/5/15	90.85
Gosar, Peter - Per Diem for SBE Meeting Saratoga 6/4-6/5/15	109.00
Ratliff, Scott - Per Diem for SBE Meeting Saratoga 6/4-6/5/15	109.00
Ratliff, Scott - Mileage for SBE Meeting Saratoga 6/4-6/5/15	188.60
Wilcox, Walt - Per Diem for SBE Meeting Saratoga 6/4-6/5/15	109.00
Wilcox, Walt -Mileage for SBE Meeting Saratoga 6/4-6/5/15	170.20
Oaks, Chelsie - Mileage/Casper, WY	133.50
Willson, Belenda - Per Diem for Communication Meeting - Casper- 6/11/15	109.00
Willson, Belenda - Mileage Reimbursement for Communication Meeting - Casper- 6/	149.50
Micheli, Joseph - Per Diem for SBE Meeting - Saratoga- 6/4-6/5/15	109.00
Micheli, Joseph - Mileage for SBE Meeting - Saratoga- 6/4-6/5/15	257.60
Coon, Kathy - Per Diem for Communication Meeting - Casper - 6/11/15	109.00
Coon, Kathy - Mileage Reimb. for Communication Meeting - Casper - 6/11/15	119.60
Rathbun, Kenneth - Per Diem for Communication Meeting - Casper- 6/11/15	109.00
Rathbun, Kenneth - Mileage reimbursement for Communication Meeting - Casper- 6/	226.55

Breen, Nathan - Per Diem for Communication Meeting - Casper- 6/11/15	109.00
Breen, Nathan - Per Diem for SBE Meeting - Saratoga - 6/4-6/8/15	109.00
Breen, Nathan - Mileage Reimb. for SBE Meeting - Saratoga - 6/4-6/8/15	146.05
Fenton-Hughes, Paige - M&IE/Casper, WY	69.00
Fenton-Hughes, Paige - Lodging/Casper, WY	91.79
Fenton-Hughes, Paige - Mileage/Casper, WY	166.76
Fenton-Hughes, Paige - Mileage/Fort Washakie, WY	17.25
Fenton-Hughes, Paige - Mileage/Ethete-Fort Washakie, WY	22.43
Fenton-Hughes, Paige - Mileage/Arapahoe, WY	28.75
Fenton-Hughes, Paige - Mileage/Arapahoe, WY	28.75
Sessions Kathryn - Per Diem - SBE Communication Planning Meeting - Casper - 6/1	109.00
Sessions Kathryn - Mileage reimb- SBE Communication Planning Meeting - Casper -	204.70
Ratliff, Scott - Per Diem for Select Committee on Tribal Relations 6/11/15 Ri	109.00
Williams Mackenzie - M&IE/Saratoga, WY	69.00
Sessions Kathryn - Per Diem - SBE Meeting - Saratoga - 6/4-6/5/15	109.00
Sessions Kathryn - Mileage - SBE Meeting - Saratoga - 6/4-6/5/15	146.05

TOTAL 54,073.31

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Biennium Budget

State Board In-State Travel Reimbursement (0221) [Appr Unit 009]

<u>DATE</u>	<u>DESCRIPTION</u>	<u>Amount</u>
		0.00

	Total	0.00
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WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY15 Biennium Budget****State Board Out-of-State Travel Reimbursement (0222)**

DATE	DESCRIPTION	AMOUNT
23-Oct-2014	Oaks, Chelsie - Mileage/Denver, CO	74.88
23-Oct-2014	Oaks, Chelsie - M&IE/Denver, CO	177.00
23-Oct-2014	Oaks, Chelsie - Lodging/Denver, CO	502.89
4-Nov-2014	Willson, Belenda - M&IE/Westminster-Denver, CO	177.00
4-Nov-2014	Willson, Belenda - Mileage-Out-of-State/Westminster-Denver, CO	346.08
4-Nov-2014	Willson, Belenda - Lodging/Westminster-Denver, CO	503.29
4-Nov-2014	Williams, Mackenzie - Mileage/Westminster-Denver, CO	74.88
4-Nov-2014	Williams, Mackenzie - M&IE/Westminster-Denver, CO	177.00
4-Nov-2014	Williams, Mackenzie - Lodging/Westminster-Denver, CO	814.47
3-Feb-2015	Fenton Hughes, Paige - Mileage-Out/Denver, CO	116.48
3-Feb-2015	Fenton Hughes, Paige - M&IE/Denver, CO	177.00
3-Feb-2015	Fenton Hughes, Paige - Lodging/Denver, CO	502.89
27-Feb-15	Fenton Hughes, Paige - Mileage-Out/Ft Collins, CO 2-6 Feb 2015	54.06
10-Apr-2015	Willson, Belinda - AGENT FEE - New Horizons	30.00
10-Apr-2015	Sessions, Kathy - AGENT FEE - New Horizons	30.00
10-Apr-2015	Willson, Belinda - UNITED - Airline Ticket	1,044.70
10-Apr-2015	Sessions Kathy - UNITED - Airline Ticket	1,138.20
13-Apr-2015	Other Transportation-Taxi/Cody, WY-Arlington, VA-Cody, WY	60.00
13-Apr-2015	Mileage/Cody, WY-Arlington, VA-Cody, WY	96.60
13-Apr-2015	M&IE/Cody, WY-Arlington, VA-Cody, WY	188.50
13-Apr-2015	Misc.-Baggage Fee/DIA-Washington, DC-DIA	25.00
13-Apr-2015	Other Transportation-Taxi/DIA-Washington, DC-DIA	35.00
13-Apr-2015	M&IE/DIA-Washington, DC-DIA	164.50
13-Apr-2015	Lodging/DIA-Washington, DC-DIA	924.03
4-May-2015	Misc.-Baggage Fees/Cody, WY-Washington, DC-Cody, WY	50.00
4-May-2015	Other Transportation-Taxi/Cody, WY-Washington, DC-Cody, WY	87.31
4-May-2015	Mileage/Cody, WY-Washington, DC-Cody, WY	96.60
4-May-2015	M&IE/Cody, WY-Washington, DC-Cody, WY	258.50
4-May-2015	Lodging/Cody, WY-Washington, DC-Cody, WY	1,324.20
8-May-2015	Misc.-Baggage Fee/Casper, WY-Kearney, NE-Casper, WY	25.00
8-May-2015	M&IE/Casper, WY-Kearney, NE-Casper, WY	97.00
8-May-2015	Lodging/Casper, WY-Kearney, NE-Casper, WY	189.66
11-May-2015	AGENT FEE - New Horizons/B Willson	30.00
11-May-2015	UNITED - Airline Ticket/B Willson	645.70
9-Jun-2015	Coon, K - New Horizons agent fee	30.00
9-Jun-2015	Fenton Hughes, P - New Horizons agent fee	30.00
9-Jun-2015	Breen N - New Horizons agent fee	30.00
9-Jun-2015	Fenton Hughes, P - United Airlines	434.20
9-Jun-2015	Coon, K - United Airlines	434.20
9-Jun-2015	Breen N - United Airlines	661.20

8-Jul-2015	Willson, B - New Horizons agent fee	30.00
8-Jul-2015	Willson, B United Airlines	639.20

TOTAL 12,527.22

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Biennium Budget

State Board Out-of-State Travel Reimbursement (0227)

DATE	DESCRIPTION	AMOUNT
22-Oct-2014	Bramlet, Jill - M&IE for PJP Meeting Casper-9/23-25/14	104.00
22-Oct-2014	Bramlet, Jill - Mileage for PJP Meeting Casper-9/23-25/14	122.08
22-Oct-2014	Griffith, Ken - M&IE for PJP Meeting Casper-9/23-25/14	97.00
22-Oct-2014	Griffith, Ken - Lodging for PJP Meeting Casper-9/23-25/14	169.48
22-Oct-2014	Tracy Lona - M&IE for PJP Meeting Casper-9/23-25/14	139.00
22-Oct-2014	Tracy Lona -Lodging for PJP Meeting Casper-9/23-25/14	249.48
24-Nov-2014	Jensen, Jed - M&IE Reimbursement PJP Meeting Casper-9/23-25/14	125.00
24-Nov-2014	Jensen, Jed - Mileage Reimbursement PJP Meeting Casper-9/23-25/14	152.32
24-Nov-2014	Jensen, Jed - Lodging Reimbursement PJP Meeting Casper-9/23-25/14	249.48
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TOTAL		1,407.84

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Supplies-Office Supplies, Printing (0231) [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
14-Jul-2014	Office Depot - Office Supplies	10.99
5-Aug-2014	WM Supercenter - Office Supplies for June/July SBE meeting	4.97
5-Sep-2014	Office Depot-Office Supplies	8.89
5-Sep-2014	Office Depot-Offices Supplies	14.99
6-Oct-2014	Wal-Mart - Supplies for SBE Sept meeting	2.97
6-Oct-2014	Office Depot - Office Supplies	21.84
6-Oct-2014	Wal-Mart - Supplies for PJP Meeting	24.28
6-Oct-2014	Office Depot - Office Supplies	33.52
14-Nov-2014	Little Ol' Printshop - Spiral Binding for Law Books	110.25
14-Nov-2014	Officemax Ct* - HP Toner 78A/P Atkinson	111.17
3-Dec-2014	Office Depot - Office Supplies	9.29
3-Dec-2014	Office Depot - Office Supplies	14.04
3-Dec-2014	FedExOffice - Printing of Report to the Select Committee	395.33
23-Dec-2014	Brother MFCJ470DW ink	56.95
23-Dec-2014	Brother MFCJ470DW printer w/1yr ext. warranty for State Board	79.98
12-Jan-2015	Office Depot - Office Supplies	15.19
3-Feb-2015	Office Depot - Office Supplies	10.44
11-Mar-2015	Wyoming Trophy & Engra - Plaques of service for R Micheli &	112.90
8-Apr-2015	Office Depot- Office Supplies	7.19
8-Apr-2015	Amazon MktPlace - lamp bulbs	7.55
8-Apr-2015	Office Depot- Office Supplies	8.99
8-Apr-2015	Office Depot- Office Supplies	10.49
8-Apr-2015	Office Max - Office Supplies for March SBE meeting	148.48
10-Jun-2015	Office Depot - Office Supplies	6.98
13-Jul-2015	Correct Expenditures charged to Montgomery Trust Fund	49.99
TOTAL		1,277.66

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Supplies-Office Supplies, Printing (0231) [Appr Unit 009]

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
		0.00

		TOTAL
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Supplies-Food&Food Service (0234) [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
5-Aug-14	WM Supercenter - Snacks for June/July ABE meeting	95.88
6-Oct-2014	Wal-Mart - Snacks for SBoE Sept meeting	28.62
6-Oct-2014	Wal-Mart - Snacks for PJP Meeting	78.24
4-Nov-2014	Wal-Mart - Water for SBoE Meeting	3.48
3-Dec-2014	Walgreens - Candy	9.98
11-Mar-2015	Wal-Mart - Supplies for SBoE Feb 2015 meeting	7.61
11-Mar-2015	Wal-Mart - Snacks for SBoE Feb 2015 meeting	82.37
8-Apr-2015	WM Supercenter - Snacks for March SBoE Meeting	19.51
8-Apr-2015	WM Supercenter - Snacks for March SBoE Meeting	35.76
12-May-2015	Jimmy John's - Food for SBoE Assessment Task Force Committee	78.38
10-Jun-2015	Papa Murphy's-Food for SBoE Meeting	49.00
10-Jun-2015	Wal-Mart - Food for SBoE Meeting	66.30
TOTAL		555.13

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Supplies-Food&Food Service (0234) [Appr Unit 009]

DATE	DESCRIPTION	AMOUNT
9-Jul-2015	WM Supercenter - Snacks for Assessment Task	39.84

TOTAL		39.84
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Supplies-Educational & Recreational (0236)

DATE	DESCRIPTION	AMOUNT
3-Dec-2014	WALGREENS - Book for Non-State Employee	21.99

		TOTAL	21.99
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Intangible Assets (0240)

DATE	DESCRIPTION	AMOUNT
11-Aug-14	PAYPAL *ENVATO MKPL - VideoHive Software/G Minick	32.00
		TOTAL 32.00

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Biennium Budget

Office, Warehouse, Institutional & Household Equipment & Furnishings (0241)

DATE	DESCRIPTION	AMOUNT
8-Apr-15	Amazon mktplace - table lamp	22.36
		TOTAL 22.36

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Data Processing & Computer Equipment (0242)

DATE	DESCRIPTION	AMOUNT
5-Aug-2014	AMAZON MKTPLACE - iPad Chargers	30.25
5-Aug-2014	AMAZON MKTPLACE - Mobile Scanner	169.99
13-Oct-2014	OFFICEMAX - Logitech K750 Keyboard & M705 Mouse	64.99
16-Dec-2014	November 21, 2014 1 iPad & 2 Yr. Apple Care	667.00
6-Apr-2015	AMAZON MKTPLACE - Bluetooth Adapter/Medialink/C Oaks	12.99
6-Apr-2015	Amazon.com - Logitech Wireless Presenter R400/C Oaks	37.99
TOTAL		983.21

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Equipment Rental (0251) [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
16-Oct-2014	Room Rental McMurry Training Ctr PJP meeting-Casper Sept	600.00
26-May-2015	Conference room Rental- May SBE Meeting, Riverton 5/13/15	200.00
10-Jun-2015	Regional Training Ctr-Meeting Room Rental-SBOE	40.00
		<hr/>
		TOTAL 840.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Equipment Rental (0251) [Appr Unit 009]

DATE	DESCRIPTION	AMOUNT
9-Jul-2015	Regional Training Ctr (Casper) Room Rental for Assessment Task for	200.00
TOTAL		200.00

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Biennium Budget

Awards & Prizes (0257.01 Monetary/Taxable 0257.02 Non Monetary/Not Taxable)

DATE	DESCRIPTION	AMOUNT
3-Dec-2014	Walgreens - Prizes	76.97

		TOTAL	76.97
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Awards & Prizes (0271)

DATE	DESCRIPTION	AMOUNT
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PLEASE ONLY USE 0257 FOR AWARDS

		TOTAL	0.00
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PLEASE ONLY USE 0257 FOR AWARDS

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
A&I Telecommunications (0420 series)

DATE	DESCRIPTION	AMOUNT
30-Jul-2014	Telecommunications (206TC5125)	205.07
22-Aug-2014	Telecommunications (206TC5125)	209.61
23-Sep-2014	Telecommunications (206TC5125)	210.33
21-Oct-2014	Telecommunications (206TC5125)	210.60
21-Nov-2014	Telecommunications (206TC5125)	207.81
17-Dec-2014	Telecommunications (206TC5125)	265.24
23-Feb-2015	Telecommunications (206TC5125)	505.45
20-Mar-2015	Telecommunications (206TC5125)	463.25
15-Apr-2015	Telecommunications (206TC5125)	255.04
19-May-2015	Telecommunications (206TC5125)	258.38
17-Jun-2015	Telecommunications (206TC5125)	256.73
20-Jul-2015	Telecommunications (206TC5125)	253.25
TOTAL		3,300.76

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Contract Services (0901) [Appr Unit 001]

DATE	DESCRIPTION	AMOUNT
17-Jul-2014	Randi Tanner - Catering for SBE Meeting Rawlins-7/1/14	200.00
17-Jul-2014	Randi Tanner - Catering for SBE Meeting Rawlins-6/30/14	336.00
20-Sep-2014	Gegis LLC - Catering for SBE Meeting Casper-9/4/14	225.00
6-Oct-2014	Catering for WY Professional Judgment Panel Meeting Casper-	1,500.00
16-Oct-2014	Catering & Clean up Fee McMurry Training Center PJP Meetng	255.00
28-Oct-2014	Cleaning of SBE Table Cloths Inv.#13850 Inv.Date-9/19/14	188.80
18-Dec-2014	November 9 - 12, 2014 Catering State Board of Education	1,722.09
18-Dec-2014	November 9 - 12, 2014 Sleeping & Meeting Rooms for State Board	2,772.00
11-Mar-2015	VINOS LIQUORS - Catering for SBoE Feb 2015 meeting	900.00
8-Apr-2015	HUGUS AND CO - Catering for SBoE meeting	900.00
9-Apr-2015	Dr. Mark J Stock - Facilitation SBoE Retreat in Saratoga, WY	1,500.00
10-Apr-2015	INTERNATIONAL RESORT/Saratoga Resorts & Spa - Lodging for 13	2,064.00
10-Jun-2015	Regional Training Ctr (Casper)-Catering For SBoE-Meeting	75.00
10-Jun-2015	Gourmet Catering-SBoE Meeting	920.00
TOTAL		13,557.89

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY15 Biennium Budget
Contract Services (0901) [Appr Unit 009]

DATE	DESCRIPTION	AMOUNT
9-Jul-2015	Regional Training Ctr (Casper) Catering for Assessment Task Force	510.00

TOTAL		510.00
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WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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On the Web

edu.wyoming.gov
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MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education

FROM: Scott Bullock, WDE

DATE: August 6, 2015

RE: Agenda Item Overview

Meeting Date: August 13, 2015

Agenda Item: Restructuring Plans

Item Type: Action: Informational:

Background:

The Federal No Child Left Behind Act (NCLB) mandates that schools missing AYP for a period of five consecutive years must draft a restructuring plan to be implemented the following year if AYP is not met. Requirements under NCLB state when a school is in restructuring status, the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of that school. The Board approved the other plans for this year in May 2015.

Statutory References (if applicable):

Fiscal Impact (if applicable):

Supporting Documents/Attachments:

Restructuring Plans:

- Aspen Elementary, Uinta #1
- Ft. Washakie Middle School, Fremont #21

Aspen Elementary

Uinta County School District #1

2014-2015 Restructuring Plan

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SCHOOL IMPROVEMENT TEAM

School Improvement Team Members

Member Name	Position or Role	Content Area or Grade Level (if applicable)
Dr. James Bailey	Superintendent of Instruction	
Somer Moore	Principal	K-5
Cathy Hansen	Consulting Teacher	K-5 Special Services
Robin Walton	Instructional Coach Literacy	K-5
Lori Sponenburgh	Instructional Coach Math	K-5
Christine Cope	Title 1 Reading Interventionist	K-5
Tina Taylor	Counselor	K-5
Andra Trammell	K/1 Special Services	Aims Coordinator
Dustan Blair	School Psychologist	K-5
Darci Beachler	Parent	Parent Advisory Team Chair
Tara Wright	Teacher	Grade 1
Lisa Cox	Teacher	Grade 5
Heather Biggs	ELL Consulting Teacher	K-5
Kim Bateman	School Board Chair	

Description of How Stakeholders were Involved in Restructuring Plan

Aspen Elementary Stakeholder Involvement:

Aspen Elementary hosts quarterly meetings with their Parent Advisory Team. The Parent Advisory Team consists of parent volunteers who are representative of various sub-groups of our students including general education, Special Education, and our ELL population. The purpose of the Parent Advisory Team is to review school data, review current or new initiatives in place to help increase achievement as well as to provide parents with as much information as possible about the achievement and instructional goals of the school. Parents are able to review assessment data as well as reports from the state and are able to ask questions and offer input into the school's initiatives. All Aspen parents are invited to parent nights hosted through our Title 1 program where we also review our progress toward achievement goals through reviewing our WAEA scores. These nights are also used to share and teach parents about district and school initiatives such as our new math program, interventions being provided, our MTSS initiative, and our Blended Learning initiative. Parents are given monthly newsletters and have been made aware that the Aspen Elementary website hosts information regarding our MTSS program and will in the future also post the Restructuring Plan. Parent letters, which are mailed directly to a students' physical address are also used when critical or sensitive information must be shared with our parents. This includes our AYP status. The School Board will be informed of the Restructuring Plan as well as be able to provide input on

the plan after a presentation from both the building principal and Superintendent for Curriculum and Instruction discuss Aspen's Restructuring Plan during a spring work session.

RESTRUCTURING OPTION

Proposed Restructuring Option(s) and Supporting Evidence

[]	OPTION 1 – Reopen as Charter School
[]	OPTION 2 – Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
[]	OPTION 3 – LEA contracts with private management to govern the school
[X]	<p>OPTION 4 – Any other major restructuring of the school’s governance.</p> <p>Aspen Elementary Restructuring Plan:</p> <p>Aspen Elementary has undergone a ‘face-lift’ in the 2014-2015 school year in that many of the personnel in leadership positions have changed. The building principal, Consulting Teacher, Reading Interventionist, Literacy Coach and Math Coach have been replaced as part of restructuring of the school’s governance. The Aspen staff has also had a turn over of about one third of our total number of staff due to retirement and movement to other positions as well as in an effort to restructure the governance of the school’s leadership and instructional team.</p> <p>Along with the restructuring of governance in the school has come a strategic change in initiatives and an increased focus on building a strong, data informed culture. Aspen Elementary is currently in the first year of implementing the MTSS (Multi Tiered System of Support) framework school-wide. The focus of this work is on prevention of academic difficulties and increased emphasis on helping all students within various subgroups meet benchmark expectations. Another component of the MTSS work is in using data to determine the needs of a student from the ‘whole child’ perspective. According to the RTI Action Network ‘The Goal of early identification of potential problems is to increase the likelihood of at-risk students developing adequate academic competence.’ The MTSS work involves using a strategic assessment plan to gather data, a protocol for data analysis, data-based decision making, implementation of interventions based on student need and consistent progress monitoring of students to determine the effectiveness of interventions both academically as well as behaviorally. The MTSS work requires teachers to focus on clear cut scores based off of national norms for data analysis and problem solving as well as when determining the adequate growth and movement of all students within Tiers. As a part of the implementation of MTSS at Aspen, the master calendar for the school was and will continue to be strategically developed to include additional time set aside for data analysis meetings where teachers take part in a problem solving process known as PDSA (Plan, Do, Study, Act). This year Aspen has developed a Tiered PDSA process so that all student progress is readily accounted for across and within each Tier of instruction, including the subgroups of students. John Hattie’s study on the effect size of instructional practices that have the greatest impact on student progress shows that MTSS has an effect size of 1.07 (2012, p. 265). As mentioned above, the essential components of MTSS include screening and Progress Monitoring, thus the effect size of using a universal screener and frequently Progress Monitoring students (formative evaluation) is .9 (Hattie, 2012, p. 265).</p>

Data analysis of Aspen Elementary staff over the past two years has identified a recurring pattern with our Free and Reduced population as well as our ELL population. This pattern of lower achievement scores and difficulty reaching proficiency on State Tests as well as school-wide assessments show the need for increased and explicit instruction in teaching vocabulary as well as the foundational phonics and morphologic aspects of word work. Vocabulary development is key in building the background knowledge of our Free and Reduced and ELL populations. Data points towards an intervention or focus on instruction that allows teachers to intentionally build background knowledge to close the achievement gap in literacy. Marzano (2004), states that "Given the relationship between academic background knowledge and academic achievement, one can make the case that it should be at the top of any list of interventions intended to enhance student achievement" (p.4). In addition the authors of Word Nerds (2013) agree stating: "because there is such a strong correlation between vocabulary knowledge and reading comprehension (Anderson and Nagy 1991; Stahl and Fairbanks 1986), a focus on word knowledge is particularly important in a literacy program designed to help students living in poverty" (p. 8). According to Hattie's research the effect size of a vocabulary program is .78 (Hattie, 2012, p.265). Therefore both explicit vocabulary instruction and a stronger more intensive phonics program are the most critical initiatives towards helping Aspen's Free and Reduced, and ELL students make greater gains toward academic achievement goals in ELA. In 2015, Aspen Elementary will restructure the start time and schedule of the school in order to gain an additional fifteen minutes of explicit vocabulary instruction along with a thirty-minute block devoted to explicit instruction with a research based phonics and morphology program.

Restructuring of the school's governance in terms of personnel and implementation of research-based initiatives by the school leadership team is the clear option for Aspen Elementary. Aspen Elementary started the problem solving process (PDSA) work two years prior to the 2014-2015 school year and have seen greater gains with our NWEA student proficiencies and PAWS scores in ELA in the past years. The Aspen Elementary WAEA Report Card score improved from 'Partially Meeting Expectations' in 2013 to 'Meeting Expectations' in 2014. Though it is clear that gains have been made, however the issue is that overall data still points toward the need for explicit teaching of vocabulary, phonics, and morphological strategies in order for students in our Free and Reduced as well as ELL subgroup to meet benchmark expectations. The focus of the MTSS framework is on prevention of academic and behavioral deficits therefore it becomes a foundational component of any school working to increase academic achievement scores for all students. The MTSS program provides parents, students and staff with a 'safety net' to prevent our Free and Reduced student population from experiencing long-term academic and behavioral challenges that lead to decreased achievement. The Progress Monitoring aspect of the MTSS framework also ensures that all of the Aspen staff is frequently tracking the progress of students weekly (Tier 3) or bi-weekly (Tier 2) to ensure all students are progressing towards benchmark expectations. The problem solving process (PDSA) as well as development of a data informed culture at Aspen has started the increase in academic achievement. The

implementation of the MTSS model with fidelity and addition of explicit instruction in vocabulary, phonics and word work are the next step towards building upon and advancing the success of the school for students in all sub groups.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge.

Marzano, R. J. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria, VA: ASCD.

Overturf, B. J., Montgomery, L. H., Smith, M. H. (2013). *Word Nerds: Teaching All Students to Learn and Love Vocabulary*. Portland, ME: Stenhouse Publishing.

District Support of the Restructuring Plan

District Support of the Restructuring Plan:

Aspen Elementary started an increase in support and guidance from the LEA this past year with bi-monthly meetings between the Superintendent for Curriculum and Instruction and the building principal. These meetings include a data review process, problem solving process as well as observations of instruction to ensure fidelity of best practices in instruction.

Uinta County School District #1 is one of two districts to receive funding from Wyoming's SPDG (State Personnel Development Grant) Grant for training and implementation of the framework MTSS model within our elementary schools. The district employs an MTSS Coordinator who visits the school site monthly to review fidelity to the MTSS model and student progress within Tiers. The MTSS Coordinator observes MTSS Lead Team Meetings in the school to give the leadership team feedback on their implementation of the problem solving process. As a requirement of the grant from the State, a representative from the State is required to visit with and evaluate the implementation of the MTSS process in each school. The evaluation process requires the representative to analyze the school's data as well as interview and observe the MTSS process within the school. Feedback from this process will be used to adjust and drive the focus of improvement for Aspen Elementary regarding its fidelity of implementation of the MTSS framework. In May of 2015 Aspen received its first review from the State on its year one implementation of the MTSS framework according to the Fidelity Rubric. Aspen's rating for year one of implementation was 100.5 on a scale of 155. Aspen's MTSS Lead Team is working with the MTSS Coordinator to develop professional development and trainings that will help Aspen increase its implementation score for the 2015-2016 year.

The district requires a school-wide PDSA (Plan, Do, Study, Act) process that asks each school to identify a measurable goal based on an achievement and instructional problem of practice and to develop a plan for improving towards its goals. The school works through the PDSA process

three times per year through a twelve-week cycle that requires progress monitoring of instruction through observation from the building leadership team (Principal and Instructional Coaches) and data analysis meetings that include all staff members. The school leadership team is then required to present a report to other schools and the Superintendent for Curriculum and Instruction on the progress made toward the measurable goal. The sharing of PDSA reports is done in a Knowledge Capture Process across elementary schools allowing all schools to compare data, results and problem solve around common issues.

Support of School Improvement

Aspen Elementary has demonstrated that it is making gains toward proficiency and expected student growth percentiles according to the WAEA State Report Card. Aspen was the only school in the district to increase its ranking from Partially Meeting to Meeting Expectations. Spring NWEA results from 2014 have demonstrated that Aspen is also showing growth toward proficiency when compared with previous three years of Spring NWEA data. The restructuring plan for Aspen Elementary is focused on developing and implementing a strategic MTSS approach within the school. Aspen's assessment system will continue to be streamlined to include a screener, benchmark assessments, as well as progress monitoring that meets the 'Tiered' requirements of the MTSS framework. The screener and progress monitoring assessment data will be used to strategically place students into Tiers based on strengths and needs. This will also guide the process for determining efficiency of interventions with students in Tier 2 and 3 throughout the year, thus allowing accurate movement between Tiers as each student progresses. Teachers will continue to implement the PDSA (Plan, Do, Study, Act) process with students, including students from all Tiers as part of the problem solving process. Another component of the MTSS process has been using cut scores and narrowing down interventions being used to research based interventions for Tier 2 and 3 students. Aspen Elementary has implemented and will continue to focus on strategic changes to the yearly schedule to ensure that teachers will have time devoted to strategic data analysis and collaboratively working through the problem solving process. Data Day meetings will continue to be held once monthly to allow teachers to combine in a cross-grade grade level meeting format to discuss screening as well as progress monitoring data and determine an action plan for continued intervention work with our Tier 2 and 3 students. Data Sharing Meetings are held quarterly as a grade level team to discuss quarterly benchmark progress in relation to the core curriculum and standards in order to connect the monthly data analysis insights to a larger scale for reporting grades to parents. Parent Advisory Team meetings will continue to be a part of the data sharing process so that parents can offer input as well as see the results of our work. The building Principal will continue to meet bi-monthly with the Superintendent of Instruction to focus on best instructional practice in walkthroughs as well as to analyze the latest assessment reports available to determine progress toward Aspen's goals. The building Principal also meets monthly with the District MTSS Coordinator, Special Services Director as well as Aspen MTSS Lead Team (School Improvement Team). Teachers will continue to meet in

monthly committee meetings focused on assessment data, curriculum in specific content areas, effective behavior/engagement strategies, and Blended Learning software.

Because Aspen Elementary has demonstrated growth with their focus on the PDSA process in the past two years it makes sense to allow them to continue to strengthen their focus on struggling readers through the implementation of the MTSS process. The strategic implementation of the MTSS model with fidelity, along with the clearly defined assessment plan from screening to progress monitoring as well as benchmark assessments allows the staff to develop a data-rich culture that is able to make informed instructional decisions for all students, especially the Free and Reduced population. Aspen Elementary has undergone a facelift of personnel in the past two years as well. New staff members include the building Principal, a new Consulting Teacher, Instructional Coaches, Reading Interventionist and approximately one third of our teachers are new. Professional development for the Aspen staff occurs bi-monthly in Staff and Connections Meetings focused on increasing knowledge of assessment strategies, sharing data and progress monitoring as well as implementing best instructional practices within our Core Curriculum. District professional development focuses on the standards and developing a deeper understanding of new core curriculum in mathematics as well as word work through the monthly District Professional Development Sessions. Aspen Elementary will also be implementing a new core phonics/word work/vocabulary program focused on strengthening the foundational skills of all readers. This is an initiative that has been determined by a weakness in our data, especially with our Free and Reduced as well as ELL subgroups.

RESTRUCTURING PROCESS AND INTERVENTIONS

Restructuring Data and Monitoring

Aspen Elementary and the LEA will use Aims Web, NWEA, PAWS and district benchmark assessments to determine the progress of the school towards increasing proficiency and growth of our Free and Reduced population.

The Aspen Principal will meet with the Superintendent for Curriculum and Instruction bi-monthly as well as will meet with the district MTSS Coordinator and Director of Special Services monthly to review assessment data. The meetings will include a review of progress as well as identifying next steps towards continual improvement.

Aspen will also implement three PDSA Plans across the year, which require tracking of data by the school leadership team and a presentation to the district-wide leadership team on the progress toward the measurable goals. As part of the continual development of Aspen's data informed culture, teachers will participate in monthly cross-grade 'Data Day' meetings to review Aims, NWEA, PAWS, Benchmark Assessments as well as Progress Monitoring data. In addition to these meetings, teachers will also meet monthly with their grade level teams to complete an additional analysis of data. 'Data Sharing' meetings will also occur quarterly with each grade level team. All data meetings are facilitated by the leadership team in the school and Title 1, ELL, as well as Special Services staff are required to collaboratively participate in meetings.

Description of the Interventions for Restructuring

Aspen's new leadership team consists of the building principal, Consulting Teacher, Literacy Coach, Match Coach as well as a new Reading Interventionist.

Aspen's Intervention Plan includes the implementation of the MTSS (Multi Tiered Systems of Support) model with fidelity. The purpose of the MTSS model is prevention of academic and behavioral difficulties for students. The essential components of MTSS include a systematic assessment plan that includes screening, data based decisions making, research-based interventions as well as a strict Progress Monitoring schedule.

Aspen will continue to develop a more analytic and strategic data informed culture through its implementation of the problem solving process known as PDSA (Plan, Do, Study, Act). The PDSA process will include students from all Tiers in order to more accurately foster the growth of all students in the school towards benchmark expectations. In the 2015 school year, Aspen will also focus on the percentage of growth and proficiencies of our Free and Reduced population and continue our second year of more intense focus on our ELL population within Tiers.

During the 2015 school year Aspen will implement a new core phonics and word work program in its school. Teachers in grade Kindergarten through Grade 3 will be required to use

Foundations for explicit phonics instruction. Grades 4 and 5 will use the research-based program Words Their Way. Teachers will be provided with intense training before school as well as follow-up training throughout the year during district professional development sessions and in work with our Literacy Coach. Aspen will also increase the amount of minutes in the day to allow more time for explicit daily vocabulary instruction. The vocabulary program will be from Marzano's Building Basic Vocabulary Knowledge. Training for the staff will occur before the school year begins and will continue throughout the year as part of the professional development in building staff meetings. For all new word work, phonics, and vocabulary programs data collection and assessment will be required in order to determine the impact of the instruction on student progress as well as the effectiveness of the program in relation to our measurable goals as a school.

Timeline

Summer 2015:

- Program materials will be ordered July 1.
- Training for staff on Foundations, Words Their Way, Vocabulary Resources will occur in August.
- Training sessions on assessment tools (Illuminate program, Aims, NWEA) and the MTSS framework.

Fall 2015:

- Fall testing: Aims Web, NWEA, Fountas and Pinnell's Benchmark Assessment System.
- Data Day meeting dates: September 16, October 14, November 13
- PDSA Cycle #1 Plan is due to coaches, building principal, Superintendent on September 21.
- Once monthly data team meetings begin.*
- Progress Monitoring expectations are reviewed and staff begin the process.*
- Classroom observations and Data Snaps focused on instruction begin by building Principal, Literacy Coach and Superintendent.*
- Benchmark Assessments are administered in reading.*
- Teachers will begin explicit instruction in vocabulary, phonics and word work. This will continue daily until the end of the year.*
- Monthly training of support staff (paraprofessionals) in instruction or interventions aligned with Tiers will begin.*
- Monthly Staff and Connections meetings will focus on the training of teachers in vocabulary instruction and data analysis as well as MTSS. *
- Quarterly Data Sharing meeting: October 23.
- Parent/Teacher Conferences- Reporting on MTSS: October 29 and October 30.
- Quarter 1 Parent Advisory Team Meeting: September 24.
- Family Literacy Night- Promoting importance of Vocabulary and Reading (aimed at increasing attendance of ELL, Free and Reduced families): October 1.
- Bi-monthly data review and walkthroughs between Principal and Superintendent begin.*

- Professional Development dates: September 16, October 14, November 13
- PDSA Instructional Leadership Report to Superintendent: November 24.
- PDSA #2 Plan due on November 25.

Winter 2015:

- Winter testing: Aims Web, NWEA, Benchmark Assessments
- Data Day meeting dates: December 18, January 15, February 10
- Quarterly Data Sharing meeting: January 18.
- Parent Advisory Team Meeting: February 11.
- February 10th Data Day meeting will focus on identifying the effectiveness of new programs as well as effectiveness of interventions for all students, especially our Free and Reduces population.
- Professional Development dates: December 18, January 15, February 10
- PDSA Instructional Leadership Report to Superintendent: February 26.
- PDSA #3 Plan due on March 1.

Spring 2015:

- PAWS testing: March 1-25
- Spring testing (May): Aims Web, NWEA, Benchmark Assessments
- Data Day meeting dates: March 2, April 20, May 11.
- Quarterly Data Sharing meeting: March 18.
- Parent Advisory Team Meeting: May 25.
- May 11th Data Day meeting will focus on identifying the effectiveness of new programs as well as effectiveness of interventions for all students, especially our Free and Reduces population.
- Professional Development dates: March 2, April 20, May 11.
- PDSA Instructional Leadership Report to Superintendent: May 31.

* Indicates that the meeting/event is on a continual cycle throughout the year.

APPROVAL AND SIGNATURES

_____ School Principal	_____ Signature	_____ Date
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_____ District Superintendent	_____ Signature	_____ Date
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_____ District Board Chairperson	_____ Signature	_____ Date
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_____ Wyoming Superintendent of Public Instruction	_____ Signature	_____ Date

_____ Wyoming State Board of Education Chairperson	_____ Signature	_____ Date

Fort Washakie Junior High School

Fremont County School District #21

2014-2015 Restructuring Plan

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SCHOOL IMPROVEMENT TEAM

School Improvement Team Members

Member Name	Position or Role	Content Area or Grade Level (if applicable)
Shad Hamilton	Principal	9-12 and 7-8 (Temporary for 2014-15)
Krista Snyder	Language Arts Teacher	7-8
Ana Junker	Math Teacher	7-8
Nathan Barber	Social Studies Teacher	7-8
Scott Bullock	WDE	Title I/ Grants Management
Michelle Ferris	Parent	
Ann Abeyta	Parent	
Katie Swistowicz	Parent	
Terry Ebert	Superintendent	District

Description of How Stakeholders were Involved in Restructuring Plan

The plan was discussed both formally and informally at the meetings listed below. All stakeholders had opportunity to express concerns/ ideas at the meetings. A similar round of meetings is planned for next year. Teachers keep sign-in sheets for parent meetings. The principal keeps sign-in sheets/ agendas for staff meetings and PT conferences. The district collect attendance sheets for the monthly culture nights/ community dinners.

8/14/14 5-7pm K-12 Back to school Parent Meeting

11/5/14- 8th grade parent meeting

1/21/15- Restructuring meeting- JH teachers

4/16/15- JH Parent curriculum/ scheduling concerns meeting

4/29/15- 8th grade parent meeting

PT conferences 10/23 and 10/24, 3/5 and 3/6

Culture nights- 9/17, 10/29, 1/28, 2/25, 3/25, and 4/29

RESTRUCTURING OPTION

Proposed Restructuring Option(s) and Supporting Evidence

[]	OPTION 1 – Reopen as Charter School
[X]	OPTION 2 – Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
[]	OPTION 3 – LEA contracts with private management to govern the school
[X]	OPTION 4 – Any other major restructuring of the school's governance.
	Short description:

Option 2:

In 2014-15 nearly 75% of the teachers were replaced in the Junior High: Math, Social Studies, Special Education, Industrial Arts, Technology, and Family Consumer Science. In addition, two reading teachers were hired and a new reading intervention program was implemented. Both the language arts and math curriculums were also revised significantly. Since the junior high did not make AYP as a result of low achievement scores in math and reading, the change in the math teacher position and the addition of the reading teachers and reading intervention program should have a positive impact on student achievement in these areas.

Systems 44 and and Read 180 were the reading intervention programs implemented. Both programs are research-based. Kahn Academy was a new research-based math program implemented by the new math teacher to supplement the existing math curriculum and provide better practice and opportunities.

For the 2015-16 school year we are planning to add another reading curriculum component (Code X) and there are plans to hire an additional math and reading teacher for grades 6-8. The additional reading teacher will provide a reading class for all junior high students (not just those that qualify for intervention). The additional math teacher will allow for both more advanced math and math intervention instruction to occur

Option 4:

Historically our school district has always maintained one principal for both the K-6 elementary school and the 7-8 junior high school. In 2014-15, as a result of some personnel issues, the high school principal was temporarily assigned to the junior high school in addition to the high school. The temporary assignment lasted all year. As a result, the junior high saw a substantial decrease in ISS referrals, an increase in course completions and students meeting grade level advancement criteria. State achievement test score data is not yet available, but increases in math and reading are anticipated. The principal was also able to facilitate better vertical standard alignment and collaboration between the high school teachers and junior high

teachers. Sharing teachers and a principal at the 7-12 level also allowed for more quality transitional preparation and instruction. Students in 8th grade received more instruction and preparation in regards to high school expectations, career information and goal setting. A new summer school program will be implemented this as well. Promoted 8th graders will have the option to take a high school course for high school credit. This was a result of assigning the high school principal to junior high. The high school principal assigned to the junior high for 2014-15 had more experience in secondary curriculum and instruction and was able to work closely with junior high teacher to help them consistently write and deliver clear, quality lessons. Curriculum maps for each content area course were also completed. There is now data and evidence that shows what actually occurred in the classroom. More systematic changes in instruction, based data can be used in the future.

District Support of the Restructuring Plan

The district has supported teacher salary increases (now among the highest in the state), which helped to retain all but one of the junior high teachers this year.

The district employed a curriculum coordinator and two instructional facilitators for the 2014-15 school year. Together they worked to help support and direct instruction in the district. Their efforts were mainly focused on K-8 this year. The department intends increase support of the junior high reading and math goals during the 2015-16 academic year.

The district created an on-line system for all (k-12) teachers to submit weekly lesson plans. The system gave all administrators/ principals access to the lessons. The 7-12 principal ensured that all 7-12 teachers submitted plans weekly. Completed curriculum maps were required from every 7-12 teacher at the end of the year. Now that this system is in place the district is better able to monitor changes to instruction based on data and evidence. Administration and instructional facilitators should also be able to better identify instructional practices that have the most benefit. In addition, the system should help teachers to develop and refine more quality assessments. This will be the focus for 2015-16.

Support of School Improvement

Our current school improvement goals are in math and reading. Our plan to hire additional math and reading instructors for the junior high to implement and maintain math and reading intervention programs, directly relates to our school improvement goals.

Junior high school improvement goals are reviewed and revised annually, each fall with all junior teachers. Revisions are made according to data and teacher input.

We regularly review test score data (SRI, STAR, MAP and PAWS) to determine the effectiveness of our programs. In addition, course grades and completion rates are systematically reviewed.

RESTRUCTURING PROCESS AND INTERVENTIONS

Restructuring Data and Monitoring

Test score data- SRI, STAR, MAP and PAWS

Course grades/ completion rates- math, LA and Reading

The superintendent, principal and curriculum instructional coordinator provide written reports to the Board once a month, and in addition the superintendent provides a weekly update to the Board. The assistant superintendent of finance, building administration, assessment coordinator, curriculum and instruction director reports to the superintendent twice a month. Teacher instruction and student growth and improvement are reviewed twice a month during these administrative meetings.

Description of the Interventions for Restructuring


- 75% of junior staff were replaced including the math teacher
- Two addition reading teachers were hired in 2014-15. One more will be added in 2015-16
- Systems 44, Read 180 and Code X are reading intervention programs and curriculums that have been implemented or will be in 2015-16
- An additional math teacher is planned for 2015-16
- Kahn Academy was introduced this year and further math interventions as well
- An advanced math curricula will be explored in 2015-16
- An interim principal was in place for the junior high in 2014-15
- A new K-8 principal will be hired for 2015-16

Timeline

- Replacing JH staff (math included)- August 2014
- Assigned high school principal to junior high for 2014-15- July 2014
- New reading teachers and programs- August 2014
- Improved PAWS scores- Summer 2015
- Hire new K-8 principal- July 2015
- Additional Reading teacher and curriculum- August 2015
- Additional Math teacher- August 2015

APPROVAL AND SIGNATURES

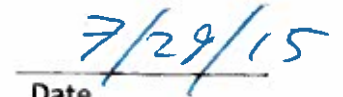
Shad Hamilton



School Principal



Signature



Date


H. Terry Ebert



District Superintendent



Signature




Date

DAVID W. SPYDER



District Board Chairperson



Signature




Date

Dick Shanon



Wyoming Superintendent of
Public Instruction



Signature



Date

Wyoming State Board of
Education Chairperson

Signature

Date



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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Fax: (307) 857-9257

On the Web

edu.wyoming.gov
www.wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Brent Young, Chief Policy Officer
DATE: August 6, 2015
RE: Agenda Item Overview

Meeting Date: August 13, 2015

Agenda Item: State System of Support

Item Type: Action: _____ Informational: xx

Background:

This document provides a quick overview of the roles and responsibilities outlined in SF0087.

Statutory References (if applicable):

SF0087

Fiscal Impact (if applicable):

Appropriations noted in attached summary.

Supporting Documents/Attachments:

See attached PDF: EA87_Roles & Responsibilities

**Enrolled Act 87 (SF0008)
Roles & Responsibilities**

State Board of Education	Review/approve each district's assessment system (DAS); review occurs once every 5 years concurrently with Accreditation visit unless school is not meeting expectations (p.3); ensure DAS is aligned to state content and performance standards (p. 10)
	Establish a progressive, multi-tiered system of support, interventions, and consequences with clearly prescribed actions for each level of school performance (p. 4)
	Make final determinations for schools requesting a review of their school performance rating (SPR); promulgate rules governing the informal review of the process (p. 8)
	Through the WDE, determine target levels in conjunction with the professional judgement panel (PJP) (p.9)
	Prescribe uniform content and performance standards which shall include standards for high school graduation (p. 9); in consultation with districts, establish requirements for a high school diploma (p. 10)
	Promulgate rules for teacher evaluation by July 1, 2019 (p. 11); promulgate rules for school/district leader evaluation by July 1, 2018 (p. 12)
	Review and evaluation options for the statewide assessment system and recommend an approach for the state (p. 21); convene an assessment task force to assist with review and evaluation (p. 22); report findings and recommendations by October 15, 2015, including a transition plan from current assessment system to recommended system (p. 22-23)
	Periodically report progress on the implementation of the DAS and high school graduation requirements to the JEIC with final recommendations included in the October 15th report (p. 23)
	With assistance from the WDE, request an exemption from grades 3-8 testing requirement from the USED; provide monthly updates to JEIC and a final report on October 15, 2015 (p. 23-24)
Report on expenditures provided in Section 7(b) (\$25,000) by December 31, 2015 (p.25)	
State Superintendent (WDE)	Establish a program for administering ACT, WorkKeys, and Compass; select a date for ACT state test day; pay for ACT, WorkKeys, and Compass (p. 1-2); grant waivers for students with disabilities; provide alternate assessment and accommodations for students with disabilities (p. 3)
	Take action based on progressive, multi-tiered state system of support, interventions, and consequences developed by the state board (p. 4)
	In consultation with local school boards, appoint a representative for all schools designated as meeting, partially meeting, or not meeting expectations to serve as a liaison between district leadership and the WDE (p. 6)
	Annually report to state board the progress of each school toward meeting annual goals and improvement targets (p. 7)
	Annually compute and report SPR of each school (p. 8)
	Provide information and assistance as request by select committee and advisory committee (p. 18)
	Convene a technical advisory group to develop an accountability model for alternative schools; provide recommendations to JEIC by October 15, 2015 (p. 20)
	Assist state board with review and evaluation of statewide assessment system (p. 22)
	Periodically report progress on the implementation of the DAS and high school graduation requirements to the JEIC with final recommendations included in the October 15th report (p. 23)
	Assist state board with exemption request to USED (p. 23)
Report on expenditures provided in Section 7(a) (\$750,000) by December 31, 2015 (p.24)	



WYOMING

DEPARTMENT OF EDUCATION

State System of Support Executive Summary

INTRODUCTION

This Executive Summary consists of five components:

1. **Legal Origin**-explains the law around the state system of support
2. **Budget**-the money available for the state system of support
3. **Theory of Action**-the theory behind this proposal for the state system of support
4. **Who, What, When, Where, and Why**-addresses these questions in relation to the SBE and WDE's duty to establish a state system of support
5. **Timeline**-lays out the timelines and objectives for the five proposed components of the state system of support

1. Legal Origin

2015 Wyoming Legislative Session-Senate Enrolled Act 87 (SEA 87)

- i. W.S. § 21-2-204(f)-requires the State Board of Education (SBE), in conjunction with the State Superintendent and Department of Education (WDE), to establish a "multi-tiered system of support" (SSOS) for Wyoming school districts.
- ii. W.S. § 21-2-304(a)(iv)-requires the SBE to establish a process to ensure districts have aligned their assessment system to the Wyoming Content and Performance Standards for Math and ELA by the 2015 school year.
- iii. SEA 87, Section 7-requires the SBE to work with the WDE to create a SSOS beginning by the 2015/16 school year.

2. Budget

2015 Wyoming Legislative Session-SEA 87

- i. SEA 87, Section 7-allows the WDE to spend up to \$750,000 on the SSOS. This is a one-time appropriation. The approximate budget for this current proposal is \$650,000.00 leaving \$100,000.00 available for future system augmentation.

3. Theory of Action

IF...the SBE and WDE work together with key education stakeholders to provide professional development opportunities accessible and uniquely tailored to all of our school districts such as mentoring programs, networking initiatives, district coaching/technical assistance, and professional learning communities...

THEN...student learning and performance will improve.

4. Who, What, When, Where, and Why?

Who: In developing the SSOS, the WDE understood from the beginning that the SSOS needed to be built from the ground up and that meant including key stakeholders in a meaningful way. As soon as the legislative session concluded, the WDE began this work. No two stakeholders are more critical to any statewide system of support than the University of Wyoming and the Wyoming Association of School Administrators.

What: Prior to SEA 87, the only WDE sponsored statewide system of support was a series of independent contractors paid for with federal funds to work on federal accountability measures. There was never any consensus on the merit of this system among the districts so in March of 2015 the WDE abandoned this federal support model in favor of placing all available support resources into a comprehensive new multi-tiered state system of support. This new SSOS will include five main components:

- i. WyCEL Leadership Development Plan
- ii. WASA Regional Professional Learning Communities
- iii. Statewide Strategic Planning
- iv. Technical Assistance/District Coach for Local Districts
- v. Tribal Education Initiative

These components all work together synergistically to provide comprehensive and meaningful support to our districts at all levels.

When: Pursuant to SEA 87, a SSOS needs to be in place for the 2015/16 school year. (See Section 1. Legal Origin, *supra*). The \$750,000 appropriated for the SSOS is a one-time appropriation that is to be used to get the SSOS up and running for the 2015/16 school year and beyond. SBE approval on August 13 is necessary in order to get the RFPs out and contracts executed in time to provide support this school year.

Where: The SSOS will be available to every district in the state. The WyCEL proposal includes trainings at the University but also an innovative new program called ECHO that will enable WyCEL to telecommunicate to all local districts with ease. WASA's proposal includes regional seminars across the state. The strategic planner and technical assistant will both be statewide and the tribal initiative will focus on tribal schools.

Why: Several variants on "why" in relations to the SSOS

- i. *Why now?* The SBE has been legislatively directed to put one in place in time to provide support for this school year.
- ii. *Why this proposal?* The five pieces of this program are designed to address the challenges inherent to the many new legal responsibilities contained in SEA 87 and several needs assessments conducted in Wyoming:
 - a. WyCEL-Needs assessment done by Drs. Barker and Chase on what school

- officials in Wyoming need in a system of support (See attachment A)
- b. WASA-Needs assessment done by AdvancED through our state accreditation process that indicated Wyoming leadership capacity lower than national average (See attachment B). WASA's proposal seeks to address this lack of capacity through bringing in national level experts to conduct PLC trainings.
 - c. Strategic Plan-While PLCs and ECHO/professional networking will inevitably be a part of any statewide system of support that materializes in the future, strategic planning this first year is essential to developing the most efficient and productive system possible. But we must get started with some work in order to generate goals and help now. (See attachment C for RFP)
 - d. Technical Assistance/District Coach-With the prior federal district coach model being disposed of and the many new requirements on districts and schools contained in SEA 87, the SBE and WDE need to provide technical, hands on assistance to the districts to address these new challenges. (See attachment D for RFP)
 - e. Tribal Initiative-State assessment data clearly indicates that some of our lowest performing schools are our tribal schools. Our SSOS needs to place extra emphasis on closing this achievement gap. (See attachment E)
 - f. Additional funding-This proposal intentionally leaves approximately \$100,000 available for continued conversation and opportunities to augment the system or respond to data on system effectiveness.

It is important to note that these components all work together, none stand alone. This system will support strategies that help turnaround Wyoming's lowest performing schools, involved the Wyoming School Boards Association and support and for local school board, administrators, and teachers, align processes to Phase II of WAEA, and keep up to date with national and state regulatory changes.

- iii. *Why isn't the SSOS mandatory for school districts?* For the moment, the legislature has decided to make engagement with the SSOS voluntary for local districts. However, once a proven SSOS is in place, the legislature or SBE can certainly consider making some/all of the SSOS compulsory in some fashion.
- iv. *Why not wait until the Strategic planning is done?* The legislature has mandated that a SSOS be in place to provide support this upcoming school year. Furthermore, we know from the stakeholder input into this proposal that the components we are proposing to comprise the SSOS will remain essential components after the strategic planning is complete. We also need to provide some assistance and professional development to the districts now to help identify what some of the more specific and future needs will be.

5. Timeline

WyCEL

Deliverables	Target Dates	Contractor Personnel Involved	Measureable Indicators of Deliverable
Hire a Coordinator	Summer 2015	WyCEL ECHO Directors	Coordinator on staff
Hire Research Assistant	Summer 2015	WyCEL ECHO Directors	Research Assistance on staff
Train on the ECHO model UW and UNM	Summer 2015	WyCEL ECHO Directors	Attendance at conference
Recruit superintendents from districts for initial pilot cohort	Summer 2015	WyCEL ECHO Directors	Cohort attends fall sessions
Conduct statewide needs assessment of administrators	Fall 2015	EdD Research through UW	Needs assessment used for curricula development
Strategic planning on ECHO for Educational Leadership replication	Summer 2015	WyCEL ECHO Directors	Strategic planning
Hire external evaluators in order to establish outcomes measures	Fall 2015	Third party evaluator	Outcome measures are in place
Conduct videoconferencing sessions to support content with pilot sites	Fall 2015	ECHO personnel	Attend webinars
Technical assistance and site set up with participating districts	Fall 2015	ECHO personnel	Working technology and distance participation
Develop ECHO case presentation protocols and forms	Fall 2015	ECHO personnel	Protocols published and disseminated to districts
Establish content with trainers for pilot curricula	Fall 2015	ECHO personnel	Pilot curricula with national trainers
Conduct pre-test with pilot participants	Spring 2016	ECHO personnel	Data and report
Pilot test 12-week curricula	Spring 2016	ECHO personnel	Curricula in place
Conduct post-test with pilot participants	Spring 2016	ECHO personnel	Data and report
ECHO networking conference	Spring/ Summer 2016	ECHO personnel	Attendance at conference
Develop annual curricula for launch in Fall 2016	Summer 2016	ECHO personnel	Curricula developed and disseminated

*Submitted by Dr. Mark Stock of WyCEL

WASA

September 2015

1. Upon approval of the proposal, the WDE will secure a contract with Dr. Anthony Muhammad to provide at least fourteen (14) days of technical assistance for school districts across the state. The technical assistance will focus on changing school culture through the development of PLC's. Wyoming teachers will be the main target audience.
2. The WDE, WASA, and other education organizations will effectively communicate the opportunity and purpose of Dr. Muhammad's regional workshops.

November 9-12, 2015

1. First regional workshops will be held. Locations and times are to be determined

December 2015-May 2016

1. Dr. Muhammad or another Solution Tree representative will be an advisor to the ECHO project.

February 1, 2, 4 & 5, 2016

1. Regional workshops will be held. Locations and times are to be determined

March 28, 29, 30, 31 and April 1, 2016

1. A regional workshop will be held. Locations and times are to be determined

April 7

1. Regional workshops will be held. Locations, dates and times are to be determined

(Some dates may change depending on Dr. Muhammad's availability)

Evaluations will be conducted at each regional workshop to determine the effectiveness of Dr. Muhammad's message. The evaluation data will serve as one resource to determine the direction of any future work. Another measurement of success will be evaluating the leadership capacity metric in AdvancED accreditation work for coming years.

*Submitted by Superintendent Kevin Mitchell of WASA

Strategic Plan

9/1/15-Enter into contract with strategic planner.

10/1/15-Create a summary of the strategic review of all relevant education laws/policies for discussion by WDE staff and SBE members.

10/2/15-12/1/15-Design and conduct facilitated planning meetings and/or strategic interviews for the board, staff, and key external stakeholders to discuss the key questions, develop ideas for strategic directions, and foster stakeholder investment in the Statewide System of Support Strategic Plan and Implementation process.

12/2/15-3/1/16-*Generate Plan*-Synthesize the discussions into a three to five year Statewide System of Support Strategic Plan and Implementation Document. This draft document will be considered by the Wyoming Department of Education and the Wyoming State Board of Education during or before the March 2016 SBE meeting. At a minimum, this plan shall include:

- Vision statement
- Mission statement
- Support/intervention for low performing students
- Support/mentoring for teachers needing to improve
- Induction for new teachers and leaders
- Support/mentoring for school leaders
- Capacity building for schools and districts with lower than acceptable levels of achievement or growth
- Capacity building for the state as a whole to support continuous improvement
- The role of institutions of higher education in building capacity and preparation especially in terms of P-16 coordination (Marion, S., Domaleski, D. [2012, January 31]. WY Comprehensive Accountability Framework, p. 65)
- Implementation outline that describes the role of WDE administration, the state superintendents' association, and the development of partnerships with other appropriate professional organizations and key stakeholder groups

3/2/16-9/1/16-*Implement Plan*-Describe the Plan implementation process and timeline (following the approval of the document by the WDE and the SBE). This should include but not be limited to the following:

- Development of a comprehensive communication plan to support stakeholder feedback and transparency of implementation
- Identification and alignment of resources and support structures already in place, e.g. • Wyoming Association of School Administrators
- WDE division directors
- District professional organizations
- Identification of highest priority district need and resources available to provide support

Technical Assistance/District Coach

9/1/15-Enter into contract with technical assistant/district coach.

9/2/15-9/1/16-Work with districts continuously on items identified in attached RFP.

Tribal Education Initiative

9/1/15-Send out RFP for contractor.

10/15/15-Enter into contract with contractor.

10/16/15-9/1/16-Performance

Anticipated contract deliverables will include, but not be limited to:

- Organizing the annual Native American Education Conference
- Coordinating the Wyoming Native American Children's Triad Consortium
- Representing WDE as a liaison for Native American Education
- Organizing the Tribal College and Career Readiness Fair for high school students
- Identifying and implementing strategies for improving student outcomes

Table 5

Means and Standard Deviations for Professional Development Delivery Methods

Preferred Delivery Method	<i>M</i> (<i>SD</i>)
Networking	3.76 (1.06)
Professional learning network via technology	3.52 (1.04)
New Superintendent/principal workshops	3.37 (1.29)
Formal mentoring program	3.25 (1.20)

Table 2

Means, Standard Deviations, and Frequencies of Professional Development Needs

Professional Development Need	Frequencies					
	<i>M</i> (<i>SD</i>)	<i>No need</i>	<i>Little need</i>	<i>Slight need</i>	<i>Moderate need</i>	<i>Essential need</i>
Promoting quality instruction that maximizes student learning	3.98 (0.99)	0.5%	8.9%	20.0%	33.2%	37.4%

Providing differentiated professional development for staff	3.83 (0.96)	2.6%	6.8%	19.5%	46.8%	24.2%
Understanding accountability (including Wyoming Accountability in Education Act)	3.69 (1.03)	1.6%	13.8%	22.3%	38.8%	23.4%
Leading change	3.69 (1.12)	4.8%	10.1%	23.9%	34.0%	27.1%



AdvancedEDTM
Wyoming

**Continuous Improvement Data
Wyoming School Districts
2014-2015**



Districts Reviewed:

- Laramie #1
- Lincoln #1
- Lincoln #2
- Sublette #1
- Sublette #9
- Sweetwater #1
- Sweetwater #2
 - Teton #1
 - Uinta #1
 - Uinta #4
 - Uinta #6



Review Highlights:

- **Outstanding teams made up of in-state and out-of-state trained team members**
- **The Wyoming Department of Education Accreditation Division served as team members**
- **AdvancedED External Reviews provide “marching orders” to help districts move to the next level of achievement**
- **Districts are accountable to address each Improvement Priorities**
- **AdvancedED Wyoming follow up annual with districts to ensure forward progress**



Two Scores Changing Educational Dialog:

- **Index of Education Quality (IEQ)**
 - Average of all of the External Review Team's indicator scores
 - In addition to Stakeholder Feedback and Student Performance scores
 - A score of 300+ is desirable
- **eleottm (Effective Learning Environment Observation Tool)**
 - Learning environment observation tool used by team members
 - Available for purchase as an app
 - Scores reflect what the learners experience
 - **7 Effective Learning Environments: Equitable, High Expectations, Supportive, Active, Progress Monitoring & Feedback, Well-Managed, Digital Learning**



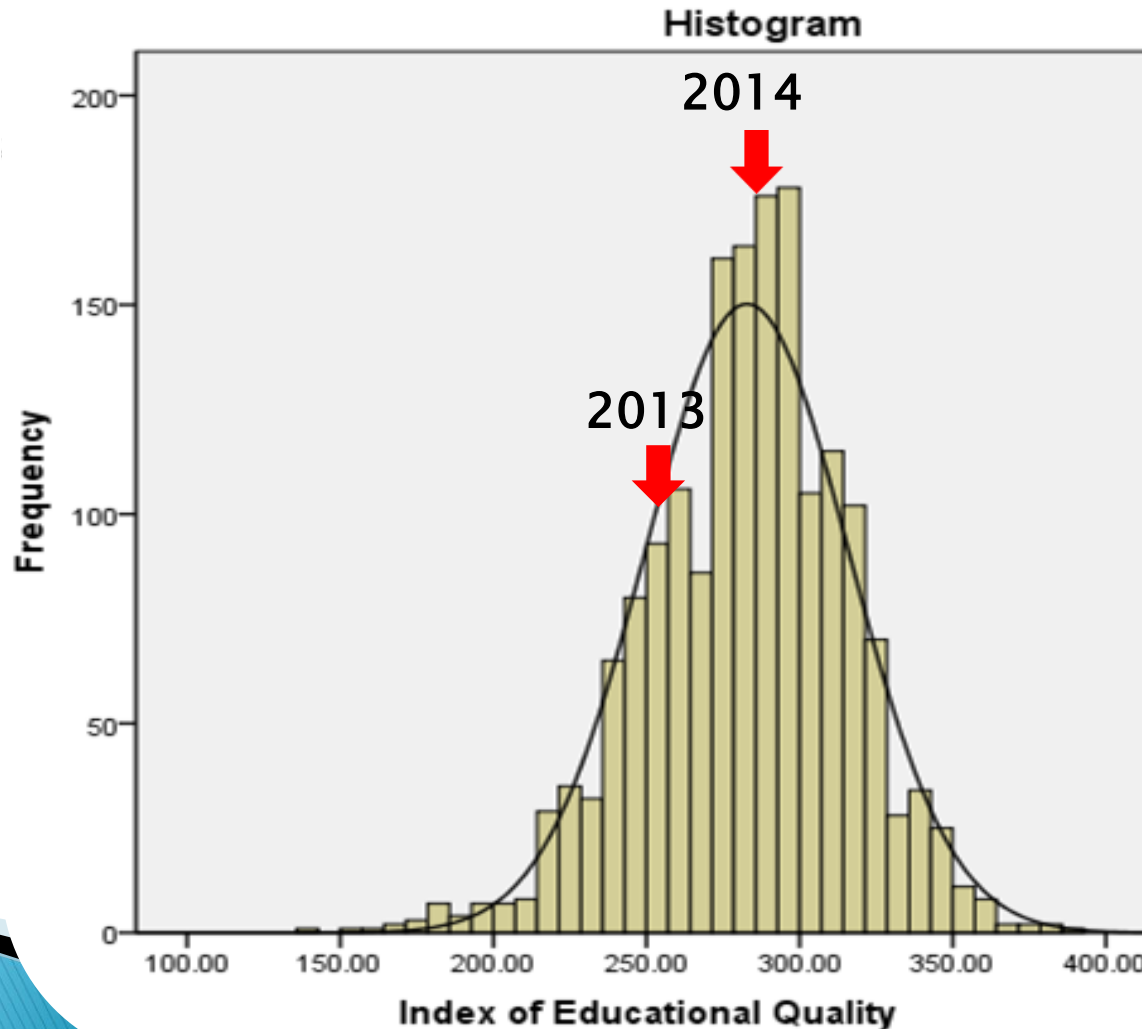
Data Highlights:

Wyoming school district average IEQ scores are **ABOVE** the AdvancED Network Average

Wyoming Average IEQ 2013	Wyoming Average IEQ 2014	AdvancED Average IEQ 2015
255	289.14	277.93
Teaching & Learning Impact	Teaching & Learning Impact	Teaching & Learning Impact
251	278.87	268.30
Leadership Capacity	Leadership Capacity	Leadership Capacity
258	295.58	292.24
Resource Utilization	Resource Utilization	Resource Utilization
261	306.45	283.59

Data Highlights:

AdvancedED histogram of nearly 5,000 institutions' IEQ scores this school year 2013-2014.



Data

Highlights:

IEQ Scores

- 300 is desired score
- 2013 districts have reported to AdvancED on CI progress
- Improvement Priorities not yet addressed enough to adjust scores
- Districts will report again in December 2015
- ALL IPs must be addressed by 12/15

Districts Reviewed 2013-2014	2013-2014 Overall IEQ
Albany #1	285
Carbon #1	283
Carbon #2	266
Goshen #1	237
Laramie #2	261
Niobrara #1	256
Platte #1	217
Platte #2	241

Districts Reviewed 2014-2015	2014-2015 Overall IEQ
Laramie #1	282.62
Lincoln #1	297.56
Lincoln #2	312.08
Sublette #1	321.25
Sublette #9	287.8
Sweetwater #1	278.21
Sweetwater #2	288.47
Teton #1	290.73
Uinta #1	297.83
Uinta #4	294.72
Uinta #6	229.27

AEN
Average
IEQ
(2014)

277.93

Data Highlights:

eleot™

eleot™	WYO 2013	WYO 2014	AdvancED Network Average
Equitable Learning Environment	2.74	2.78	2.68
High Expectations Learning Environment	2.82	2.91	2.81
Supportive Learning Environment	3.04	3.24	3.05
Active Learning Environment	3.00	3.04	2.95
Progress Monitoring & Feedback Learning Environment	2.89	2.95	2.76
Well-Managed Learning Environment	3.11	3.31	3.11
Digital Learning Environment	1.81	1.68	1.88

Data Highlights: eleot™

External Reviews 2014	Laramie 1	Lincoln 1	Lincoln 2	Sublette 1	Sublette 9	Sweetwater 1	Sweetwater 2	Teton 1	Uinta 1	Uinta 4	Uinta 6	WYO AVG eleot 2014	AEN Avg eleot
Equitable Learning Environment	2.77	2.52	2.70	3.02	2.71	2.60	2.83	3.02	2.76	2.95	2.69	2.78	2.68
High Expectations Environment	2.83	2.83	2.66	3.03	3.04	2.78	2.90	3.14	2.92	3.02	2.91	2.91	2.81
Supportive Learning Environment	3.16	3.11	3.06	3.35	3.54	3.14	3.20	3.25	3.24	3.31	3.28	3.24	3.05
Active Learning Environment	2.97	2.87	2.81	3.17	3.13	2.84	3.06	3.31	2.94	3.17	3.12	3.04	2.95
Progress Monitoring & Feedback Environment	2.85	2.63	2.72	3.10	3.32	2.88	2.92	3.15	3.02	3.07	2.84	2.95	2.76
Well-Managed Learning Environment	3.17	3.18	3.27	3.50	3.42	3.11	3.22	3.27	3.39	3.43	3.43	3.31	3.11
Digital Learning Environment	1.56	1.79	1.82	1.77	1.98	1.54	1.31	2.01	1.64	1.42	1.61	1.68	1.88



Districts To Be Reviewed October 2015:

Big Horn #1	Fremont #21
Big Horn #2	Fremont #24
Big Horn #3	Fremont #25
Big Horn #4	Fremont #38
St. Stephen's Indian School	Park #1
Fremont #1	Park #6
Fremont #2	Park #16
Fremont #6	Washakie #1
Fremont #14	Washakie #2
	Fremont County BOCES



October 2015 AdvancED External Reviews

- All teams already staffed
- Lead Evaluators will soon be contacting districts
- AdvancED Wyoming will be in contact with districts to assist in uploading necessary documents into AdvancED's CI management system (ASSIST)
- All Reviews will occur in October 2015
- Wyoming Department of Education personnel on each External Review
- Districts are beginning to much better understand the impact and power behind SYSTEMS Accreditation as opposed to only school accreditation



**Questions?
Comments?**

Thank you so very much for your continued support! 😊

Geri Fitzgerald, Director

AdvancedED Wyoming

AdvancedED Colorado

(Effective July 1, 2015)

STATE OF WYOMING
DEPARTMENT OF ADMINISTRATION AND INFORMATION
PROCUREMENT SECTION
700 WEST 21st Street
CHEYENNE, WY 82002-0060

REQUEST FOR PROPOSAL
0011-A

WYOMING DEPARTMENT OF EDUCATION
ACCOUNTABILITY DIVISION
STATEWIDE SYSTEM OF SUPPORT
STRATEGIC PLAN DEVELOPMENT AND IMPLEMENTATION DOCUMENT

PURCHASING REPRESENTATIVE: Lori Galles
TELEPHONE NO. (307) 777-6797

DEPARTMENT OF EDUCATION
REPRESENTATIVE: BRENT YOUNG
CHIEF POLICY OFFICER
TELEPHONE NO. (307) 777-2059

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DEPARTMENT OF EDUCATION

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DRAFT

REQUEST FOR PROPOSAL

1. SUBMISSION OF PROPOSALS:

Sealed Proposals, for a Statewide System of Support Strategic Plan Development and Implementation Document for the Wyoming Department of Education, will be received through the Public Purchase on-line bidding system until 2:00 P.M., July 31, 2015.

- 1.1. No proposal will be considered which is not accompanied by the attached Budget Proposal and signed by the proper official of the firm.
- 1.2. Proposals must be received by the time and date specified. Proposals received after the time and date specified will not be considered.
- 1.3. Proposal information is restricted and not publicly available until after the award of the Contract by the Procurement Section.

2. MODIFICATIONS OR WITHDRAWAL OF PROPOSALS:

- 2.1. A proposal may be altered prior to the specified date and time of the opening contained in the proposal documents.
- 2.2. A proposal that is in the possession of the Procurement Section may be withdrawn by the proposer up to the time of the opening. Failure of the successful proposer to furnish the service awarded as a result of this advertisement shall eliminate the proposer from the active proposers list for a period of time as determined by the Procurement Section.

3. PREPARATION OF PROPOSALS:

- 3.1. No proposal will be considered which modifies, in any manner, any of the provisions, specifications, or minimum requirements of the Request for Proposal.
- 3.2. In case of error in the extension of prices in the proposal, unit prices will govern.
- 3.3. Proposers are expected to examine special provisions, specifications, schedules, and instructions included in this Request. Failure to do so will be at the proposer's risk.

4. AWARD AND CONTRACT INFORMATION:

- 4.1. The State of Wyoming hereby notifies all proposers that it will affirmatively insure that minority business enterprises will be afforded full opportunity to submit proposals in response to this invitation and will not be discriminated against on the grounds of age, race, color, sex, creed, national origin, or disability.
- 4.2. The proposer also, agrees that should this firm be awarded a Contract that the firm will not discriminate against any person who performs work there under because of age, race, color, sex, creed, national origin, or disability.

- 4.3. The proposer expressly warrants to the State that it has the ability and expertise to perform its responsibilities hereunder and in doing so shall use the highest standards of professional workmanship.
- 4.4. The State of Wyoming reserves the right to reject any or all proposals, to waive any informality or technical defect in the proposals, or to award the contract in whole or in part, if deemed to be in the best interest of the State to do so. The Department of Administration and Information, Procurement Section, will award this contract to the firm, determined by the Wyoming Department of Education the most responsive and responsible offer based on criteria specified herein.
- 4.5. This Request for Proposal shall become part of the Contract and will be in effect for the duration of the Contract period.
- 4.6. The successful proposer will be required to enter into and sign a formal Contract with the State with reasonable adjustments acceptable to the State. The agreement will become a part of the Contract and will be in effect for the duration of the contract period. The contract language will control over any language contained within this RFP that conflicts with the signed and fully executed Contract.
- 4.7. Successful proposer shall comply with the Americans with Disabilities Act and Wyoming Fair Employment Practices Act. (W. S. 27-9-105 *et. seq.*).

DATED THIS NINTH DAY OF JULY, 2015

STATE OF WYOMING

Procurement Section

Assigned Buyer: Lori Galles

GENERAL PROVISIONS

1. INDEPENDENT CONTRACTOR

1.1. The contractor shall function as an independent contractor for the purposes of the Contract and shall not be considered an employee of the State of Wyoming for any purpose. The contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the contractor in fulfilling the terms of the Contract and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Contract. Nothing in the Contract shall be interpreted as authorizing the contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency, or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The contractor agrees that no health/hospitalization benefits, workers' compensation and/or similar benefits available to State of Wyoming employees will inure to the benefit of the contractor or the contractor's agents and/or employees as a result of this Contract.

2. INSURANCE:

2.1 All insurance policies required by this Contract, except workers' compensation and unemployment compensation policies, shall contain a waiver of subrogation against the Agency and the State, its agents and employees. The contractor agrees it will carry the insurance which is applicable to this RFP. Contractor shall provide a copy of an endorsement providing this coverage.

3. LAWS TO BE OBSERVED:

3.1. The contractor shall keep fully informed of all federal and state laws, all local bylaws, regulations and all orders and decrees of bodies or tribunals having any jurisdiction or authority which in any manner affect those engaged or employed on the work or which in any way affect the conduct of the work. The contractor shall at all times observe and comply with all such laws, bylaws, ordinances, regulations, orders and decrees in force at the time of award. The contractor shall protect and indemnify the State and its representatives against any claim or liability arising from or based on the violation of any such law, bylaw, ordinance, regulation, order, or decree whether by himself or his/their employees. No extension of time or additional payment will be made for loss of time or disruption of work caused by any actions against the provider for any of the above reasons.

4. TAXES:

4.1. The contractor shall pay all taxes and other such amounts required by federal, state, and local law, including, but not limited to, federal and Social Security taxes, workers' compensation, unemployment insurance, and sales taxes.

5. ASSIGNMENT/CONTRACTOR:

5.1. The Contract shall not be assigned by the contractor. Third party participation is authorized only as a joint venture which must be clearly stated with details on the original proposal, signed by all parties participating. Any alterations, variations, modifications, or waivers of the provisions of this Contract shall be valid only if

they have been reduced to writing, duly signed by the parties hereto, and attached to the original Contract agreement.

- 5.2. The contractor shall not enter into any subcontracts for any of the work contemplated under this Contract without prior written authorization of the State.
- 5.3. Claims for money due, or to become due to contractor from the State under the Contract may, be assigned to a bank, trust company, or other financial institution, or to a trustee in bankruptcy, without approval by the State. Notice of any assignment or transfer shall be furnished to the State.
- 5.4. The contractor shall not use the Contract, or any portion thereof, for collateral for any financial obligation without the prior written permission of the Agency.

6. TERMINATION OF CONTRACT:

- 6.1. Termination of the Contract may be made by any party at any time with or without cause, upon no less than thirty (30) days written notice to the other parties. The Contract shall remain in full force and effect until terminated as provided herein.
- 6.2. The State may, upon ten (10) days written notice to the contractor, terminate the Contract, in whole or in part, for just cause, which shall include failure of the Contractor to fulfill in a timely and proper manner the obligations under the Contract. In such event, all finished documents, data, models and reports prepared under this Contract shall, at the option of the State, become its property upon payment for services rendered through the termination of the Contract.
- 6.3. Should the contractor fail to comply with the provisions of the Contract, payment for portions of the Contract will be withheld until such time as the Contract terms have been implemented. Administrative, contractual, and/or legal remedies as determined by the Wyoming Attorney General will be implemented if it appears the contractor has breached or defaulted on the Contract.

7. ACCOUNT REPRESENTATIVE:

- 7.1. The successful proposer(s) shall appoint, by name, a company representative who shall be responsible for servicing this account. The appointed representative shall be responsible to provide the services required to insure that the account will be administered in an organized systematic manner.

8. RESPONSIVENESS:

- 8.1. Proposers are expected to examine specifications, schedules, and instructions included in this package. Failure to do so will be at the proposer's risk.

9. EXTENSION AND AMENDMENT:

- 9.1. The proposer and the State covenant and agree that this proposal or subsequent Contract may, with the mutual approval of the proposer and the State, be extended under the same terms and conditions of this proposal or Contract for a period of one (1) year, and said option to extend this proposal or Contract for a one year period shall be in effect for each year thereafter for a total period not to exceed two (2) additional years.

10. COMPLIANCE WITH LAWS:

- 10.1. In performing the Contract, both parties agree to comply with all applicable state, federal and local laws, rules, and regulations.
11. AUDIT:
- 11.1. The State or any of their duly authorized representatives shall have access to any books, documents, papers, and records of contractor which are directly pertinent to the Contract for the purpose of making audit, examination, excerpts, and transactions.
12. CONFLICT OF INTEREST:
- 12.1. The parties warrant that no kickbacks, gratuities, or contingency fees have been paid in connection with the Contract and none has been promised contingent upon the award of the Contract. Proposer warrants that no one being paid pursuant to the Contract is engaged in any activities which would constitute a conflict of interest with respect to the purposes of the Contract.
13. NO FINDERS FEE:
- 13.1. No finder's fee, employment agency fee, or other such fee related to the procurement of this Contract shall be paid by either party.
14. OWNERSHIP OF DOCUMENTS/WORK PRODUCT:
- 14.1. It is agreed that all finished or unfinished documents, data, or reports, prepared by contractor under the Contract shall be considered the property of the State, and upon completion of the services to be performed, or upon termination of the Contract for cause, or for the convenience of the State, will be turned over to the State.
15. CONFIDENTIALITY OF INFORMATION:
- 15.1. All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the contractor in the performance of the Contract shall be kept confidential by the contractor unless written permission is granted by the State for its release.
16. SOVEREIGN IMMUNITY:
- 16.1. The State of Wyoming and the Agency do not waive sovereign immunity by entering into the Contract, and specifically retain immunity and all defenses available to them as sovereigns pursuant to Wyoming Statute 1-39-104(a) and all other state law.
17. INDEMNIFICATION:
- 17.1. The Contractor shall indemnify, defend, and hold harmless the State, the Agency, and their officers, agents, employees, successors, and assignees from any and all claims, lawsuits, losses, and liability arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including but not limited to any claims, lawsuits, losses, or liability arising out of Contractor's malpractice.

SPECIAL PROVISIONS

PROPOSALS MUST BE RECEIVED BY THE TIME AND DATE SPECIFIED. PROPOSALS RECEIVED AFTER THE TIME AND DATE SPECIFIED WILL NOT BE CONSIDERED.

It is the responsibility of the proposer to clearly identify all information that is considered confidential in accordance with the Wyoming Public Records Act, W.S. 16-4-201 through 16-4-205. Please identify each confidential page with the word "CONFIDENTIAL" in capital, bold letters centered at the bottom of each page. Information not clearly marked may be considered public.

A. BACKGROUND INFORMATION

The K-12 education system in Wyoming includes approximately 350 schools in 48 districts serving over 93,000 students in districts ranging in size from 100 to 13,500 students. Each district is locally controlled by elected boards of trustees and provides professional development within each district. The University of Wyoming, with teacher education programs at campuses in Laramie and Casper, enrolls approximately 900 students in elementary education and secondary education programs.

Wyoming state statutes require that a progressive multi-tiered system of support, intervention and consequences to assist schools be established by the state board and shall conform to the January 2012 education accountability report. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequences, and the state superintendent shall take action based upon system results according to provisions outlined in W.S. 21-2-204 (f) and (k).

B. PURPOSE OF RFP

The purpose of the RFP is to solicit vendors to 1) facilitate the development of a Statewide System of Support Strategic Plan and Implementation Document, and 2) facilitate and guide the implementation of the plan. The plan should include collaboration with appropriate governance and advisory structures. This RFP is designed to provide interested vendors with sufficient information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content. Vendors are at liberty and encouraged to expand upon goal specifications to evidence strategic plan development and implementation capability under any resulting contract.

C. SCOPE OF WORK

In collaboration with Wyoming Department of Education (WDE) staff and State Board of Education (SBE) members, the contractor will lead a strategic planning and implementation process to include, but not be limited to, the following key areas of work:

1. Review the statutory requirements related to the multi-tiered system of support, intervention, and consequences (W.S. 21-2-204 (f) and (k)) including the January 2012 education accountability report to determine governance and advisory structures necessary to support plan development and specific plan objectives.

2. Create a summary of the strategic review of all relevant documents for discussion by WDE staff and SBE members.
3. Design and conduct facilitated planning meetings and/or strategic interviews for the board, staff, and key external stakeholders to discuss the key questions, develop ideas for strategic directions, and foster stakeholder investment in the Statewide System of Support Strategic Plan and Implementation process.
4. Synthesize the discussions into a three to five year Statewide System of Support Strategic Plan and Implementation Document. This draft document will be considered by the Wyoming Department of Education and the Wyoming State Board of Education during or before the March 2016 SBE meeting. At a minimum, this plan shall include:
 - Vision statement
 - Mission statement
 - *Support/intervention for low performing students
 - *Support/mentoring for teachers needing to improve
 - Induction for new teachers and leaders
 - *Support/mentoring for school leaders
 - *Capacity building for schools and districts with lower than acceptable levels of achievement or growth
 - *Capacity building for the state as a whole to support continuous improvement
 - *The role of institutions of higher education in building capacity and preparation especially in terms of P-16 coordination (**Marion, S., Domaleski, D. [2012, January 31]. WY Comprehensive Accountability Framework, p. 65*)
 - Implementation outline that describes the role of WDE administration, the state superintendents' association, and the development of partnerships with other appropriate professional organizations and key stakeholder groups
5. Key questions and specific objectives of the Statewide System of Support Strategic Plan and Implementation Document include, but are not limited to the following:
 - How do we insure that programs and technical assistance align with and advance the mission/vision in measureable and meaningful ways?
 - What revenue and resource development strategies are needed to sustain the mission and vision over the next three to five years and beyond?
 - What will be the infrastructure and organizational development needs for the WDE over the next three years?
6. Describe the Plan implementation process and timeline (following the approval of the document by the WDE and the SBE). This should include but not be limited to the following:
 - Development of a comprehensive communication plan to support stakeholder feedback and transparency of implementation
 - Identification and alignment of resources and support structures already in place, e.g.
 - Wyoming Association of School Administrators
 - WDE division directors
 - District professional organizations
 - Identification of highest priority district need and resources available to provide support

D. QUALIFICATIONS

The contractor should possess:

1. Knowledge of the field of Wyoming K-12 education with leadership experience at both the school and district level
2. Experience in the area of coaching and facilitating leadership development in the K-12 environment
3. Experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal constraints.

E. APPLICATION REQUIREMENTS/Proposal Evaluation Criteria

1. Cover Sheet (0 points)
Complete the attached cover sheet. The cover sheet must include the:
 - Project title
 - Company/applicant name,
 - Full address,
 - Telephone number, facsimile number, and email address, and
 - Name and title of the designated contact person.
2. Content of the proposal (60 points)
Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each.
 - Provide clear information on how each requirement will be met.
 - Address the alignment of a comprehensive statewide system of support between state and local governance structures through collaboration, partnerships, and policy development
 - Address the sustainability of a comprehensive statewide system of support with measurement of goal achievement
3. Experience and biography of all principal contractors (20 points)
Provide information on contractors who will be assigned to this project. Information shall include:
 - Knowledge of the field of Wyoming K-12 education with expertise in school district administration
 - Experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal constraints
 - Any recent strategic plan development and other work provided in Wyoming
4. Sample evaluations of recent related work and reference list (10 points)
5. Budget and narrative (10 points)
Complete the budget by proposing strategic plan and implementation document development and associated travel.
6. Additional information
In addition to the information outlined above, the proposer may include any other relevant information that may be useful to the WDE and the SBE in reviewing and rating the proposal.

Proposal Evaluation Criteria

Point values have been assigned to the criteria in the application requirements of the proposal (noted above). Upon receipt, each proposal will be evaluated. The resulting score will assist the Wyoming Department of Education and the State Board of Education in evaluating the proposals.

1. Cover sheet – 0 points
2. Content of the proposal – 60 points
3. Experience and biography of principal contractors – 20 points
4. Sample of evaluations of recent relevant work including reference list – 10 points
5. Budget and narrative – 10 points

F. TENTATIVE SCHEDULE OF EVENTS

The following schedule of events is subject to change at the sole discretion of the Wyoming Department of Education.

Event	Deadline
• RFP to prospective proposers	July 9, 2015
• Deadline for questions from applicants	July 17, 2015
• Proposal submission deadline	July 31, 2015

G. QUESTION SUBMISSION

Questions regarding this RFP must be submitted in writing and submitted through Public Purchase no later than July 17, 2015 at 2:00 p.m.

All questions will be addressed and the answers posted to Public Purchase.

H. RESPONSE REQUIREMENTS AND DATES OF SUBMISSION

To be considered for participation proposals should be typed, 12 font size, and double-spaced.

Proposals must be received before the time and date specified. Proposals received after the time and date specified will not be considered. The document upload must be completed by the 2:00 p.m. deadline. The Wyoming Department of Education is not responsible for transmittal time or irregularities with Public Purchase. Mailed, emailed and faxed proposals will not be accepted.

I. RESERVED RIGHTS AND EXCLUSIONS

The WDE reserves the right to:

- Reject any and all proposals received in response to this RFP;
- Select any proposal other than the one with the lowest fixed fee;
- Waive or modify any information, irregularities or inconsistencies in proposals received; and
- Negotiate as to any aspect of the proposal with the proposer and negotiate with more than one proposer at a time.

Exclusions to application:

- Successful applicants may not be current employees of any school district, parent advocacy group, or educational institution within the State of Wyoming. The WDE strives to maintain the integrity of its general Supervision System by eliminating any possible conflicts of interest.

J. PERIOD OF AWARD

The period of performance for services subject to this solicitation shall be for an initial term and commencing upon award and extending through June 30, 2016 with the option to renew for one additional one year term. All invoices for work performed through June 30, 2016, must be received by July 6, 2016.

DRAFT

**Accountability Division
Wyoming Department of Education**

Cover sheet – Sole Applicant Information or Company/Organization Information

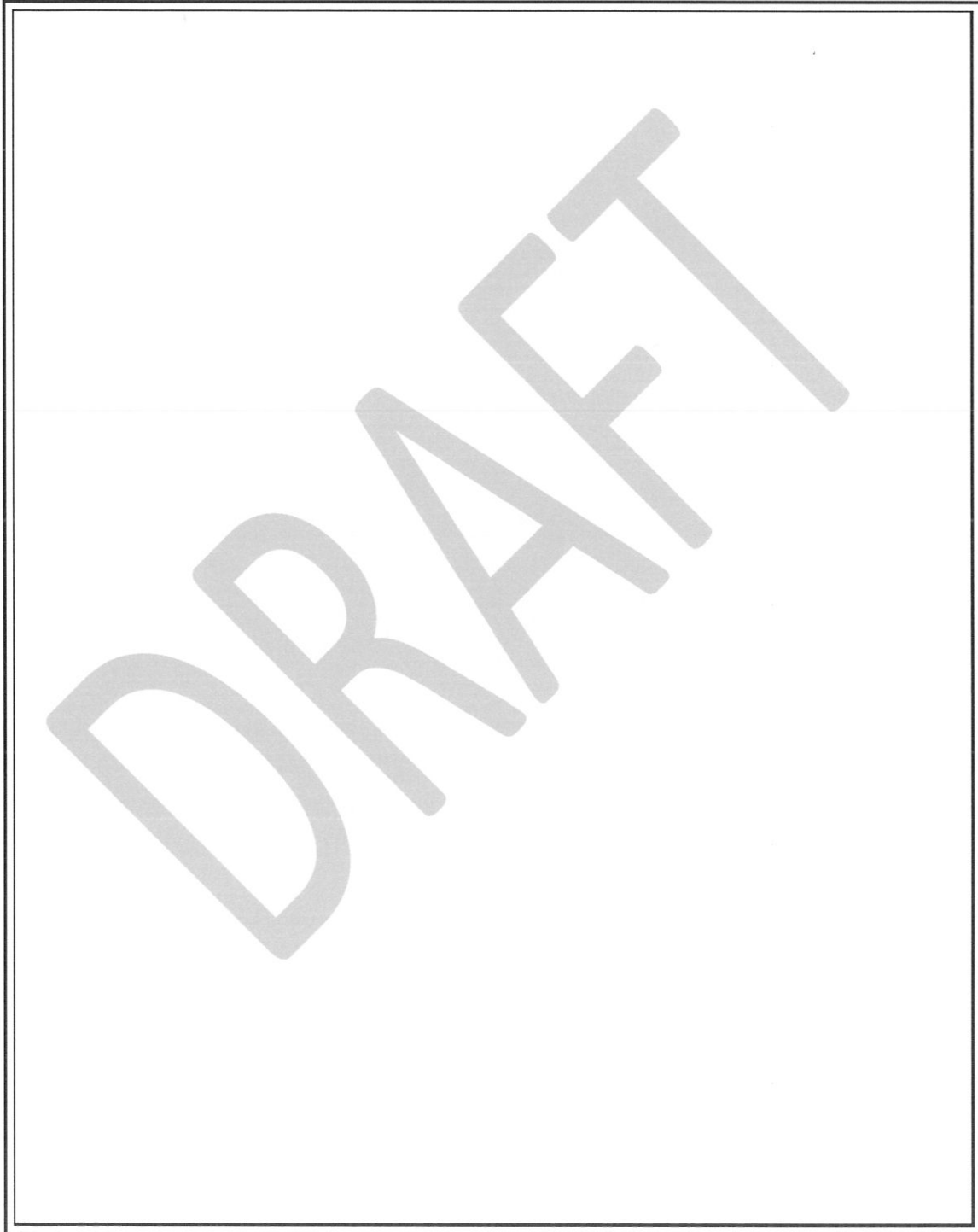
Deliver to the Wyoming Department of Administration and Information, Purchasing Section.

Project Title	
Applicant Name	Employer Identification Number
Applicant Address	Telephone Number
City	Zip
E-mail Address	Fax Number
Name of Designated Contact	Title of Designated Contact

OR

Company/Organization Name	Employer Identification Number
Company Mailing/Street Address	Company E-mail Address
City, State, Zip Code	Telephone Number / Fax Number
Name of Designated Contact	Title of Designated Contact
If your organization has more than one person who will be facilitating the strategic plan development and implementation document process, please specify, in the spaces below, the names and role each person will fulfill.	
Name(s)	Role(s)

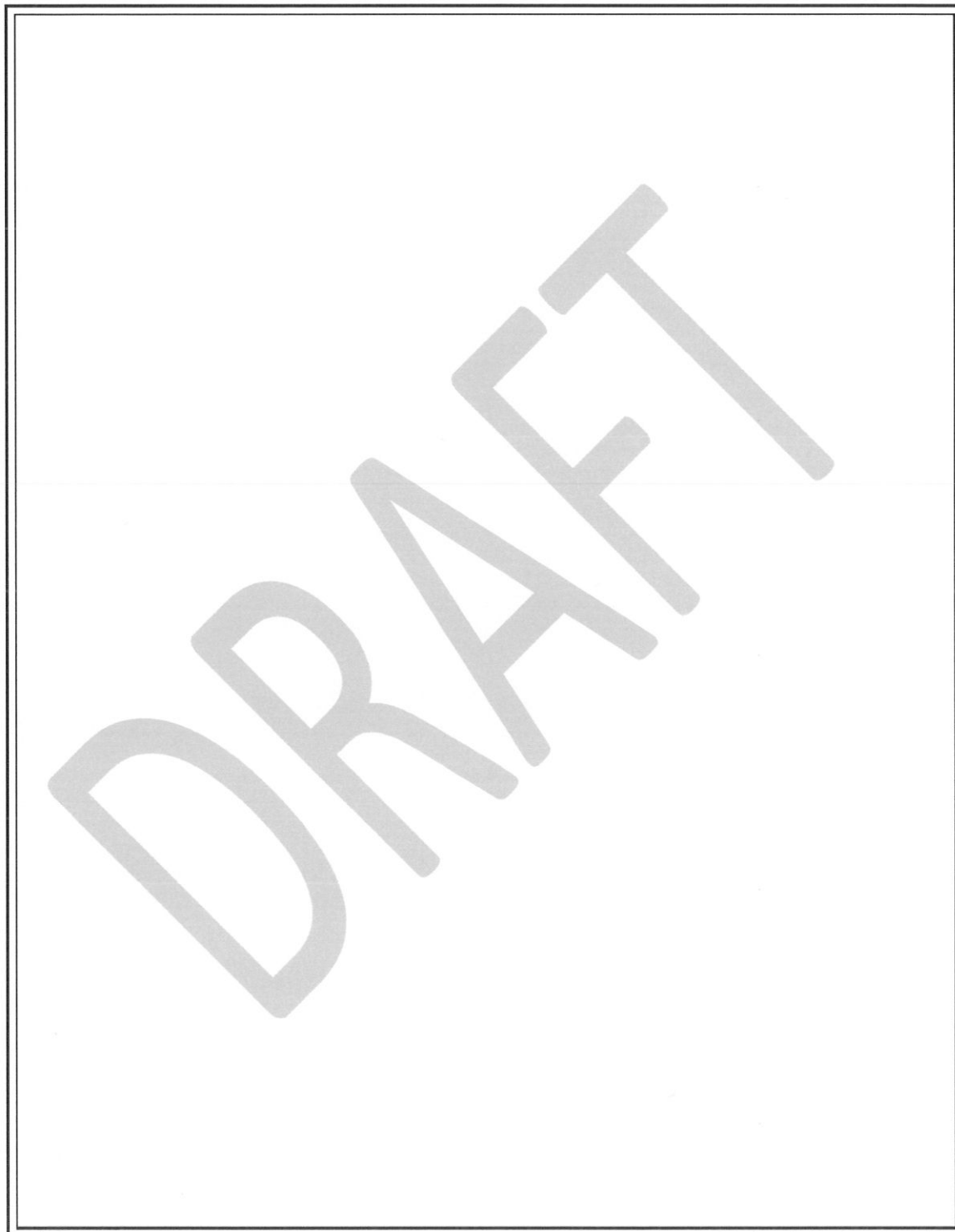
Content of the proposal: Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each. Provide clear information on how each requirement will be met. Address the alignment of a comprehensive statewide system of support between state and local governance structures through collaboration, partnerships, and policy development. Address the sustainability of a comprehensive statewide system of support including measurement of goal achievement.



Experience and biography of principal contractors: Provide information on contractors assigned to this project. Information should include 1) knowledge of the field of Wyoming K-12 education with expertise in school district administration, 2) experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal realities, and 3) any recent strategic plan development and other K-12 education work provided in Wyoming.

DRAFT

Sample of evaluations of recent related work including reference list: The proposal must include sample evaluations of recent related work and a reference list including phone numbers.



BUDGET

Budget Narrative		
Item #	Budget Line Items	Amount
001	Plan development and facilitation costs	\$ _____
002	Travel cost	\$ _____

DRAFT

VERIFICATION SHEET

The undersigned agrees to provide to facilitate and development the Statewide System of Support Strategic Plan and Implementation Document for the Wyoming Department of Education, Accountability Division in accordance with the Request for Proposal, General Provisions, Special Provisions and Proposal Price Sheet for proposal no. XXXXX.

1. BY SUBMISSION OF A PROPOSAL, THE PROPOSER CERTIFIES:

- 1.1 Prices in this proposal have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition.
- 1.2 No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
- 1.3 The person signing this proposal certifies that he/she is authorized to represent the company and is legally responsible for the decision as to the price and supporting documentation provided as a result of this advertisement.
- 1.4 Proposer will comply with all Federal regulations, policies, guidelines and requirements.
- 1.5 Prices in this proposal have not been knowingly disclosed by the proposer and will not be prior to award to any other proposer.

2. GENERAL INFORMATION:

Proposer Name _____ Phone () _____
FAX () _____
Mailing Address _____
City _____ State _____ Zip _____
Employer Identification Number _____

3. OWNERSHIP AND CONTROL:

Proposer's Legal Structure:

_____ Sole Proprietorship	_____ General Partnership
_____ Corporation	_____ Limited Partnership
_____ Limited Liability	_____ Other _____

If Proposer is a sole proprietorship, list:

Owner Name _____ Phone () _____

Mailing Address _____

City _____ State _____ Zip _____

Employer Identification Number _____

Beginning date as owner of sole proprietorship _____

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)

TITLE

_____	_____
_____	_____
_____	_____
_____	_____

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.

(Signature)

(Name and Title) (Typed or Printed)

(Date)

**STATE OF WYOMING
DEPARTMENT OF ADMINISTRATION AND INFORMATION
PROCUREMENT SECTION
700 WEST 21st Street
CHEYENNE, WY 82002-0060**

**REQUEST FOR PROPOSAL
0015-A**

**WYOMING DEPARTMENT OF EDUCATION
ACCOUNTABILITY DIVISION
STATEWIDE SYSTEM OF SUPPORT
TECHNICAL ASSISTANCE REPRESENTATIVE**

**PURCHASING REPRESENTATIVE: Lori Galles
TELEPHONE NO. (307) 777-6797**

**DEPARTMENT OF EDUCATION
REPRESENTATIVE: BRENT YOUNG
CHIEF POLICY OFFICER
TELEPHONE NO. (307) 777-2059**

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Attachment A – Wyoming School Comprehensive Plan	

REQUEST FOR PROPOSAL

1. SUBMISSION OF PROPOSALS:

Sealed Proposals, for an Accountability Division Statewide System Support Technical Assistance Representative for the Wyoming Department of Education, will be received through the Public Purchase on-line bidding system until 2:00 P.M., July 31, 2015.

- 1.1. No proposal will be considered which is not accompanied by the attached Budget Proposal and signed by the proper official of the firm.
- 1.2. Proposals must be received by the time and date specified. Proposals received after the time and date specified will not be considered.
- 1.3. Proposal information is restricted and not publicly available until after the award of the Contract by the Procurement Section.

2. MODIFICATIONS OR WITHDRAWAL OF PROPOSALS:

- 2.1. A proposal may be altered prior to the specified date and time of the opening contained in the proposal documents.
- 2.2. A proposal that is in the possession of the Procurement Section may be withdrawn by the proposer up to the time of the opening. Failure of the successful proposer to furnish the service awarded as a result of this advertisement shall eliminate the proposer from the active proposers list for a period of time as determined by the Procurement Section.

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- 3.2. In case of error in the extension of prices in the proposal, unit prices will govern.
- 3.3. Proposers are expected to examine special provisions, specifications, schedules, and instructions included in this Request. Failure to do so will be at the proposer's risk.

4. AWARD AND CONTRACT INFORMATION:

- 4.1. The State of Wyoming hereby notifies all proposers that it will affirmatively insure that minority business enterprises will be afforded full opportunity to submit proposals in response to this invitation and will not be discriminated against on the grounds of age, race, color, sex, creed, national origin, or disability.
- 4.2. The proposer also, agrees that should this firm be awarded a Contract that the firm will not discriminate against any person who performs work there under because of age, race, color, sex, creed, national origin, or disability.

- 4.3. The proposer expressly warrants to the State that it has the ability and expertise to perform its responsibilities hereunder and in doing so shall use the highest standards of professional workmanship.
- 4.4. The State of Wyoming reserves the right to reject any or all proposals, to waive any informality or technical defect in the proposals, or to award the contract in whole or in part, if deemed to be in the best interest of the State to do so. The Department of Administration and Information, Procurement Section, will award this contract to the firm, determined by the Wyoming Department of Education the most responsive and responsible offer based on criteria specified herein.
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- 4.6. The successful proposer will be required to enter into and sign a formal Contract with the State with reasonable adjustments acceptable to the State. The agreement will become a part of the Contract and will be in effect for the duration of the contract period. The contract language will control over any language contained within this RFP that conflicts with the signed and fully executed Contract.
- 4.7. Successful proposer shall comply with the Americans with Disabilities Act and Wyoming Fair Employment Practices Act. (W. S. 27-9-105 *et. seq.*).

DATED THIS TENTH DAY OF JULY, 2015

STATE OF WYOMING

Procurement Section

Assigned Buyer: Lori Galles

GENERAL PROVISIONS

1. INDEPENDENT CONTRACTOR

- 1.1. The contractor shall function as an independent contractor for the purposes of the Contract and shall not be considered an employee of the State of Wyoming for any purpose. The contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the contractor in fulfilling the terms of the Contract and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Contract. Nothing in the Contract shall be interpreted as authorizing the contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency, or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The contractor agrees that no health/hospitalization benefits, workers' compensation and/or similar benefits available to State of Wyoming employees will inure to the benefit of the contractor or the contractor's agents and/or employees as a result of this Contract.

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- 2.1 All insurance policies required by this Contract, except workers' compensation and unemployment compensation policies, shall contain a waiver of subrogation against the Agency and the State, its agents and employees. The contractor agrees it will carry the insurance which is applicable to this RFP. Contractor shall provide a copy of an endorsement providing this coverage.

3. LAWS TO BE OBSERVED:

- 3.1. The contractor shall keep fully informed of all federal and state laws, all local bylaws, regulations and all orders and decrees of bodies or tribunals having any jurisdiction or authority which in any manner affect those engaged or employed on the work or which in any way affect the conduct of the work. The contractor shall at all times observe and comply with all such laws, bylaws, ordinances, regulations, orders and decrees in force at the time of award. The contractor shall protect and indemnify the State and its representatives against any claim or liability arising from or based on the violation of any such law, bylaw, ordinance, regulation, order, or decree whether by himself or his/their employees. No extension of time or additional payment will be made for loss of time or disruption of work caused by any actions against the provider for any of the above reasons.

4. TAXES:

- 4.1. The contractor shall pay all taxes and other such amounts required by federal, state, and local law, including, but not limited to, federal and Social Security taxes, workers' compensation, unemployment insurance, and sales taxes.

5. ASSIGNMENT/CONTRACTOR:

- 5.1. The Contract shall not be assigned by the contractor. Third party participation is authorized only as a joint venture which must be clearly stated with details on the original proposal, signed by all parties participating. Any alterations, variations, modifications, or waivers of the provisions of this Contract shall be valid only if

they have been reduced to writing, duly signed by the parties hereto, and attached to the original Contract agreement.

- 5.2. The contractor shall not enter into any subcontracts for any of the work contemplated under this Contract without prior written authorization of the State.
- 5.3. Claims for money due, or to become due to contractor from the State under the Contract may, be assigned to a bank, trust company, or other financial institution, or to a trustee in bankruptcy, without approval by the State. Notice of any assignment or transfer shall be furnished to the State.
- 5.4. The contractor shall not use the Contract, or any portion thereof, for collateral for any financial obligation without the prior written permission of the Agency.

6. TERMINATION OF CONTRACT:

- 6.1. Termination of the Contract may be made by any party at any time with or without cause, upon no less than thirty (30) days written notice to the other parties. The Contract shall remain in full force and effect until terminated as provided herein.
- 6.2. The State may, upon ten (10) days written notice to the contractor, terminate the Contract, in whole or in part, for just cause, which shall include failure of the Contractor to fulfill in a timely and proper manner the obligations under the Contract. In such event, all finished documents, data, models and reports prepared under this Contract shall, at the option of the State, become its property upon payment for services rendered through the termination of the Contract.
- 6.3. Should the contractor fail to comply with the provisions of the Contract, payment for portions of the Contract will be withheld until such time as the Contract terms have been implemented. Administrative, contractual, and/or legal remedies as determined by the Wyoming Attorney General will be implemented if it appears the contractor has breached or defaulted on the Contract.

7. ACCOUNT REPRESENTATIVE:

- 7.1. The successful proposer(s) shall appoint, by name, a company representative who shall be responsible for servicing this account. The appointed representative shall be responsible to provide the services required to insure that the account will be administered in an organized systematic manner.

8. RESPONSIVENESS:

- 8.1. Proposers are expected to examine specifications, schedules, and instructions included in this package. Failure to do so will be at the proposer's risk.

9. EXTENSION AND AMENDMENT:

- 9.1. The proposer and the State covenant and agree that this proposal or subsequent Contract may, with the mutual approval of the proposer and the State, be extended under the same terms and conditions of this proposal or Contract for a period of one (1) year, and said option to extend this proposal or Contract for a one year period shall be in effect for each year thereafter for a total period not to exceed two (2) additional years.

10. COMPLIANCE WITH LAWS:

- 10.1. In performing the Contract, both parties agree to comply with all applicable state, federal and local laws, rules, and regulations.
11. AUDIT:
- 11.1. The State or any of their duly authorized representatives shall have access to any books, documents, papers, and records of contractor which are directly pertinent to the Contract for the purpose of making audit, examination, excerpts, and transactions.
12. CONFLICT OF INTEREST:
- 12.1. The parties warrant that no kickbacks, gratuities, or contingency fees have been paid in connection with the Contract and none has been promised contingent upon the award of the Contract. Proposer warrants that no one being paid pursuant to the Contract is engaged in any activities which would constitute a conflict of interest with respect to the purposes of the Contract.
13. NO FINDERS FEE:
- 13.1. No finder's fee, employment agency fee, or other such fee related to the procurement of this Contract shall be paid by either party.
14. OWNERSHIP OF DOCUMENTS/WORK PRODUCT:
- 14.1. It is agreed that all finished or unfinished documents, data, or reports, prepared by contractor under the Contract shall be considered the property of the State, and upon completion of the services to be performed, or upon termination of the Contract for cause, or for the convenience of the State, will be turned over to the State.
15. CONFIDENTIALITY OF INFORMATION:
- 15.1. All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the contractor in the performance of the Contract shall be kept confidential by the contractor unless written permission is granted by the State for its release.
16. SOVEREIGN IMMUNITY:
- 16.1. The State of Wyoming and the Agency do not waive sovereign immunity by entering into the Contract, and specifically retain immunity and all defenses available to them as sovereigns pursuant to Wyoming Statute 1-39-104(a) and all other state law.
17. INDEMNIFICATION:
- 17.1 The Contractor shall indemnify, defend, and hold harmless the State, the Agency, and their officers, agents, employees, successors, and assignees from any and all claims, lawsuits, losses, and liability arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including but not limited to any claims, lawsuits, losses, or liability arising out of Contractor's malpractice.

SPECIAL PROVISIONS

PROPOSALS MUST BE RECEIVED BY THE TIME AND DATE SPECIFIED. PROPOSALS RECEIVED AFTER THE TIME AND DATE SPECIFIED WILL NOT BE CONSIDERED.

It is the responsibility of the proposer to clearly identify all information that is considered confidential in accordance with the Wyoming Public Records Act, W.S. 16-4-201 through 16-4-205. Please identify each confidential page with the word “CONFIDENTIAL” in capital, bold letters centered at the bottom of each page. Information not clearly marked may be considered public.

A. BACKGROUND INFORMATION

The K-12 education system in Wyoming includes approximately 350 schools in 48 districts serving over 93,000 students in districts ranging in size from 100 to 13,500 students. Each district is locally controlled by elected boards of trustees and provides professional development within each district. The University of Wyoming, with teacher education programs at campuses in Laramie and Casper, enrolls approximately 900 students in elementary education and secondary education programs.

As described in The Wyoming Accountability in Education Act (W.S. 21-2-204), the state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. The target levels for school performance on all performance indicators shall be used by the state board through the department to identify four (4) levels of school performance tied to the overall school performance rating that demonstrate a range of performance levels. This includes 1) exceeding expectations, 2) meeting expectations, 3) partially meeting expectations, and 4) not meeting expectations.

A progressive multi-tiered system of support, intervention and consequences to assist schools will be established by the state board and shall conform to the January 2012 education accountability report. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequences, and the state superintendent shall take action based upon system results according to provisions outlined in W.S. 21-2-204 (f) and (k).

In school year 2013-2014, approximately 40 schools from across the state were designated as not meeting expectations. Schools designated as not meeting expectations are required to file a school improvement plan that identifies and addresses all content and indicator areas where performance is below target levels. A representative appointed by the superintendent in consultation with school district leadership will be appointed to monitor the schools' progress toward meeting the specified goals and implementation processes, measures and methods as contained in the school's plan. 2015 Session Laws, Chapter 179, Section 7 (a) appropriates resources to provide a system of support to school districts, which may be expended for acquisition of necessary professional consulting expertise.

B. PURPOSE OF RFP

The purpose of the RFP is to solicit a professional consultant to serve as representatives that will facilitate communication between district leadership and WDE leadership and monitor schools' progress toward meeting the specified goals and implementation processes, measures and methods, as outlined in the school improvement plan and the accreditation process. Technical assistance as requested by district leadership or as directed by statutory requirements will also be included. This RFP is designed to provide interested vendors with sufficient information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content. Vendors are at liberty and encouraged to expand upon goal achievement to evidence a history of successful school improvement as a result of leadership and/or technical assistance provided.

C. SCOPE OF WORK

In collaboration with Wyoming Department of Education (WDE) and Wyoming School District Leadership, the consultant will serve as a representative to support school performance improvement. The proposal should include but not be limited to the following:

1. Review statutory requirements related to the role of the representative to determine different levels of responsibility and involvement with respect to development and monitoring of the school improvement plan. Provide an outline of the representative's responsibility as it relates to schools not meeting expectations.
2. Describe the link between the accreditation process and the school improvement plan requirements related to the Wyoming Accountability in Education Act (WAEA) school performance ratings.
3. Outline a process that supports the development of the school improvement plan that addresses the accreditation domain structures and the WAEA content and performance indicators. (***Wyoming School Comprehensive Plan Attached***)
4. Describe a monitoring process that could be implemented to determine the schools' progress toward meeting specified goals, implementing processes, and the effectiveness of measures and methods used.
5. Identify professional development opportunities currently provided by the WDE. Provide a general summary of how current workshops support school improvement. Provide an outline of other professional development topics that should be considered to provide support for school improvement.
6. Describe the role of the representative as it relates to the interaction between the WDE leadership and staff, district leadership, and school building professionals. Provide a communication plan outline to support the development and maintenance of these collaborative relationships.

D. Qualifications

The contractor should possess:

1. Knowledge of the field of Wyoming K-12 education with teaching experience and building leadership experience or district administration experience.
2. Experience working with governmental agencies to develop collaborative partnerships in support of school improvement.
3. Knowledge of the accreditation process and experience at the district level with implementation of accreditation goals.
4. Experience with district budget analysis and resource reallocation processes.

E. APPLICATION REQUIREMENTS/Proposal Evaluation Criteria

1. Cover Sheet (0 points)
Complete the attached cover sheet. The cover sheet must include the:
 - Project title
 - Company/applicant name,
 - Full address,
 - Telephone number, facsimile number, and email address, and
 - Name and title of the designated contact person.
2. Content of the proposal (60 points)
Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each.
 - Provide clear information on how each requirement will be met.
 - Address the alignment between the school improvement plan required by the WAEA and the accreditation process.
3. Professional experience of principal consultant (20 points)
Provide information on consultant who will be assigned to this project.
Information shall include:
 - Knowledge of the field of Wyoming K-12 education with teaching experience and expertise in school district administration.
 - Experience working with governmental agencies to develop collaborative partnerships in support of school improvement.
 - Knowledge of the accreditation process and experience at the district level with preparing for and managing an accreditation site visit.
 - Experience in district budget analysis and resource reallocation processes.
4. Sample evaluations of recent related work and reference list (10 points)
5. Budget and narrative (10 points)
Complete the budget by proposing the school improvement plan related functions separate from the associated travel.
6. Additional information
In addition to the information outlined above, the proposer may include any other relevant information that may be useful to the WDE and the SBE in reviewing and rating the proposal.

Proposal Evaluation Criteria

Point values have been assigned to the criteria in the application requirements of the proposal (noted above). Upon receipt, each proposal will be evaluated. The resulting score will assist the Wyoming Department of Education and the State Board of Education in evaluating the proposals.

1. Cover sheet – 0 points
2. Content of the proposal – 60 points
3. Professional experience of principal consultant – 20 points
4. Sample of evaluations of recent relevant work including reference list – 10 points

5. Budget and narrative – 10 points

F. TENTATIVE SCHEDULE OF EVENTS

The following schedule of events is subject to change at the sole discretion of the Wyoming Department of Education.

Event	Deadline
• RFP Release Date	July 10, 2015
• Deadline for questions from applicants	July 17, 2015
• Proposal submission deadline	July 31, 2015

G. QUESTION SUBMISSION

Questions regarding this RFP must be submitted through Public Purchase no later than July 17, 2015. All Questions will be addressed. Answers will be posted to Public Purchase

H. RESPONSE REQUIREMENTS AND DATES OF SUBMISSION

Proposals should be typed, 12 font size, and double-spaced. Proposals must be submitted through Public Purchase on or before the time and date specified. Proposals received after the time and date specified will not be considered. The Wyoming Department of Education is not responsible for transmittal time or irregularities in delivery on the part of the US Postal Service or other courier services. Faxed or emailed proposals will not be accepted.

I. RESERVED RIGHTS AND EXCLUSIONS

The WDE reserves the right to:

- Reject any and all proposals received in response to this RFP;
- Select any proposal other than the one with the lowest fixed fee;
- Waive or modify any information, irregularities or inconsistencies in proposals received; and
- Negotiate as to any aspect of the proposal with the proposer and negotiate with more than one proposer at a time.

Exclusions to application:

- Successful applicants may not be current employees of any school district, parent advocacy group, or educational institution within the State of Wyoming. The WDE strives to maintain the integrity of its general Supervision System by eliminating any possible conflicts of interest.

J. PERIOD OF AWARD

The period of performance for services subject to this solicitation shall be for an initial term and commencing upon award and extending through June 30, 2016 with the option to renew

for one additional one year term. All invoices for work performed through June 30, 2016, must be received by July 6, 2016.

**Accountability Division
Wyoming Department of Education**

Cover sheet – Sole Applicant Information or Company/Organization Information

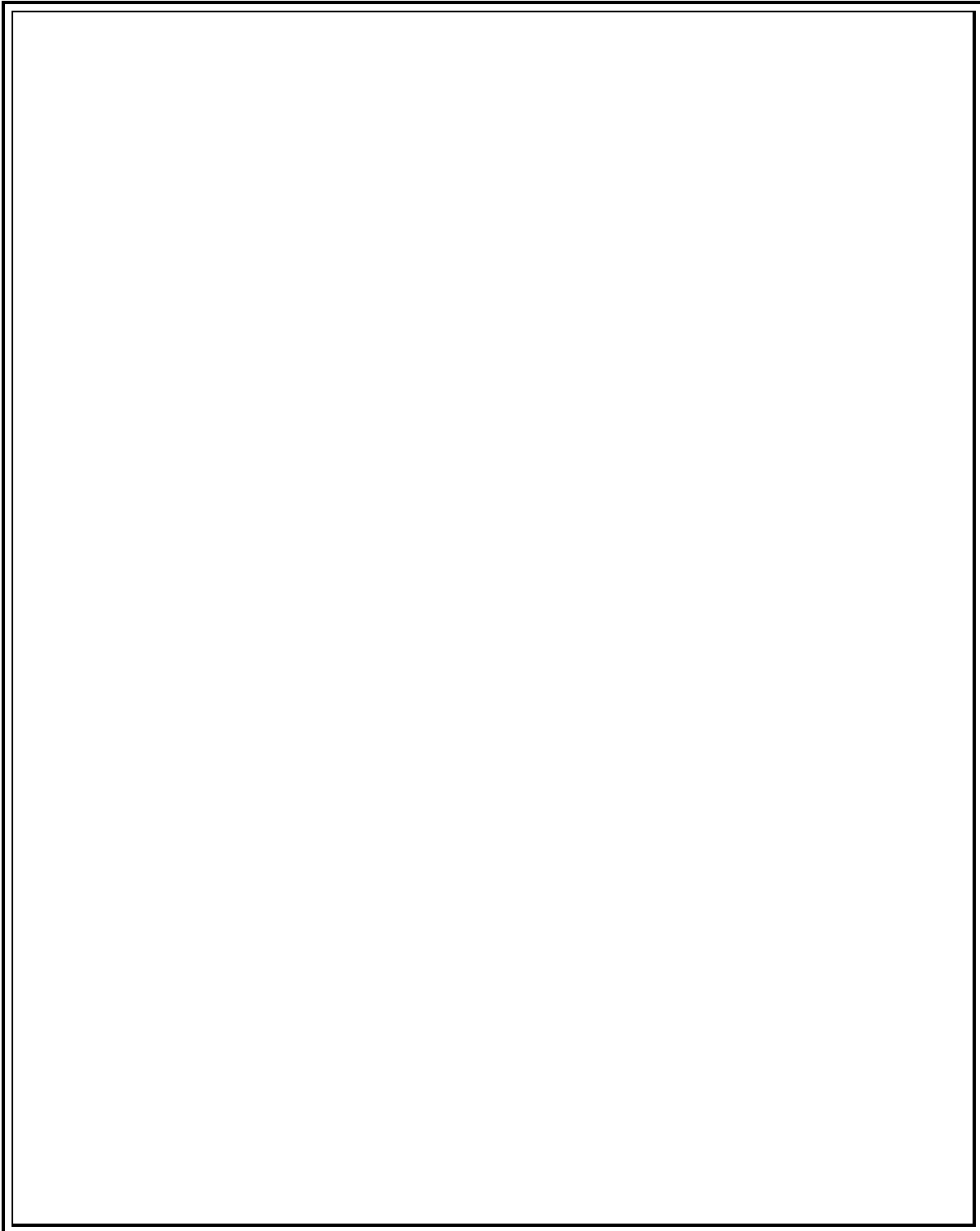
Deliver to the Wyoming Department of Administration and Information, Purchasing Section.

Project Title	
Applicant Name	Employer Identification Number
Applicant Address	Telephone Number
City	Zip
E-mail Address	Fax Number
Name of Designated Contact	Title of Designated Contact

OR

Company/Organization Name	Employer Identification Number
Company Mailing/Street Address	Company E-mail Address
City, State, Zip Code	Telephone Number / Fax Number
Name of Designated Contact	Title of Designated Contact
If your organization has more than one person who will be serving as a representative on a single contract, please specify in the spaces below, the names and role each person will fulfill.	
Name(s)	Role(s)

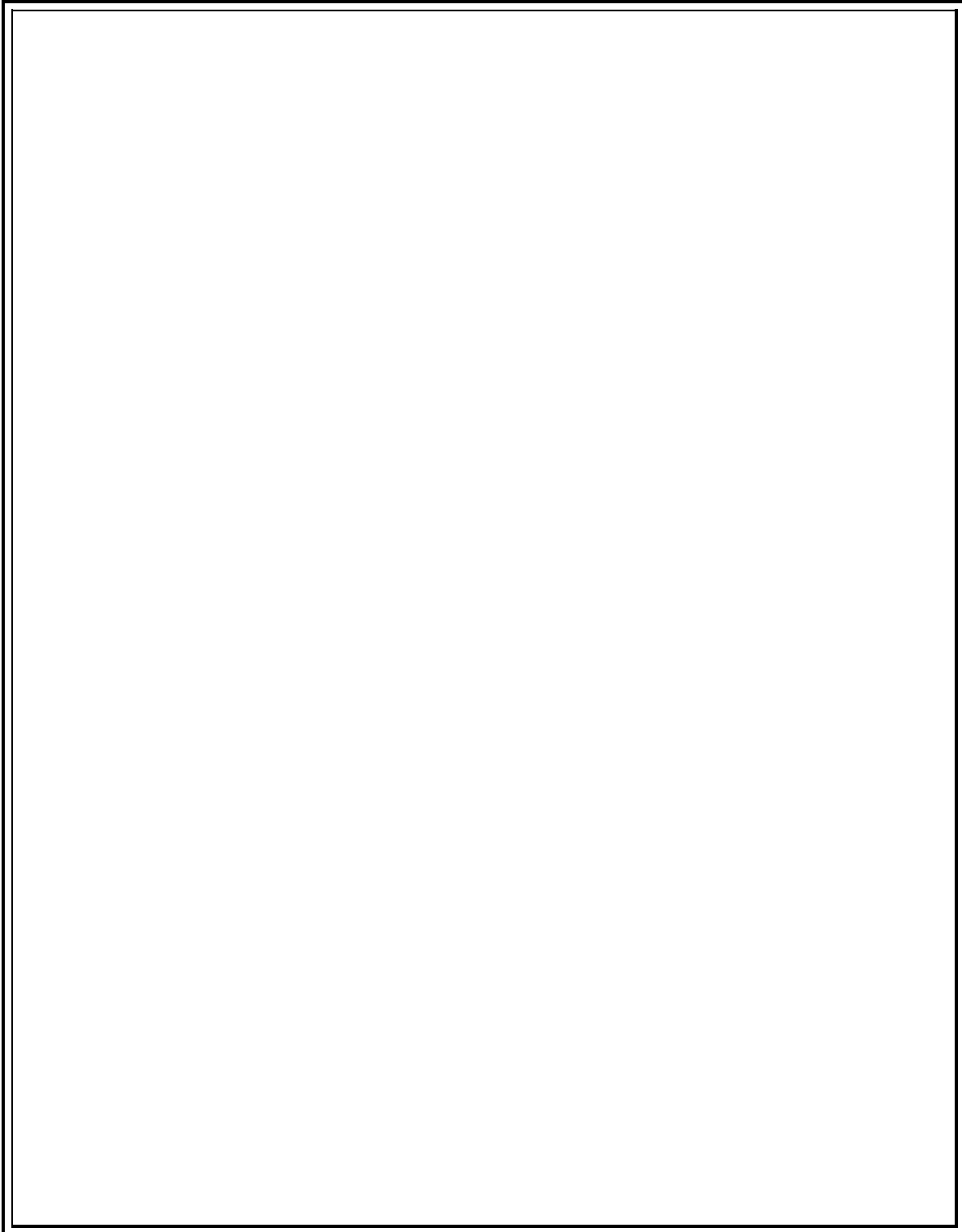
Content of the proposal: Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each. Provide clear information on how each requirement will be met.

A large, empty rectangular box with a double-line border, occupying most of the page. It is intended for the proposal content, specifically addressing Section C. Scope of Work, subsections 1 through 6.

Professional experience of principal consultant: Provide information on consultant assigned to this project. Information should include 1) Knowledge of the field of Wyoming K-12 education with teaching experience and building leadership experience or district administration experience, 2) experience working with governmental agencies to develop collaborative partnerships in support of school improvement, 3) knowledge of the accreditation process and experience at the district level with implementation of accreditation goals, and 4) experience in district budget analysis and resource reallocation processes.

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Sample of evaluations of recent related work including reference list: The proposal must include sample evaluations of recent related work and a reference list including phone numbers.

A large, empty rectangular box with a double-line border, intended for the submission of sample evaluations and a reference list. The box is currently blank.

BUDGET

Budget Narrative		
Item #	Budget Line Items	Amount
001	School improvement plan monitoring and related functions	\$ _____
002	Travel cost	\$ _____

VERIFICATION SHEET

The undersigned agrees to provide services for the Statewide System Support Technical Assistance Representative for the Wyoming Department of Education, Accountability Division in accordance with the Request for Proposal, General Provisions, Special Provisions and Proposal Price Sheet for proposal no. 0015-A.

1. BY SUBMISSION OF A PROPOSAL, THE PROPOSER CERTIFIES:

- 1.1 Prices in this proposal have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition.
- 1.2 No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
- 1.3 The person signing this proposal certifies that he/she is authorized to represent the company and is legally responsible for the decision as to the price and supporting documentation provided as a result of this advertisement.
- 1.4 Proposer will comply with all Federal regulations, policies, guidelines and requirements.
- 1.5 Prices in this proposal have not been knowingly disclosed by the proposer and will not be prior to award to any other proposer.

2. GENERAL INFORMATION:

Proposer Name _____ Phone () _____

FAX () _____

Mailing Address _____

City _____ State _____ Zip _____

Employer Identification Number _____

3. OWNERSHIP AND CONTROL:

Proposer's Legal Structure:

_____ Sole Proprietorship _____ General Partnership

_____ Corporation _____ Limited Partnership

_____ Limited Liability _____ Other _____

If Proposer is a sole proprietorship, list:

Owner Name _____ Phone () _____

Mailing Address _____

City _____ State _____ Zip _____

Employer Identification Number _____

Beginning date as owner of sole proprietorship _____

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)

TITLE

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.

(Signature)

(Name and Title) (Typed or Printed)

(Date)

WDE Proposal to Release RFP to Continue Efforts to Improve Educational Outcomes for Wyoming Tribal Children

Background

Since 2009, the Department of Education has contracted to “organize community-based solutions to improve educational outcomes for Wyoming Tribal children on and near the Wind River Indian Reservation.” The deliverables have included:

- Organizing the annual Native American Education Conference
- Coordinating the Wyoming Native American Children’s Triad Consortium
- Representing WDE as a liaison for Native American Education
- Organizing the Tribal College and Career Readiness Fair for high school students

The contract was paid primarily through a variety of federal funds, most recently the budget for System of Support (fund 6357-630), which became no longer available. With the loss of the federal funds, the funding source was switched to the state General Fund on July 1, 2014, by the state Legislature in a footnote to the 2014 state budget bill. The amount of funding appropriated in the bill, \$125,000, will have been spent down when the current contract expires on Sept. 30, 2015.

Request for Proposals

W.S. 21-2-204(f) states that “A progressive multi-tiered system of support, intervention and consequences shall be established by the state board... .”

To continue support of tribal education as in the past and to meet the mandate of W.S. 21-2-204(f), the department is proposing to draft a Request for Proposals (RFP) to contract with an individual or entity to continue the deliverables provided in earlier contracts listed above. Funding would continue at a level of \$60,000 per year and come from the \$750,000 appropriated under Section 7 of Senate Enrolled Act 87 of the 2015 session to “provide a system of support to school districts in conformance with W.S. 21-2-204(f). This appropriation may be expended for acquisition of necessary professional consulting expertise.”

Statement of Need

The Department believes this work should continue because data indicate students enrolled in reservation schools are still facing significant challenges. Attached are the latest student performance data for Fremont County schools.

FREMONT COUNTY SCHOOL PERFORMANCE

WYOMING ACCOUNTABILITY SYSTEM

Grade 3 through 8 School Performance Report For School Year: 2013-14

District ID	District Name	School ID	School Name	Enrollment Count	Grades Served	School Performance Level/Small School Decision	Growth Target Level	Equity Target Level	Achievement Target Level	Participation Rate Level
0701000	Fremont #1	0701006	Jeffrey City Elementary*	2	K-6	Approved with Recommendations	Undefined	Undefined	Undefined	Met
		0701008	Gannett Peak Elementary	560	K-3	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		0701009	Baldwin Creek Elementary	267	4-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		0701050	Lander Middle School	368	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
0702000	Fremont #2	0702001	Dubois Elementary	72	K-5	Partially Meeting Expectations	Below Targets	Undefined	Meeting Targets	Met
		0702050	Dubois Middle School	35	6-8	Meeting Expectations	Below Targets	Exceeding Targets	Meeting Targets	Met
0706000	Fremont #6	0706001	Crowheart Elementary	2	P-3	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met
		0706002	Wind River Elementary	169	P-5	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met
		0706050	Wind River Middle School	93	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
0714000	Fremont #14	0714001	Wyoming Indian Elementary	317	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		0714050	Wyoming Indian Middle School	149	6-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
0721000	Fremont #21	0721001	Ft. Washakie Elementary	345	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		0721050	Ft. Washakie Middle School	72	7-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met

District ID	District Name	School ID	School Name	Enrollment Count	Grades Served	School Performance Level/Small School Decision	Growth Target Level	Equity Target Level	Achievement Target Level	Participation Rate Level
0724000	Fremont #24	0724001	Shoshoni Elementary	188	P-6	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
		0724050	Shoshoni Junior High School	55	7-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
0725000	Fremont #25	0725001	Ashgrove Elementary	223	K-2	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		0725003	Jackson Elementary	174	K-2	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		0725005	Aspen Park Elementary	297	K-2	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		0725007	Rendezvous Elementary	603	3-5	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		0725050	Riverton Middle School	543	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
0738000	Fremont #38	0738001	Arapahoe Elementary	393	P-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met

High School Performance Report For School Year: 2013-14

District ID	District Name	School ID	School Name	Enrollment Count	Grades Served	School Performance Level/Small School Decision	Overall Readiness		Academic Performance		Overall Participation Rate
							Grad Rate Target Level	Additional Readiness Target Level	Equity Target Level	Achievement Target Level	
0701000	Fremont #1	0701055	Lander Valley High School	464	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0702000	Fremont #2	0702055	Dubois High School	44	9-12	Not Meeting Expectations	Exceeding Targets	Meeting Targets	Undefined	Meeting Targets	Not Met
0706000	Fremont #6	0706056	Wind River High School	110	9-12	Not Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Below Targets	Met
0714000	Fremont #14	0714055	Wyoming Indian High School	153	9-12	Not Meeting Expectations	Meeting Targets	Below Targets	Undefined	Below Targets	Not Met
0721000	Fremont #21	0721056	Ft. Washakie High School*	63	9-12	New School - Not Scored	Undefined	Below Targets	Undefined	Undefined	Not Met
0724000	Fremont #24	0724055	Shoshoni High School	107	9-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Undefined	Below Targets	Met
0725000	Fremont #25	0725056	Riverton High School	802	9-12	Not Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Below Targets	Docked
0738000	Fremont #38	0738055	Arapahoe Charter High School	38	9-12	Not Meeting Expectations	Below Targets	Below Targets	Undefined	Below Targets	Not Met

MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Laurel Ballard, Student/Teacher Resources Team Supervisor
DATE: August 8, 2015
RE: Agenda Item Overview

Meeting Date: August 13, 2015

Agenda Item: Revisions to the Certified Personnel Evaluation Systems

Item Type: Action: Informational:

Background: Adjusted Chapter 29 Rules for Certified Personnel Evaluation Systems were approved in November 2010. State statute requires the State Board of Education to approve districts' certified personnel evaluation systems. Chapter 29 aligned district evaluation systems for core teachers and principals were to be approved and implemented during the 2011-2012 school year. Chapter 29 aligned district evaluation systems for all other certified personnel were to be approved and implemented during the 2012-2013 school year. To date, all district's Certified Personnel Evaluation Systems have been approved.

Platte County School District #1 and Snowy Range Academy have recently requested changes to their evaluation systems for teachers and principals. They have both provided the required documentation. The State Board of Education is being requested to review and determine if they will approve the new teacher and principal evaluation systems.

Statutory References (if applicable): W.S. 21-2-304(b)(xvi) and Department of Education Rules, Chapter 29

Fiscal Impact (if applicable): There is no fiscal impact

Supporting Documents/Attachments:

Certified Personnel Evaluation Systems Approval Narrative
Certified Personnel Evaluation Systems Approval Status Chart
Action Summary Sheet

CERTIFIED PERSONNEL EVALUATION SYSTEMS

Approval by State Board of Education

August 13, 2015

Following approval of Chapter 29 Rules and Regulations for Evaluation of Certified Personnel in November 2010, all Wyoming school districts were asked to have approvable evaluation systems aligned with the Rules in place by the beginning of the 2011-2012 school year. That deadline was extended to the fall of the 2012-2013 school year following districts' requests supported by legitimate concerns for ensuring the adoption/development of quality systems.

The Wyoming Department of Education (WDE) reviewed all submitted systems, and the State Board of Education approved these systems. Recently, the WDE has received requests for approval to revise their teacher and principal evaluation systems. No changes to the personnel evaluation systems for the "other" certified personnel have been requested.

The attached chart identifies the one (1) district and one (1) school whose initial evaluation teacher and principal evaluation systems were approved by the State Board of Education. State statute requires the State Board of Education to approve districts' certified personnel evaluation systems. WDE is recommending the Board approve the revised certified personnel evaluation systems for the one (1) district and one (1) school.

Compiled and submitted by

Laurel Ballard

Student/Teacher Resources Team Supervisor

Wyoming Department of Education

Certified Professional Evaluations System (CPES) - Revisions

District Approval Status

8/13/2015

District	Core Teacher & Principal	Other Certified Personnel	CPES Complete	SBE Approval
Platte CSD# 1	WDE Recommended	No Revision	Yes	
Snowy Range Academy	WDE Recommended	No Revision	Yes	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 7, 2015

ISSUE: Draft Rules on District's Request for Accountability Determination Review

AUTHORITY: 21-2-204(d)(vi)

BACKGROUND/HISTORY: The board is charged with promulgating rules and regulations governing the informal review process. The Wyoming Department of Education (WDE) drafts and presents the rules to the state board for review and adoption. However, in this time of administrative transition, and because the board wished to have these rules drafted before schools receive their final accountability determinations, the board approved a professional services contract with Joy Mockelmann to draft this particular set of rules. The WDE will promulgate the rules once they are drafted.

FUNDING: NA

IMPLEMENTATION AND SUSTAINABILITY: Once these rules are promulgated and implemented, they will not change unless practice, input, or law provides an impetus for review, revision, or repeal.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

SUPPORTING INFORMATION ATTACHED: Draft rules included in the packet.

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

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

COMMENTS:

Department of Education
SCHOOL LEVEL PERFORMANCE RATINGS
INFORMAL REVIEW

Section 1 Authority

The State Board of Education promulgates these rules under its authority granted by W.S. 21-2-204(d)(v) and 21-2-304(a)(i).

Section 2. Informal Review Request Procedure.

- (a) Wyoming Department of Education shall provide preliminary annual performance ratings to districts for schools within those districts. Before the ratings are final, the schools shall review the ratings and the underlying calculations. Districts may suggest corrections to the Department within fourteen (14) days. Ratings become final on the fifteenth (15) day.
- (b) Districts may file a request for informal review and manner prescribed by the Department. The request shall include all relevant documents. The request shall state the basis for changing a school's performance rating.
- (c) Upon receiving the complete Informal Review Request form from a district, the Department shall review the documentation. If the request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related documentation may be submitted upon notification from the Department that the request is complete or later than fifteen (15) days after the ratings are final.
- (d) The Department shall submit a recommendation of either maintaining or amending a school's performance rating and the reasons for the recommendation to the State Board of Education not later than fourteen (14) days after the request for informal review is complete. The Department shall serve the recommendation to the district at the same time that it is submitted to the State Board.

Section 3 State Board of Education Review

- (a) The State Board of Education shall consider the district's request for informal review no later than thirty (30) days after the request is complete. The Board shall notify the Department and the district of the date, time, and location of the meeting in which the Board will consider the request for review.
 - i. The district shall be allotted 10 minutes to address the Board. The district may reserve a portion of its time for rebuttal.
 - ii. The Department shall be allotted 10 minutes to address the Board.
 - iii. No additional documentation may be submitted at the meeting.
 - iv. Presentations shall be limited to the basis raised by the district in its request for informal review.
- (b) The Board may deliberate and render a decision at the meeting in which it heard presentations by the district and the Department.
- (c) The Board decision is the final agency action subject to judicial review under W.S. 16-3-114.

Section 4 Data maintained by the Department used to calculate performance level ratings shall not be subject to review under these rules.