

# 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.

March 17 <sup>th</sup> , 2015 Carbon CSD #2 Boardroom 315 North 1 <sup>st</sup> Street, Saratoga Work/Business Session		
	Breakfast on Your Own	
10:00 a.m. – 10:15 a.m.	Call to Order & Pledge of Allegiance	
10:15 a.m. – 12:15 p.m.	Board Reports from SBE Coordinator and WDE to include: <ul style="list-style-type: none"> <li>• February Meeting Follow-Up</li> <li>• Legislative Update</li> <li>• Stakeholder Committee to Review Assessment Options- Deb Lindsey</li> <li>• Wyoming School Comprehensive Plan</li> <li>• Growth &amp; Achievement Reports- Mike Flicek</li> </ul>	Tab A
		Tab B
		Tab C
		Tab D
12:15 p.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 2:00 p.m.	Continuation of Reports	
2:00 p.m. – 2:15 p.m.	Break	
2:15 p.m. - 3:00 p.m.	<b>State Board of Vocational Education</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Approval of Agenda</li> <li>• Minutes February 6, 2015</li> <li>• Please refer to agenda in packet</li> <li>• Public Comment</li> </ul>	Tab E
		Tab F
		Tab G-H
3:00 p.m. - 3:15 p.m.	<b>State Board of Education</b> <ul style="list-style-type: none"> <li>• Call to order</li> <li>• Approval of agenda</li> <li>• Minutes October 9, 2014 February 6, 2015</li> <li>• Treasurer's report</li> </ul>	Tab I
		Tab J
		Tab K
3:15 p.m. – 6:15 p.m.	Action Items: <ul style="list-style-type: none"> <li>• SBE Committee Assignments- 45 mins</li> </ul>	Tab L

	<ul style="list-style-type: none"> <li>• Mind Mixer- 30 mins</li> <li>• PJP Facilitator Contract- Paige Fenton Hughes- 15 mins</li> <li>• Wyoming School Comprehensive Plan- Bill Pannell -15 mins</li> <li>• Hot Springs CSD #1 BOCES Agreement- Mackenzie Williams- 15 mins</li> <li>• Next Meetings- 30 mins</li> <li>• Pending Action Items</li> </ul>	Tab M Tab N Tab O Tab P
	Other Issues, Concerns, Discussion, & Public Comment:	
<b>March 18<sup>th</sup>, 2015</b> <b>Carbon CSD #2 Boardroom</b> <b>315 North 1<sup>st</sup> Street, Saratoga</b> <b>Work Session</b>		
	Breakfast on Your Own	
8:00 a.m. – 12:00 p.m.	Collaborative Council- Mark Stock	



# WYOMING

## State Board of Education

Hathaway Building, 2nd Floor  
2300 Capitol Avenue  
Cheyenne, Wyoming 82002-0050  
(307) 777-6213 • (307) 777-6234 FAX

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*Vice Chair, Lusk*

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*Casper*

BELENDIA WILLSON  
*Thermopolis*

CHELSIE OAKS  
*Executive Assistant*

March 9, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Board update

Saratoga is one of my favorite Wyoming locations, so I look forward to seeing all of you there very soon. We have a lot to catch up on.

We will be welcoming a new member to our board, Nate Breen, member of the Laramie County School District 1 board of trustees. Nate will be unable to join us because he has a prior commitment to attend the National School Boards Association Conference. But we look forward to working with him and drawing on his experience as a teacher and local board member.

### FEBRUARY MEETING FOLLOW-UP:

1. The contract to draft the rules for districts to request an informal review of their final PJP determinations was finalized, and Joy Mockelmann is working on those rules right now. You will see a draft of them by your June meeting.
2. I let you know earlier that we received the NASBE stipend. An MOU was sent to us, Pete signed it, and we are moving forward with implementation. Having a workshop with NASBE staff is part of the plan to support the grant, so I'd like to plan that in conjunction with our June meeting. Let's think about the logistics and talk about it at the meeting.
3. You asked me to get the communication RFP out, and I did that right after our February meeting. Those will be opened on the 16<sup>th</sup>. Pete has suggested a committee to deal with communication planning and management of this contract. We will get a plan for this when we meet. I have also talked with WDE about how this might mesh with their communication plans. It's possible the WDE will be able to meet a number of the board's communication priorities, so let's consider doing a gap analysis and then having a firm fill in those gaps.
4. Chelsie shared the vision/mission/goals overview document with you in Google Drive. Please go into that document and edit it. Some of you wanted to make changes...so now's your chance☺
5. The second day of our meeting we will bring together education partners from around the state to begin a dialogue about the structure of a collaborative council based on the notion of collective impact. Be prepared to talk about the future structure and tasks of this council as well as bringing your ideas about the definition of a Wyoming high school graduate. That is a task we still have to complete, so Mark Stock will lead us in a process to collect some ideas about that definition. Recall that our Thought Leaders group presented a first draft of a definition as part of our multiple measures work about a year and half ago. Just as a reminder, here is the language from that earlier report about the definition of a Wyoming high school graduate:

## **Definition of a Wyoming Graduate:**

As a reference for the discussion and to focus on the secondary population, the TLC revisited the discussion the group had in June 2013 that outlined desirable academic characteristics of a Wyoming graduate. Some of the discussion revolved around the distinction between graduation eligible and college or career ready. It is likely that the definition of graduation eligibility will more closely align with expectations for students entering the workforce immediately after high school (i.e., career ready). Although there was also some discussion of the potential for including non-cognitive or personality characteristics in the definition, the group consensus was to focus the operational definition of graduation expectations on the following:

- Student's ability to enter post-secondary work, training, or education without needing to take remedial coursework to be at a level of career or college ready.
  - Career readiness and college readiness have different definitions; therefore, the definition of remedial coursework would be mitigated by these definitions.
  - A lack of remedial coursework with respect to career readiness does not suggest that students would be prepared to enter into a given occupation without relevant domain-specific or on the job training.
- Academic expectations that span across all subject areas and are not limited to those promulgated by the State (i.e., Chapter 31, Sections 8 and 9).

Although State rules expect at minimum core subject areas, Wyoming has been requiring a broader range of subject areas included in graduation eligibility policy. To this end, the group discussed the current "5 of 9" requirements in terms of meeting graduation eligibility expectations across subject areas and the differential application across districts. Although there were some suggestions from TLC members that certain subject areas (i.e., English Language Arts and Mathematics) could be considered required with additional flexibility for districts, the consensus among the group members was that the current flexibility in practice was desirable with an acknowledgement that the level of effort would be greater to develop and maintain such a system as opposed to just focusing on core subject areas.

## **LEGISLATIVE UPDATE:**

### House Bills:

HB0011 Distance education task force—This was a committee bill that had a surprisingly hard time getting through. Eventually it did, however, and the task force was created. Jillian will chair the task force and appoint the members.

HB0144 Education school safety and security—Created a Unit of School Safety and Security within DCI. This was a committee bill...the result of two years of work on this issue of school safety. It was heavily amended on both sides and went to conference committee. They did hammer out a compromise. Nevertheless, it failed because the House didn't approve the conference committee report.

HB0159 Education writing assessment—Eliminates state writing assessment—SAWS. Effective immediately...so no SAWS this spring.

HB0196 Civics proficiency examination—In order to graduate from a Wyoming high school, a student would have to have passed what is essentially the equivalent of a citizenship exam with at least a 60%. They can take it as many times as needed between 9<sup>th</sup> and 12<sup>th</sup> grade. This bill failed in committee; however, I'm including this update because we have had concerns about this type of issue and it was suggested as a possible interim topic.

HB0198 Education compulsory attendance—Private school kids to attend until age 4 16 or end of 10<sup>th</sup> grade; public school students attend until age 17 or end of 11<sup>th</sup>

grade. The bill failed in the House, but I am including it because this was actually one of our legislative priorities a year ago. I supported the bill in committee. It was a close vote on 3<sup>rd</sup> reading—26-33.

HB0073 Development of education standards-Extends the timeline for standards review from 5 to 9 (the House had 10, the Senate 8...so they compromised on 9) years and requires the SBE and WDE to get stakeholder input prior to a review of standards. Here is the language: “The state board, in consultation with the state superintendent, shall establish a process to receive input or concerns related to the student content and performance standards from stakeholders, including but not limited to parents, teachers, school and district administrators and members of the public at large, at any time prior to the formal review by the state board.” So, as you can tell, we’ll need to determine a process for taking input and deciding if the standards need to be formally reviewed prior to the nine years. That equates to the second element of the process for standards review and revision that you adopted last fall: Create a process for WDE to provide for interim/benchmark checks of the quality of standards at intervals throughout the eight-year cycle.

*HB0023* Next generation science standards-The budget footnote prohibiting the board from even considering the Next Generation Science Standards was removed; however, HB23 didn’t get through without an amendment on the Senate side. The amendment was modified in conference committee to read “the state board of education shall independently examine and scrutinize any science standards proposed or reviewed as a template in order to ensure that final standards adopted for Wyoming schools promote excellence.” The problematic language about standards that are “unique to Wyoming” was omitted.

We have to determine a path forward regarding the review and revision of the science standards. Please consider the following options for discussion at the meeting:

1. Begin the entire science standards review anew utilizing a process meshing NASBE suggestions, the board’s adopted process, and WDE process suggestions. Here is the issue with this option. A full-blown standards review process will require funding that is not available in the current biennial budget, so we would be delayed until July 1, 2016.
2. Utilize the recommendation of the prior review committee (with or without your revisions), but add the public hearings prior to adoption and rules promulgation like the process adopted by the board and presented to JEC as part of last year’s interim work. This would allow us to modify our prior process to include more public input and would honor the work of the committee that made the standards recommendation to the board.
3. Utilize the recommendation of the prior review committee, make any changes or revisions you desire, adopt the standards, and promulgate rules (after which public hearings would be held). This is basically the process we have used in the past.

We can talk this through with Brent and Laurie at the meeting. Please ponder this in advance and bring your thoughts to the table.

It might be good to consider a middle ground here. Let’s go back to where we were when the process was interrupted last legislative session. You all had a recommended set of science standards in front of you for your consideration. You held quite a bit of discussion about a very few of those standards, you had requested additional information from the WDE, public input was gathered in surveys and via the website as well as at board meetings, but you had not voted to adopt the standards. At your meeting in April, you adopted the following:

Scotty Ratliff moved to have the Wyoming Department of Education make revisions to the Next Generation Science Standards and come back to the Board with changes in a timely fashion.

Well, July 1 happened, and all work on any science standards even related to the

Next Generation Science Standards had to halt. So, at your meeting in Rawlins on July 1, you adopted the following:

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

Issues I heard during the discussion of HB23 included:

- Not reviewing other standards for consideration (and other standards were considered)
- Not involving stakeholders or taking enough public input
- Bowing to outside “forces,” maybe even the federal government
- Giving up local control
- Not having Wyoming standards

It would be good to address these issues in forging a pathway forward if we can. Please think carefully about these options, the concerns brought forward during the process, and bring your ideas to the table to work with the WDE team to try to find a workable path forward.

#### Senate Files:

SF0074 Summer school intervention and remediation—Cleans up language that limits how districts can use their BRIDGES grant money; makes it easier for it to be used for either extended-day or summer school programs. This bill passed. We’ve been supportive of allowing districts flexibility in providing options to students.

SF0008 State education accountability and assessment—Whew, that’s about all I can say. This bill passed both houses, but was heavily amended on the House side, so much so that a substitute bill was drafted. There was a conference committee, and they came to a resolution that just required one amendment (the Freeman amendment to eliminate language requiring an updated teacher evaluation framework) to be stricken. The other House amendments stood. Both the Senate and House approved the conference committee report. This was one of the very last bills to make it through with both houses eventually adopting the conference committee resolution.

Here’s the gist of it:

- Allows WorkKeys to be optional for students in 11<sup>th</sup> or 12<sup>th</sup> grade
- Changes review of district assessment systems from annually to every five (5) years in conjunction with accreditation visits
- If the review shows a deficiency in a district assessment system, it is to be addressed through the system of support
- If a school does not meet expectations under WAEA, there may be a review of the district assessment system
- Omits language that failure to meet improvement goals after two years is grounds to dismiss the principal (although that could happen anyway without that language)
- The representative assigned to the schools as part of the system of support may review and evaluate district assessment systems to ensure they align with standards
- *A process must be developed whereby the state superintendent annually reports to the state board on the progress of each school in meeting annual*

*goals and improvement targets*

- *Shortens the timeline for districts and the board to deal with requests for review of PJP determinations; eliminates the PJP from the review process*
- *The PJP will continue*
- Tiered high school diploma is eliminated
- Course completion can determine proficiency, so the BOE/multiple measures requirement is eliminated
- *Allows districts three (3) years to align to standards*
- Pushes back the date for implementation of teacher evaluation system from 2016 to 2019
- Pushes back the date for implementation of leader evaluation system from 2015 to 2018
- Allows districts to complete an assurance as part of the Wyoming state assurances in the November 1 district improvement report to provide evidence of alignment of the district assessment system to the uniform state standards
- *Requires districts to report teacher and leader evaluation information to the state board by a later date than before*
- Continues the select committee on accountability as well as the advisory committee
- Advisory committee must provide an updated Phase II report by October 15, 2015
- WDE must convene a technical advisory group to study alternative school issues in WAEA and report by October 15, 2015
- Alternative schools will be exempt from WAEA sanctions in the meantime
- *Requires the state board to conduct a review and evaluation of the statewide assessment system and make a recommendation to the legislature about the future of statewide assessment; LSO consultants and WDE will assist the state board; must provide a report by October 15, 2015*
- Guidelines about district assessment systems must be developed and disseminated to districts and periodic reports provided to the education committees
- The statewide assessment for 9<sup>th</sup> and 10<sup>th</sup> grades can have more than just multiple choice items
- *The state board, with assistance from the state superintendent, must request an exemption from every-year testing requirements under NCLB*
- *State board must report every month on this exemption request*
- \$750,000 of already allocated funds are earmarked for the development of a system of support plan
- *The state board will have \$25,000 for the assessment task force*

As you can see, we've got some work ahead of us. Brent and WDE staff will be at the meeting to talk through options.

As part of your action items, you'll see a section on committee work. Pete has already sent out one communication about which committees you all might like to serve on. Since then, he's done some visiting with some of you as well as some thinking about the work we have ahead of us. So here is your task: Please think about the ideas we have listed below. Think about the most efficient and effective committee structure in order to address and manage these tasks. Keep in mind that I can attend all committee meetings, and Chelsie and I can do support work for each committee. So we might think about changing our current committees, adding committees, or changing the duties of committees. Here is an example of one thing Pete shared with us. Instead of the supervisory committee working just with monitoring my contract and those of our other contractors, perhaps that should become an administrative committee that would handle other duties regarding everyday administrative tasks related to board work including cleaning up our rules and policy. We had talked about a communication committee (which I really think is necessary, by the way). That committee could work with Belenda and Chelsie and me as we work through the NASBE grants and the communication RFP.

So, here are Pete's and our ideas about work that we have to continue and/or complete:

- System of support-this is your number one priority; perhaps this committee could work with WDE staff as this planning and implementation piece moves forward
- Rules and regulations-remove unneeded/unnecessary rules, update rules, update policy
- Supervision of contracts-monitor Paige's contract and work on making position permanent; monitor other consultant contracts
- Standards-follow up to science standards bill, communication around CCR standards
- Assessment-assessment task force and support for DAS changes
- Legislative-communication/agenda/priorities
- PJP-yep, we have to do it again
- Definition of Wyoming high school graduate—left over from the January 2012 advisory report; planned to be done as part of collaborative council
- Strategic plan—need to firm up our outline we did in the fall, add metrics
- Collaborative council—probably after this first meeting, just a couple of you will serve on this team
- Communication-for this list and all of our work

Here is our list about work we have talked about in the past:

- Native American education
- Civics and citizenship competency improvement
- Writing assessment (might be included above)
- Early childhood education opportunities
- Innovative education support, 21<sup>st</sup> Century skills
- Student attendance

Please think about adding to these lists, and think about the best way to organize ourselves into a committee structure to support the work.

I'm attaching the interim joint education committee topics for your perusal. None of them is directly pointed at us, but I'm sure Tania will let us know what the committee needs as we move forward.

## **JOINT EDUCATION INTERIM COMMITTEE**

Standard Budget: \$50,000.00

Priority #: 1 University of Wyoming, College of Education

The Committee will study possible methods to elevate the University of Wyoming's College of Education to the status of a preeminent college in professional educator preparation, a goal identified by the University's Board of Trustees in November of 2014. The Committee will receive information from the University as it develops an implementation plan for the initiative. This study will focus on K-16 program evaluation with an emphasis on quality of training for teachers and educational leadership.

Priority #: 2 College and Career Readiness

The Committee will study college and career readiness and study mechanisms to create incentives that will increase student participation in programs that will provide them with both college and career readiness in career technical occupations.

Priority #: 3 School Safety and Security

The Committee will continue review and study of school safety and security.

Priority #: 4 Early Childhood Programs

The Committee will continue study of early childhood programs and the possibility of streamlining efforts related to early childhood education. Related to this work, the Committee will receive a report from the Department of Family Services required by 2014 Wyo. Sess. Laws, Ch. 26, Section 335. The report is required to include information on coordination of the state's efforts in this area and to provide addition information related to the grant program established under 2014 law.

Priority #: 5 Wyoming Accountability in Education Act

The Committee will study the Wyoming Accountability in Education Act (WAEA) in coordination with the Select Committee on Statewide Education Accountability. The Committee and the Select Committee may need to conduct a joint meeting to study refinement of Phase I and creation of Phase II as required under the WAEA. This study will include consideration of a system to account for the performance of alternative schools and the needs for the statewide student assessment system.

Priority #: 6 Hathaway Scholarship Administration

The Committee will study administration of the Hathaway Scholarship Program. Related to this work, the Committee will receive a report from the Department of Education on mechanisms to incentivize completion of the success curriculum and the possibility of utilizing a weighted grade point average.

Priority #: 7 High School Completion

The Committee will study completion rates for twelfth grade students and the possibility of creating a mechanism to account for students that receive a high school equivalency certificate after attending a Wyoming public high school.

Priority #: 8 Recreational Mill Levies

The Committee will conduct a general study of recreational mill levies and the equity of these levies between communities. The Committee will consider methods to mitigate the impacts of assessed valuation differences and associated unfair results.

Priority #: 9 Educational Workforce Skills Gap

The Committee will focus on STEM education, transitions from K-12, community colleges' workforce training and the U.W. Tennessee Model.

Priority #: 10 Advanced Placement Classes in Computer Science

The Committee will concentrate its study on workforce development and preparation.

Priority #: 11 Coordination of Committees

The Committee requests Council authorize the use of funds to allow members of the Joint Education Interim Committee to attend the meetings of the Select Committee on Statewide Education Accountability and the Select Committee for School Finance Recalibration over the course of the 2015 interim.

**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.



**WYOMING**  
DEPARTMENT OF EDUCATION

*A resource and partner  
in the education  
of Wyoming's students.*

# Wyoming School Comprehensive Plan

# WAEA REQUIRED PLAN REDUCTION

W.S. 21-2-204(f)(viii) To the extent permitted by law and rule and regulation, plans submitted in compliance with paragraphs (iii) through (vi) of this subsection shall serve to comply with similar requirements administered by the superintendent and the department, and the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools.

# ALIGNMENT TO ACCREDITATION

(ix) In addition to paragraphs (iii) through (viii) of this subsection, the state board shall administer this subsection as part of school district accreditation required under W.S. 21-2-304(a)(ii), through appropriate administrative action taken in accordance with W.S. 21-2-304(b)(ii).

# COMPREHENSIVE PLAN WILL MEET THE REQUIREMENTS OF:

- WAEA Improvement Plan
- WAEA Communication Plan
- Accreditation School Improvement Plan
- Title I Schoolwide Comprehensive Plan
- Title I Targeted Assistance Plan
- ESEA/NCLB Improvement Plan
- ESEA/NCLB Corrective Action Plan
- ESEA/NCLB Restructuring Plan
- WYCTA Improvement Plan
- 1003G Indicators for School Improvement Grant (SIG) recipients (Subject to Approval by Federal Government)
- AdvancED Standards Assessment Report (Schools will cut and paste into AdvancED Form)
- ESEA Turnaround Principles (in the case of an ESEA Flexibility Waiver)
- School Statutory Assurances

# PLAN COMPONENTS

- Needs Assessment
- Statutory Assurances
- Summary of Practices
- Improvement Plans

# NEEDS ASSESSMENT

- Read related research and literature, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to rate the level of implementation for each indicator as needs improvement, acceptable, or effective practice, or 1, 2, 3 or 4
- Indicators rated as **Level 4 on the AdvancED rubric are effective practices**. Indicators rated as **3 are acceptable**. Indicators rated as **1 or 2 are needs improvement**

# STATUTORY ASSURANCES

- Review the statutes aligned to the indicators to ensure the school is meeting the requirements of Wyoming statute and applicable Federal statutes
- Mark each with YES, NO, or N/A

# SUMMARY OF PRACTICES

- For indicators marked as Effective Practice, Title I Plan and School Improvement Grant (SIG) requirements, schools will write a summary of the school's approach to implementation of the applicable requirements
- All schools may have effective practices and all schools may write summaries for any or all indicators, even those not marked as an Effective Practice

# IMPROVEMENT PLANS

- Based on the needs identified, write an improvement plan for each domain
- All schools are required to complete improvement plans every five years for accreditation
- All schools write improvement plans annually if required by state and/or federal statute

# IMPROVEMENT PLAN DEFINITIONS

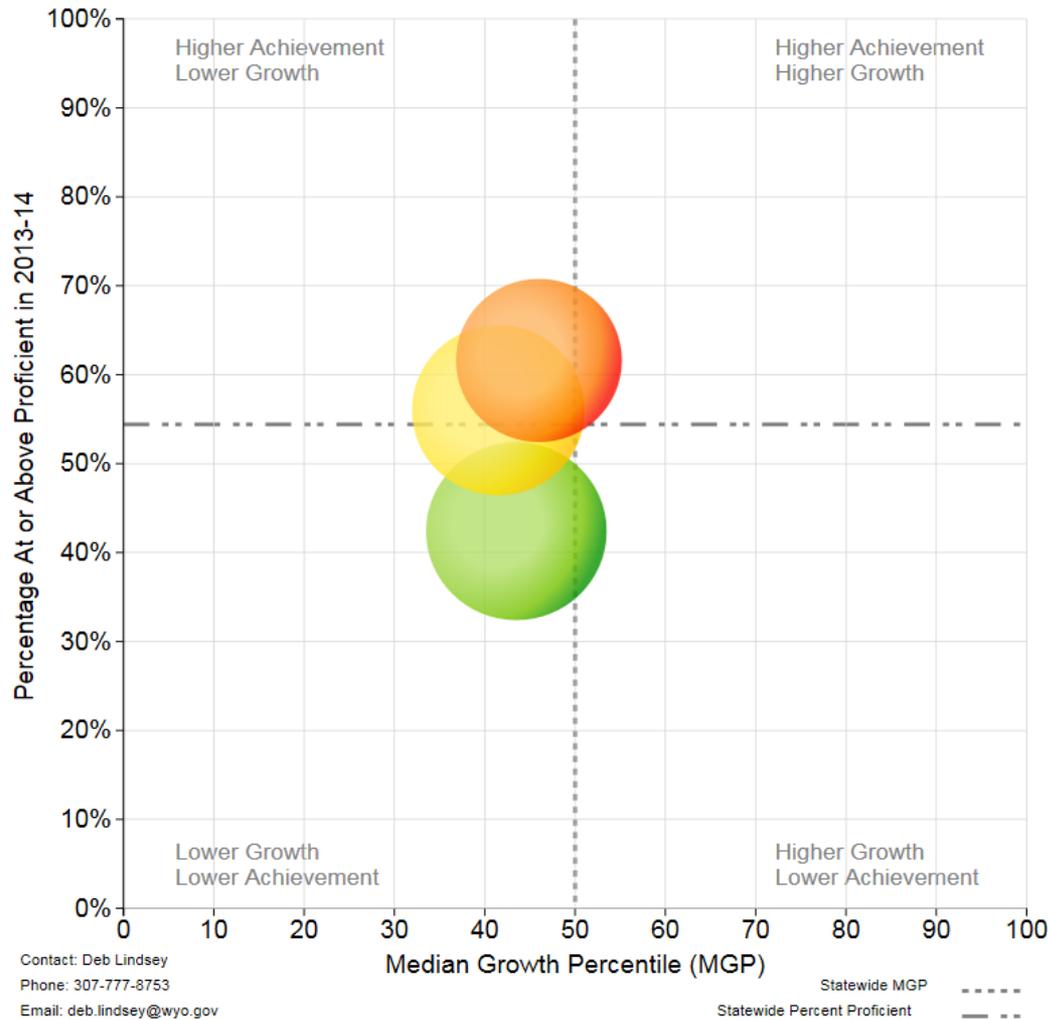
# GOAL

- Broad statement of intention
- Write goals in SMART format
- At least one goal should be focused on improving WAEA indicator scores
- Small schools address all WAEA indicators

## **Goal Example:**

By 2017, the WAEA school performance level will be increased from partially meeting to meeting expectations by increasing the total percent proficient on PAWS from 50% to over 53%

# DETERMINING WAEA GOALS



## SAMPLE MIDDLE SCHOOL

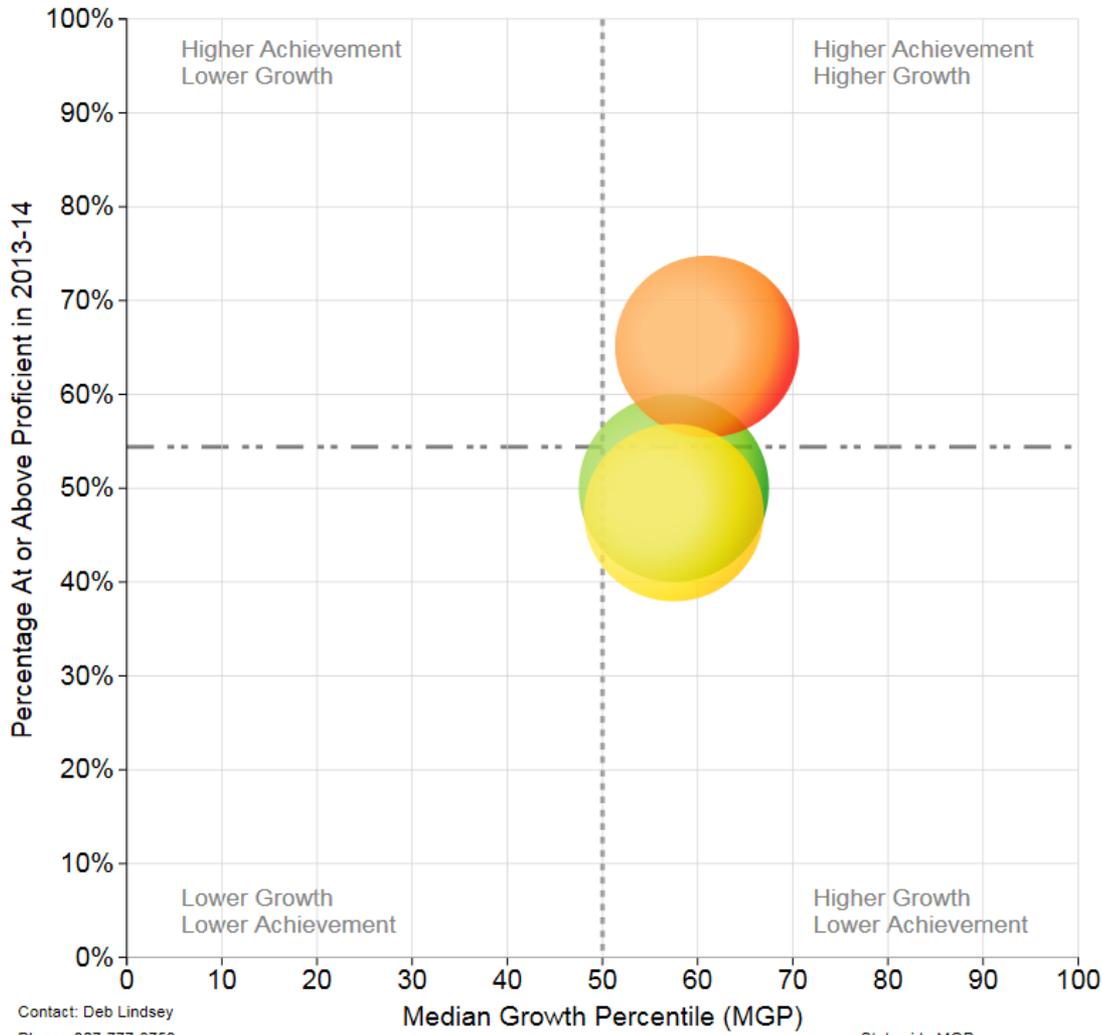
All students

- 06
- 07
- 08

Contact: Deb Lindsey  
 Phone: 307-777-8753  
 Email: deb.lindsey@wyo.gov

<https://portals.edu.wyoming.gov/Reports/Public/growth-and-achievement>

# DETERMINING WAEA GOALS



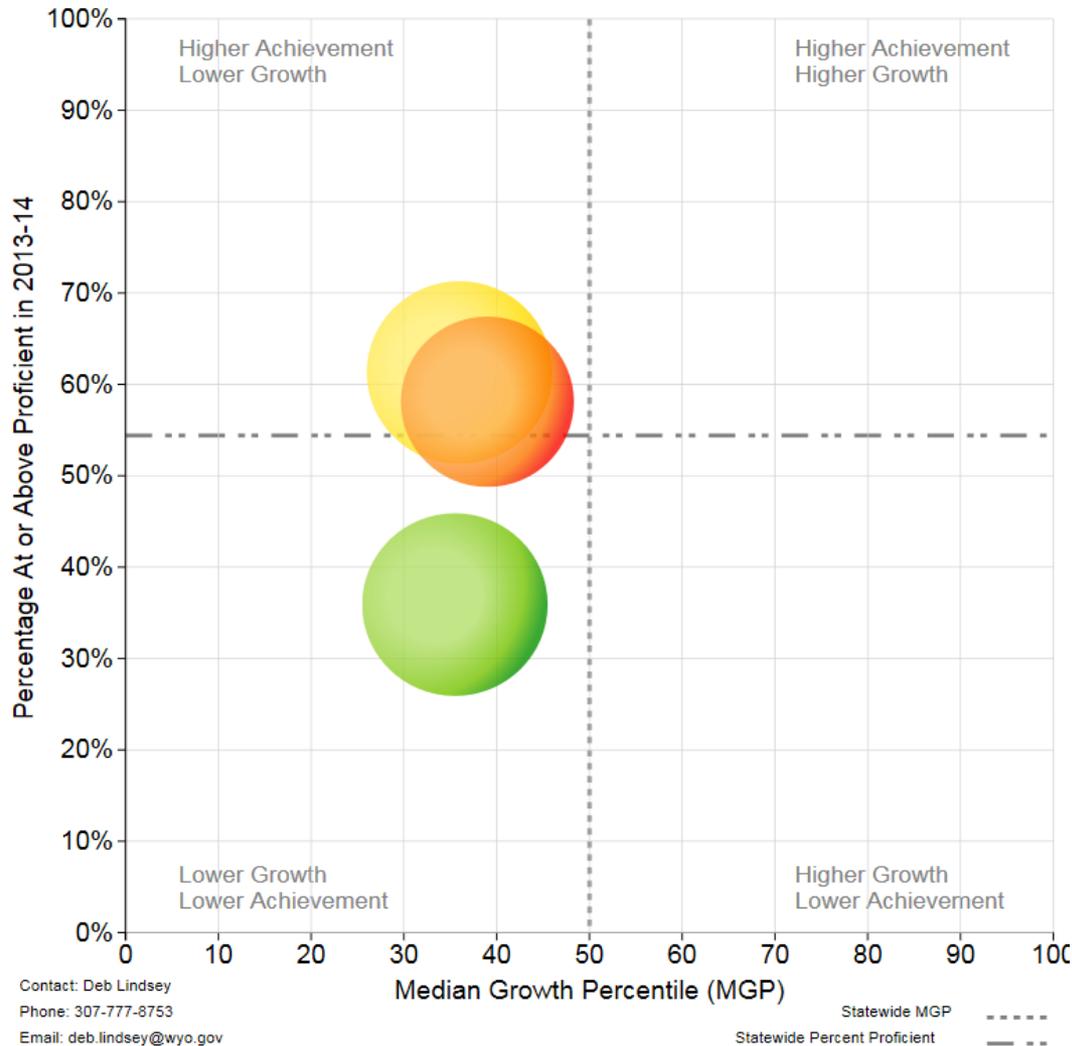
## SAMPLE MIDDLE SCHOOL Female Subgroup

- 06
- 07
- 08

Contact: Deb Lindsey  
Phone: 307-777-8753  
Email: deb.lindsey@wyo.gov

Statewide MGP      - - - - -  
Statewide Percent Proficient      - - - - -

# DETERMINING WAEA GOALS



## SAMPLE MIDDLE SCHOOL Male Subgroup

- 06
- 07
- 08

The resulting goal may be to address the gap between boys and girls, particularly in 7th grade.

# INTERVENTIONS

- In this context, interventions are required efforts to improve schools. They are typically designed to improve professional practice (i.e. research-based instruction, improving school safety)
- Interventions can also be more drastic, punitive measures like reconstitution, takeover or closure
- Continuous improvement of professional practice is a proven approach to school intervention
- Success stories from implementation of the more drastic consequences are almost non-existent

# INTERVENTIONS

- The interventions for Wyoming are based on the professional practice indicators required through AdvancED accreditation
- Write the interventions in a way that “names the players” (i.e. Teachers will...,)

## **Intervention Example:**

- Teachers will implement research-based instructional strategies to increase student engagement

# LEVELS OF SUPPORT AND INTERVENTION

- For schools in need of multiple improvements, consider initially focusing interventions on Marzano’s first three levels of school effectiveness as detailed in “High Reliability Schools”

Level 1: Safe and Collaborative Culture

Level 2: Effective Teaching in Every Classroom

Level 3: Guaranteed and Viable Curriculum

Level 4: Standards-Referenced Reporting

Level 5: Competency-Based Education

# STRATEGIES

- Specific programs and initiatives that will be used to implement the intervention
- Select interventions and strategies with proven effectiveness based on education research
- A starting point for research is Visible Learning by Hattie

## **Strategies Example:**

- Provide initial training to teachers on how to actively engage students through Cooperative Learning

# TIMELINE

- Defines the completion date or time span for the strategy

## **Example:**

- 2015-16 school year, or by May 2016

# RESOURCES

- Personnel and financial resources necessary to implement the strategy

## **Example:**

- All 32 teachers and Administrators. Cost of \$10,000 paid from Title I

# BENCHMARKS

- Specific steps that will be accomplished to implement the strategy

## Examples:

- All teachers and administrators trained in 5 days of Cooperative Learning
- All administrators trained in Cooperative Meetings (2-days)
- All teachers who have been trained are coached quarterly

# SAMPLE IMPROVEMENT PLANS

- Action plan format is similar to Colorado
- Colorado school and district improvement plans can be viewed at:

<http://www.cde.state.co.us/schoolview/performance>

# SAMPLE IMPROVEMENT PLANS



## Action Planning Form for 2013-14 and 2014-15

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

### Major Improvement Strategy #1:

- Dramatically improve instruction, through the implementation of differentiated instruction based on student's needs and data, implement data-driven instruction, and facilitate related, job embedded professional development.

### Root Cause(s) Addressed:

- At the systemic level, ACMS does not prioritize differentiated instructional practices based on student's need as determined by data as an area of focus.

### Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Colorado Graduation Pathways Program (CGP)  
 Other: School Improvement Grant

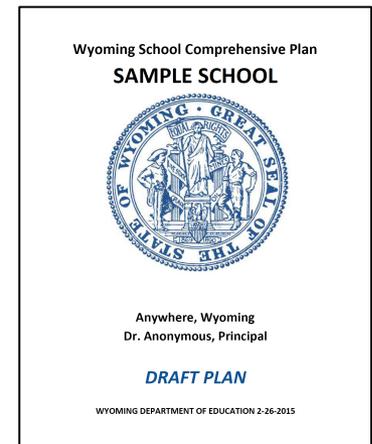
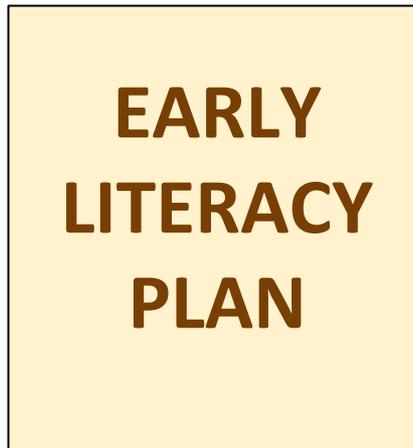
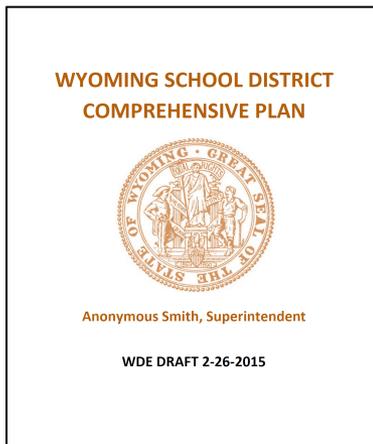
Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Facilitate ongoing professional development about the steps of the Data Driven Instruction process. <ul style="list-style-type: none"> <li>• Overview PD about the Data Driven Instruction Model</li> <li>• Facilitate collaborative data analysis session during all five data/instructional cycles</li> <li>• Conduct individual data conferences following each data/instructional cycle</li> </ul>	August, 2013  Ongoing	August, 2014  Ongoing	Instructional Coaches; Assistant Principal; Principal	SIG Grant  Title I Funds  General Fund	Have staff complete the Data Driven Instruction rubric to assess their own implementation  On Track Indicator: pre- and post-surveys of staff knowledge/understanding of the Data Driven Instruction	In progress

School Code: 0020

School Name: Adams City Middle School

# SHARED SCHOOL AND DISTRICT PLANS

- Some plans are required of districts, but are intended to be implemented in schools (i.e. District Early Literacy Plan)
- These plans can be created externally and linked to both the district and school plans



# PLAN SUBMISSION

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman
- Post the signed plan on the district web site in pdf format or publish to web as a view-only file
- Send a link to Accreditation Consultant/Dianne Frazer at the Wyoming Department of Education (WDE) annually by November 1
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation

# WDE REPRESENTATIVE ASSISTANCE

- The plan template will be available from WDE in Google Docs and as an Adobe Acrobat form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.
- WDE representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).



**WYOMING**  
DEPARTMENT OF EDUCATION



**Jillian Balow**  
Superintendent of Public Instruction



**Cheyenne Office**

Hathaway Building, 2nd Floor  
2300 Capitol Avenue  
Cheyenne, WY 82002-0050  
Phone: (307) 777-7675  
Fax: (307) 777-6234

**Casper Office**

539 S. Payne  
Casper, WY 82609  
Phone: (307) 577-4686  
Fax: (307) 577-6785

**Riverton Office**

320 West Main  
Riverton, WY 82501  
Phone: (307) 857-9253  
Fax: (307) 857-9257

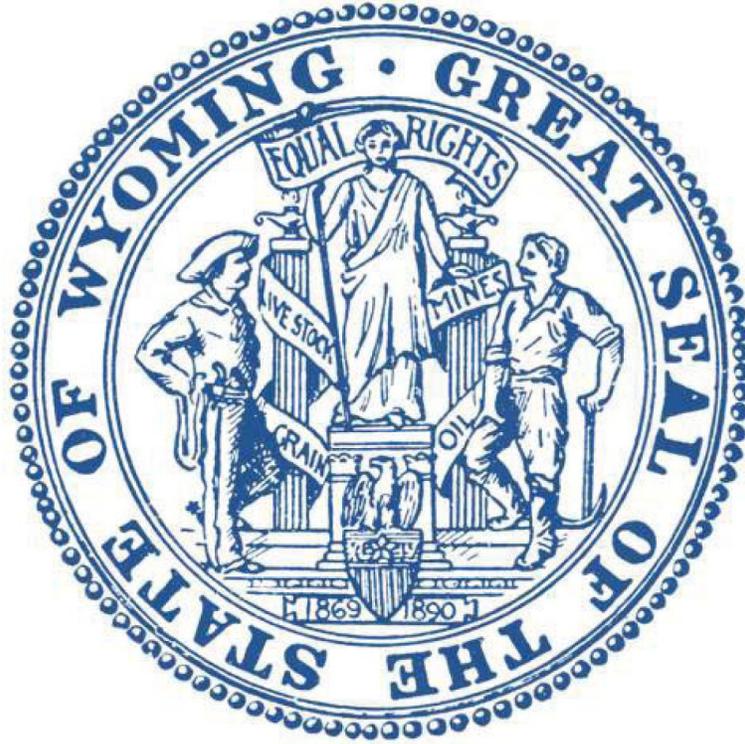
**On the Web**

[edu.wyoming.gov](http://edu.wyoming.gov)  
[www.wyomingmeasuresup.com](http://www.wyomingmeasuresup.com)

# Questions

# Wyoming School Comprehensive Plan

## **SAMPLE SCHOOL**



**Anywhere, Wyoming**  
**Dr. Anonymous, Principal**

***DRAFT PLAN***

WYOMING DEPARTMENT OF EDUCATION 2-27-2015



# PLAN SIGNATURES

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**District Superintendent**

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**District Board Chairman**

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**Plan Year**



## DISCLAIMER

**This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.**

## COMPREHENSIVE PLAN DIRECTIONS

### Writing Plans

There are three domains: Teaching and Learning, Leadership Capacity and Resource Utilization. For each domain:

#### 1. ASSESS NEEDS

- Read related research, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to rate the level of implementation for each indicator as needs improvement, acceptable, or effective practice, or 1, 2, 3 or 4.
- Indicators rated as **Level 4 on the AdvancED rubric are effective practices**. Indicators rated as **3 are acceptable**. Indicators rated as **1 or 2 are needs improvement**.

#### 2. STATUTORY ASSURANCES

- Review the statutes aligned to the indicators to ensure the school is meeting the requirements of Wyoming statute and applicable Federal statutes. [Statutory authority](#) is included in a separate document.

#### 3. SUMMARY OF PRACTICES

- For indicators marked as Effective Practice, Title 1 Plan and School Improvement Grant (SIG) requirements, schools will write a summary of the school's approach to implementation of the applicable requirements. All schools may have effective practices and all schools may write summaries for any or all indicators, even those not marked as an Effective Practice.

#### 4. IMPROVEMENT PLANS

- Based on the needs identified, write an improvement plan for each domain. All schools are required to complete improvement plans every five years for accreditation. All schools write improvement plans annually if required by state and/or federal statute. At least one of the improvement goals should reflect the intent to improve WAEA indicator scores.
- Plans for small schools (those that don't receive a school performance rating) should address all WAEA indicators.

### Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman.
- Post the signed plan on the district web site in .pdf format or as a view-only shared file.
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# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
---	--------------------------

<b>YES</b>	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
<b>YES</b>	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
<b>YES</b>	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
<b>N/A</b>	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
<b>N/A</b>	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
<b>N/A</b>	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

#### Summary of Practices:

## Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. <a href="#">(3.2 Rubric)</a>	<b>Needs Improvement</b>
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**Summary of Practices:**

**All Title I Schools:** Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

**SIG Schools:** Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

## Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. <a href="#">(3.3 Rubric)</a>	<b>Effective Practice</b>
--	---------------------------

**Summary of Practices:**

**SIG Schools:** Explain how teachers differentiate assignments in response to individual student performance on pre-tests and other methods of assessment.

## Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. <a href="#">(3.4 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

**All Title I Schools:** Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

**SIG Schools:** Explain how instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

## Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

**SIG Schools:** Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

## Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. <a href="#">(3.7 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement
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**Summary of Practices:**

## Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. <a href="#">(3.8 Rubric)</a>	<b>Acceptable</b>
--	-------------------

<b>YES</b>	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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**Summary of Practices:**

**All Title I Schools:** List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

**All Title I Schools:** If applicable, what is your school’s plan for assisting in the transition of students from early childhood programs to elementary school programs?

**SIG Schools:** Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

## Student Advocacy Structure (3.9)

<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. <a href="#">(3.9 Rubric)</a></p>	<p><b>Acceptable</b></p>
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**Summary of Practices:**

## Grading and Reporting (3.10)

<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. <a href="#">(3.10 Rubric)</a></p>	<p><b>Acceptable</b></p>
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**Summary of Practices:**

## Professional Learning (3.11)

<p>All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<p><b>YES</b></p>	<p>The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)</p>
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<b>YES</b>	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)
------------	---

**Summary of Practices:**

**All Title I Schools:** List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

**SIG Schools:** Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

**SIG Schools:** Describe how the district uses external service providers for key services in SIG schools.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	Acceptable
--	------------

<b>YES</b>	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
<b>YES</b>	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
<b>YES</b>	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
<b>N/A</b>	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
<b>N/A</b>	The school meets the educational needs of historically underserved populations. (Federal)

**Summary of Practices:**

**All Title I Schools:** What is your school’s approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

**SIG Schools:** How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. <a href="#">(5.1 Rubric)</a>	Acceptable
--	------------

<b>YES</b>	The school implements the district assessment system to measure student performance relative to district content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)
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**Summary of Practices:**

## Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. <a href="#">(5.2 Rubric)</a>	<b>Acceptable</b>
---	-------------------

**Summary of Practices:**

## Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. <a href="#">(5.3 Rubric)</a>	<b>Acceptable</b>
---	-------------------

**Summary of Practices:**

## Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. <a href="#">(5.4 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. <a href="#">(5.5 Rubric)</a>	<b>Acceptable</b>
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### Summary of Practices:

## Teaching and Learning Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**

## DOMAIN 2: LEADERSHIP CAPACITY

### AdvancED Standard 1: Purpose and Direction

#### Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. <a href="#">(1.1 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**YES** The school provides opportunities for *all children* to meet the State's proficient and advanced levels  
**Summary of Practices:**

#### Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. <a href="#">(1.2 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## School Improvement Process (1.3)

<p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. <a href="#">(1.3 Rubric)</a></p>	<p><b>Acceptable</b></p>
---	--------------------------

<b>YES</b>	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Michigan)
<b>YES</b>	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
<b>YES</b>	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
<b>YES</b>	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

**Summary of Practices:**

**All Title I Schools:** Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

## AdvancED Standard 2: Leadership

### Board Policies and Practices (2.1)

<p><b>Board Policies and Practices:</b> The governing body establishes policies and supports practices that ensure effective administration of the school. <a href="#">(2.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
---	--------------------------

**YES** The flags of the United States of America and the State of Wyoming are displayed when school is in session.

**Summary of Practices:**

### District Board Operations (2.2)

<p><b>District Board Operations:</b> The governing body operates responsibly and functions effectively. <a href="#">(2.2 Rubric)</a></p>	<p><b>Acceptable</b></p>
--	--------------------------

**Summary of Practices:**

### Leadership Autonomy (2.3)

<p>The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. <a href="#">(2.3 Rubric)</a></p>	<p><b>Acceptable</b></p>
---	--------------------------

**Summary of Practices:**

**SIG Schools:** Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

### Leaders and Staff Foster Culture (2.4)

<p>Leadership and staff foster a culture consistent with the system’s purpose and direction. <a href="#">(2.4 Rubric)</a></p>	<p><b>Acceptable</b></p>
---	--------------------------

**Summary of Practices:**

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. <a href="#">(2.5 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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**Summary of Practices:**

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. <a href="#">(2.6 Rubric)</a>	<b>Acceptable</b>
--	-------------------

<b>YES</b>	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
<b>YES</b>	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
<b>YES</b>	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

**Summary of Practices:**

**SIG Schools:** Explain your teacher and leader evaluation system.

## Leadership Capacity Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

<b>Strategies (Processes) to Implement the Intervention</b>	<b>Timeline</b>	<b>Personnel and Financial Resources</b>	<b>Benchmarks</b>

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**

## DOMAIN 3: RESOURCE UTILIZATION

### Standard 4: Resources and Support Systems

#### Staff Recruiting and Retention (4.1)

<p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. <a href="#">(4.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
--	--------------------------

<p><b>YES</b></p>	<p>The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)</p>
<p><b>YES</b></p>	<p>Instruction is provided by highly qualified teachers (Federal)</p>
<p><b>YES</b></p>	<p>Paraprofessionals meet the requirements of ESEA (Federal)</p>

**Summary of Practices:**

**All Title I Schools:** What strategies are used to attract highly qualified teachers to high need Title I schools?

**SIG Schools:** Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

## Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. <a href="#">(4.2 Rubric)</a>	Acceptable
--	------------

<b>YES</b>	The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days. <ul style="list-style-type: none"> <li>● ½ Day Kindergarten – 450 hours</li> <li>● Full Day Kindergarten – 900 hours</li> <li>● Elementary – 900 hours</li> <li>● Middle/Jr. High – 1050 hours</li> <li>● High School – 1100 hours (Wyoming)</li> </ul>
<b>YES</b>	On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)
<b>YES</b>	The following days are appropriately observed: <ul style="list-style-type: none"> <li>● Wyoming Day, December 10 of each year.</li> <li>● Nellie T. Ross’ birthday, November 29 of each year.</li> <li>● Native American Day, the second Friday in May.</li> <li>● Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>● Constitution Day, September 17 of each year. (Wyoming)</li> </ul>
<b>YES</b>	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
<b>YES</b>	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
<b>YES</b>	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
<b>YES</b>	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
<b>YES</b>	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
<b>YES</b>	Activities approved for Federal Funding are completed within the approved time period. (Federal)

### Summary of Practices:

**All Title I Schools:** How do you coordinate and integrate federal, state, and local services and programs?

## Safe, Clean and Healthy Environment (4.3)

<p>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. <a href="#">(4.3 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<b>YES</b>	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
<b>YES</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
<b>N/A</b>	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)
<b>YES</b>	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
<b>N/A</b>	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
<b>YES</b>	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
<b>YES</b>	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

**Summary of Practices:**

### Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. <a href="#">(4.4 Rubric)</a>	<b>Acceptable</b>
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**YES** Media services sufficient to support the achievement of student content and performance standards

**Summary of Practices:**

### Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. <a href="#">(4.5 Rubric)</a>	<b>Acceptable</b>
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**VEC** The school has implemented the district technology plan. (Wvoming)

**Summary of Practices:**

### Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. <a href="#">(4.6 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

### Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. <a href="#">(4.7 Rubric)</a>	<b>Acceptable</b>
--	-------------------

<b>YES</b>	The school is providing for the needs of all disabled students and is in compliance with <a href="#">state requirements. (Michigan)</a>
<b>YES</b>	All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

**Summary of Practices:**

## Assistance Needed

For assurances marked NO, please explain what is preventing your school from meeting the requirement and what support is needed to assist your school in meeting the requirement.

## Resource Utilization Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**



# ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

## Corrective Action Options (Please select at least one option listed)

<b>Option 1:</b> Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation	
<b>Option 2:</b> Extend the school year or school day	
<b>Option 3:</b> Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress	
<b>Option 4:</b> Significantly decrease the management authority at the school	
<b>Option 5:</b> Restructure the internal organization of the school	
<b>Option 6:</b> Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and on (2) how to address the specific issues underlying the school's continued inability to make AYP	<b>X</b>

### Please describe:

- The Corrective Action selected
- Professional Development activities (If option 1 is selected)
- District improvement efforts being implemented to support the corrective action
- How this plan will support current school improvement efforts
- Data that will be used to measure the success of the corrective action

# ESEA RESTRUCTURING PLAN

Required for Title I Schools in School Improvement Status Year 4 (Planning For Restructuring)

## SELECT A RESTRUCTURING OPTION

<b>OPTION 1:</b> Close and Reopen as a Charter School	
<b>OPTION 2:</b> Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress	
<b>OPTION 3:</b> LEA contracts with private management to govern the school	
<b>OPTION 4:</b> Any other major restructuring of the school’s governance	<b>X</b>

### Please include:

- Members of Restructuring Planning Committee and Titles/Positions
- Description of the School’s Plan for Restructuring
- Description of how Stakeholders were involved in Restructuring Plan
- What data has been used to support selected option?
- Professional development activities
- How the District is supporting the Restructuring Plan
- How this plan will support current School Improvement efforts
- Data that will be used to measure the success and monitor restructuring efforts
- Resources needed to implement this plan
- Major milestones or timelines for plan
- Other Supporting Documentation
- Signatures of the State Superintendent of Public Instruction and the State School Board Chairman



# Growth & Achievement Reports



PRESENTED BY MICHAEL FLICEK  
WYOMING STATE BOARD OF  
EDUCATION MEETING  
MARCH 17, 2015

## Overview



- **Only displays schools with PAWS results and Growth**
  - Grades 4 through 8 only
  - No high schools
- **Public Report Site**
  - Suppression rules applied
  - Must have 10 students for selected filters for a report to display

## WDE Report Viewer

- **View Report**
  - Click this to go to report after selecting new filters
- **Share**
  - Click this to get the URL for the view you are looking at
  - Copy and paste the URL in an message

## Scope

- **Three scopes**
  - State – All schools in the state
    - × **Organization:** None to select
  - District – All schools in the district
    - × **Organization:** Select District from all districts in state
  - School – Only information for specific school
    - × **Organization:** Select School from all schools in state
- **Filters are applied to selected scope and organization**

## Group By

- **Scope = State**
  - District
  - School
  - Grade
- **Scope = District (must select a specific district)**
  - School
  - Grade
- **Scope = School (must select a school)**
  - Grade

## Subject

- **Mathematics**
- **Reading**
- **Reading & Math**

## Subgroup

- All students
- Advanced Students (by subject)
- Consolidated Subgroup
  - Interesting for District Scope & School Group
- Students with Disabilities
- Free & Reduced Lunch

## Prior Year Percent Proficient

- **Checkbox**
  - Prior year when checked
  - Current year when not checked
- **Prior Year**
  - Low correlation (rounder scatter plot)
  - Higher percent proficient (old PAWS performance levels)
- **Current year**
  - Positive correlation (high growth has higher achievement)
  - Lower percent proficient (new PAWS performance levels)

## Questions to Answer

- **How is growth at our school versus other schools (in the state, in our district) with similar prior year achievement?**
  - Are we doing well?
  - Could we be doing better?
  - Should we be doing better?
- **Filters of Interest**
  - Reading vs. Mathematics
  - Advanced vs. No Advanced Scores
  - Consolidated Subgroup vs. Not Consolidated Subgroup
  - Students with Disabilities vs. Students without Disabilities

## How Well are We Doing?

- **Strontium**
  - Prior year percent proficient = 67.2
  - MGP = 64
- **Potassium**
  - Prior year percent proficient = 67.7
  - MGP = 33.5
- **Current year percent proficient**
  - Strontium = 49.3
  - Potassium = 39.1

## How are students with low achievement growing?

- **Silicon School**
  - Reading & Math Combined
    - × Below Target Growth MGP = 42 (45 is cut-point)
      - Consolidated Subgroup Growth = 34.5
      - Not Consolidated Subgroup Growth = 48.5
  - Math versus Reading
    - × Subgroup Math MGP = 37
    - × Subgroup Reading MGP = 28
  - Reading Growth by Grade All Students
    - × Grade 4 MGP = 32
    - × Grade 5 MGP = 43.5
  - Prior Year vs. Current Year Reading Percent Proficient by Grade
    - × Grade 4 = 79.1 & 41.5
    - × Grade 5 = 57.1 & 43.5
  - Comparison with Strontium
    - × Similar prior year achievement with MGP = 64
  - Silicon needs better growth for all students and both contents
    - × High priority goals = Consolidated subgroup, reading, grade 4

## Does our Special Education Program have Sufficient Rigor?

- **Magnesium School Reading 2013-14**
  - All Students MGP = 51.5
  - Students with Disabilities MGP = 30
  - Students without Disabilities MGP = 53
- **Validate by checking prior year 2012-13**
  - All Students MGP = 55
  - Students with Disabilities MGP = 23.5
  - Students without Disabilities MGP = 58
- **Special Education program needs more rigor (i.e., higher expectations for student growth)**
  - Existence proof
    - × 2013-14 Rubidium School Special Education MGP = 64

## STABILITY OF 2014 WYOMING SCHOOL ACCOUNTABILITY INDICATORS ACROSS YEARS

Prepared for the Wyoming Department of Education by Michael Flicek, Ed.D.  
(01/27/2015)

Wyoming's school accountability model has three indicators for schools with grades 3-8. The indicators are achievement, growth and equity. Each school serving these grades is assigned a target level on each of these three indicators. The target levels are exceeds target, meets target and below target. These target levels are entered into a decision table that determines the school's overall performance level. There are four performance levels. They are exceeds expectations, meets expectations, partially meets expectations and does not meet expectations.

Cut-points on the indicators that are established by a stakeholder group are used to place schools into the target levels on each indicator. The goal is to keep the same cut-points from year-to-year unless there is some change in the measure. This study investigated the stability of indicator scores and target level impact across three school years when the measure was held consistent. Impact was defined as the percentage of schools within each of the three target level categories for each of the three years studied. The main question of interest here was, to what extent did the percentage of school in each target level remain consistent when cut-points that were common across all three years were used for school target level assignment?

One of the three indicators, growth, actually used the same cut-points for target level assignment for two consecutive years. There was a change in the scale on the Proficiency Assessment for Wyoming Students (PAWS) in 2014, however, which resulted in setting new cut-points on the achievement and equity indicators in 2014, the second year of Wyoming school accountability. Next year, year three, the option of using previously established cut-points for target levels could be considered. This study is designed to provide some evidence relevant to the decisions to use established cut-points next year.

### **Achievement**

The achievement indicator was the percent of achievement scores at the school that were at or above proficient. This study used Proficiency Assessment for Wyoming Students (PAWS) data from the 2010-11, 2011-12 and 2012-13 school years. The PAWS test was on the same scale for all three of these school years. There were two grade bands for achievement for the three years studied since some grades had considerably fewer proficient and above students than other grades. The percentage proficient and above within each grade band were generally consistent within content areas across grades. Grade band 1 included grades 3-6. Grade band 2 included Grades 7 and 8. When schools had grades in both grade bands, cut-points for the school were adjusted to reflect the percentage of students attending the school within each grade band. The minimum  $n$  used for achievement for this study was 10 for all indicators studied.

Cut-points for the target levels were established by a professional judgment panel (PJP) consisting of approximately 30 individuals representing stakeholder groups prescribed by legislation. Impact data used during the standard setting was from the 2012-13 school year. The PJP established cut-points were used to place each school into three categories on the achievement indicator for below target, meeting target or exceeding target for each of the three school years included in the study. The current analyses demonstrated the level of cross-year stability in impact when cut-points for category assignment based upon year 3 impact data were used without adjustment during years 1 and 2.

Table 1. Descriptive Statistics Percent of Students Proficient and Above for Wyoming Schools Across Three School Years for Grade Bands 1 and 2.

School Year	<i>n</i> of Schools	Mean	Standard Deviation
Grade Band 1			
2010-11	230	77.6	10.4
2011-12	251	81.1	10.9
2012-13	254	78.2	11.2
Grade Band 2			
2010-11	84	70.1	12.6
2011-12	85	70.9	14.0
2012-13	88	68.5	16.7

Table 1 findings indicate fairly consistent descriptive statistics across the years studied. Many schools had some grades in both grade bands but the results reported in Table 1 represent just the grades within the grade band at these schools.

Table 2. Percent of Schools in each Achievement Target Level for Three School Years.

School Year	<i>n</i> of Schools	Below Target	Meets Target	Exceeds Target
2010-11	260	34.2%	50.4%	15.4%
2011-12	264	25.8%	48.8%	25.4%
2012-13	266	33.2%	50.4%	16.4%

In Table 2 the percentage of schools in the exceeds target category increased about 10% in year 2 and fell back a bit in year 3. The converse of this happened in the below target category. Although there was some fluctuation in category membership across years, the findings presented here suggest that cut-points for the achievement indicator that were established in one year can reasonably be used in other years.

Next, target category agreement in category placements across adjacent years were studied. Table 3 shows the results comparing target categories for the 2010-11 year with those from the 2011-12 year.

Table 3. Comparison of Achievement Target Categories for the 2010-11 Year and the 2011-12 Year (*n* = 259 schools).

2010-11 Year	2011-12 Year		
	Below Target	Meeting Target	Exceeding Target
Below Target	55	34	0
Meeting Target	12	86	31
Exceeding Target	0	4	37

Exact agreement of school category placement across years was 68.7% and exact plus adjacent agreement was 100%. The Spearman correlation coefficient for categories across years was  $r = 0.72$ .

Table 4. Comparison of Achievement Target Categories for the 2011-12 Year and the 2012-13 Year ( $n = 242$  schools).

2011-12 Year	2012-13 Year		
	Below Target	Meeting Target	Exceeding Target
Below Target	53	14	1
Meeting Target	32	88	6
Exceeding Target	2	30	35

Exact agreement of school category placement across years was 67.4% and exact plus adjacent agreement was 99.9%. The Spearman correlation coefficient for categories across years was  $r = 0.66$ .

### Growth

A normative growth measure is used in Wyoming (Betebenner<sup>1</sup>, 2011). The growth model produces a student growth percentile (SGP) for each student in grades 4 through 8. The growth indicator used for schools was the median SGP for reading and math combined which is referred to as the median growth percentile (MGP).

Cut-points for the target levels for school MGPs were established by the PJP in September 2013. The cut-points were the 45th and the 60th percentile ranks. These cut-points were used to place each school into three categories for exceeds target, meets target or below target for each of the three school years included in the study. This approach was used to demonstrate the level of cross year stability in impact when cut-points for category assignment based upon year 3 impact data were used without adjustment during years 1 and 2.

Table 5. Descriptive Statistics for MGPs for Wyoming Schools Across Three School Years.

School Year	$n$ of Schools	Mean	Standard Deviation
2010-11	263	50.8	10.9
2011-12	261	51.0	10.9
2012-13	265	51.5	10.1

Table 5 findings indicate that Wyoming school growth scores were quite consistent across the three years studied.

Table 6. Percent of Schools in each Growth Target Level for Three School Years.

School Year	$n$ of Schools	Below Target	Meets Target	Exceeds Target
2010-11	263	27.8%	50.6%	21.7%
2011-12	251	24.5%	55.9%	19.5%
2012-13	254	25.7%	57.0%	17.4%

<sup>1</sup> Betebenner, D. W. (2011). *A technical overview of the student growth percentile methodology: Student growth percentiles and percentile growth*. National Center for the Improvement of Educational Assessment.

The findings in Table 6 show very consistent impact across all three years. Using cut-points established during one school year for other years is supported by these findings.

Next, growth target category agreement in category placements across adjacent years were studied. Table 7 shows the results comparing target categories for the 2010-11 year with those from the 2011-12 year.

Table 7. Comparison of Growth Target Categories for the 2010-11 Year and the 2011-12 Year ( $n = 255$  schools).

2010-11 Year	2011-12 Year		
	Below Target	Meeting Target	Exceeding Target
Below Target	34	27	9
Meeting Target	23	87	20
Exceeding Target	7	29	19

Exact agreement of school category placement across years was 54.9% and exact plus adjacent agreement was 93.7%. The Spearman correlation coefficient for categories across years was  $r = 0.31$ .

Table 8. Comparison of Growth Target Categories for the 2011-12 Year and the 2012-13 Year ( $n = 254$  schools).

2011-13 Year	2012-13 Year		
	Below Target	Meeting Target	Exceeding Target
Below Target	35	26	3
Meeting Target	27	94	24
Exceeding Target	4	28	18

Exact agreement of school category placement across years was 56.8% and exact plus adjacent agreement was 97.3%. The Spearman correlation coefficient for categories across years was  $r = 0.41$ .

### Equity

The equity indicator intends to encourage schools to ensure that the lowest performing students are being well served. To that end it is the performance of a consolidated subgroup that is of interest. The consolidated subgroup has been defined as those students who were not proficient in reading and/or math during the prior school year.

#### Percent of Subgroup Students with SGP Equal to or Exceeding AGP for Equity

The equity score during the pilot school year (i.e., 2013) was the percent of students with SGPs that equaled or exceeded their adequate growth percentiles (AGP) scores. AGP scores are the current year SGP score that a student needs in order to be considered to be on track to become proficient or better within three school years or by the end of grade 8. For this step in the study, regardless of whether the student was placed into the subgroup because of performance in reading, math or both reading and math, it was both reading and math scores for every student in the subgroup that were used in computing the school's equity score. The purpose of the analyses reported here was to determine the

extent that cut-points established by the PJP in 2013 resulted performed during the two preceding school years. The cut-points recommended by the PJP were 40 and 55.

Table 9. Descriptive Statistics for the Percent of SGPs Above AGPs for Consolidated Subgroup Students in Both Reading and Math Across Three School Years.

School Year	<i>n</i> of Schools	Mean	Standard Deviation
2010-11	203	59.9	12.0
2011-12	171	53.6	12.4
2012-13	169	42.5	12.1

Table 9 findings indicate that Wyoming school equity scores changed more than 17 percentage points across two of the three years studied.

Table 10. Percent of Schools in each Equity Category when Percent of SGPs Above AGPs for Consolidated Subgroup Students in Both Reading and Math Across Three School Years.

School Year	<i>n</i> of Schools	Below Target	Meets Target	Exceeds Target
2010-11	203	4.9%	23.6%	71.4%
2011-12	171	13.5%	37.4%	49.1%
2012-13	169	41.4%	43.2%	15.4%

The findings in Table 10 show dramatic shifts in impact across all three years when the cut-points established by the PJP using 2013 impact data were applied to the prior years. These findings support the conclusion that this equity score lacks the stability across years needed for it to be used as the equity indicator.

For the analyses above both reading and math scores were used in computing the equity score regardless of whether the student was placed in the subgroup for reading performance, math performance or both reading and math performance. For the analyses that follow, the equity score only included the content area(s) for each student where the student had a prior not proficient test score. Again, it was the extent that the school equity scores computed in this manner yielded reasonably stable impact across years that was of interest.

Table 11. Descriptive Statistics for Schools for the Percent of SGPs Above AGPs for Consolidated Subgroup Students in only the Content Area(s) where the Students had a Prior Below Proficient Score.

School Year	<i>n</i> of Schools	Mean	Standard Deviation
2010-11	207	57.9	15.0
2011-12	188	50.3	16.1
2012-13	181	40.5	14.0

Table 11 results are very similar to those from Table 9. Thus, considerable instability across years was present whether the equity score included or excluded scores in the content area in which the consolidated subgroup student was actually proficient.

Table 12. Percent of Schools in Each Equity Category when Equity Scores for Consolidated Subgroup Students Only Included the Content Area(s) where the Students had a Prior Below Proficient Score.

School Year	<i>n</i> of Schools	Below Target	Meets Target	Exceeds Target
2010-11	207	13.5%	28.0%	58.5%
2011-12	188	25.5%	31.9%	42.6%
2012-13	181	48.6%	35.4%	16.0%

The findings in Table 12 suggest that instability of category percentages across school years was smaller when the computation of the equity score was limited to just the content area where the consolidated subgroup student had a prior not proficient score. While the cross year shifts in proportions of schools within each category were not quite as dramatic under this condition, the shifts in impact across years remained sufficiently high to support an argument against the use of this equity score in the school accountability model.

Average Standardized Test Score of Consolidated Subgroup

During the 2013-14 school year AGPs were not available due to the implementation of a new scale on the PAWS. Therefore the equity score was the average standardized score for all students in the consolidated subgroup. This section looks at the stability of this school equity score across school years. Since using only the content area(s) where consolidated subgroup students were not proficient worked somewhat better than the use of both content areas for all consolidated subgroup students in the above analyses, that is the only approach studied for this measure. The standardized score used here had a mean of 150 and a standard deviation of 30 with the mean reflecting the grade level state-wide mean score for the content area. For these analyses, the cut-points for the three equity categories were set at the 30th and 70th percentile ranks for school scores from the 2012-13 school year. The cut-points identified in this manner were 122 and 128.

Table 13. Descriptive Statistics for Schools for the Mean Standardized Score for Consolidated Subgroup Students in only the Content Area(s) where the Students had a Prior Below Proficient Score.

School Year	<i>n</i> of Schools	Mean	Standard Deviation
2010-11	207	125.3	6.8
2011-12	188	119.7	5.7
2012-13	181	119.0	5.6

From Table 13 it can be seen that two of the school years had reasonably consistent mean standardized scores for the consolidated subgroups. This equity score is the mean score for a subgroup defined based upon low performance on the prior year's test. Because of this the range of scores is quite restricted which largely explains the small standard deviations. This restricted range explains why the cut-points established at the 30th and 70th percentile ranks based upon the 2012-13 data that were just six points apart. Year 1 in Table 13 was more than 5 points higher than year 3. Given the restricted range, 5 points is a fairly sizable difference in means.

Table 14. Percent of Schools in Each Equity Category based upon a Mean Standardized Score for Consolidated Subgroup Students.

School Year	<i>n</i> of Schools	Below Target	Meets Target	Exceeds Target
2010-11	207	31.4%	37.7%	30.9%
2011-12	188	67.6%	25.5%	6.9%
2012-13	181	74.0%	21.0%	5.0%

Two of the three years had a fairly consistent impact across the years, however, both of these years were quite different in impact compared to the year that was used for setting the equity target level cut-points. The outlier year had about 24% fewer schools in the below target category and 24% more schools in the exceeds target category.

#### Conditional Growth Approach for Equity

The conditional growth approach mirrors an approach that uses school median SGPs and school median AGPs that is illustrated in Figure 5 of the Marion and Domaleski<sup>2</sup> report. For the example studied here it was median SGPs and AGPs of the consolidated subgroup that were of interest. First, median SGPs and median AGPs were computed for the consolidated subgroup at each school that met the minimum *n* of 10 for the consolidated subgroup. Next, each school was placed into one of two categories based upon whether their median SGP was below the median AGP or whether their median SGP equaled or exceeded their median AGP. For schools in the former condition, the cut-points for growth established by the PJP were applied to the consolidated subgroup median SGP. For schools in the latter category, 5 points were subtracted from the PJP recommended cut-points. This resulted in the schools that met this condition having an increased possibility of falling within a higher target level category. Marion and Domaleski indicated that this condition should encourage schools to focus on getting consolidated subgroup students on-track for becoming proficient. Table 15 presents the cut-points used for the simulation presented here.

Table 15. Conditional Target Level Decision Table for Equity using School Consolidated Subgroup Median SGPs.

	Median SGP $\geq$ Median AGP	
	YES	NO
Exceed Target	55-99	60-99
Meet Target	40-54	45-59
Below Target	1-39	1-44

This simulation included students in the consolidated subgroup only for content areas in which the student had a prior year not proficient score. Prior to creating categories for equity, descriptive statistics were computed for school SGPs and AGPs for the consolidated subgroups.

<sup>2</sup> Marion & Domaleski (2012). *The Wyoming comprehensive accountability framework: Phase I*. Produced for the: Wyoming Select Committee on Statewide Education Accountability.

Table 16. Descriptive Statistics for School Median SGPs and School Median AGPs for the School Consolidated Subgroup.

School Year	<i>n</i> of Schools	Median	Mean	Standard Deviation
Median SGP				
2010-11	207	50.0	51.9	11.7
2011-12	188	52.0	50.7	11.1
2012-13	181	50.5	52.1	11.3
Median AGP				
2010-11	207	41	44.0	10.4
2011-12	188	48	51.3	11.6
2012-13	181	61	63.2	8.2

The median, mean and standard deviation for school median SGPs were very consistent across all three years. There was more variability in school median AGP statistics.

Next, Table 17 presents the percent of schools within each target level category when the equity categories were based upon the conditional growth approach that utilized the conditional cut-points presented in Table 15.

Table 17. Percent of Schools in each Equity Category when Conditional Growth Approach was Applied.

School Year	<i>n</i> of Schools	Below Target	Meets Target	Exceeds Target
2010-11	207	21.3%	43.0%	35.7%
2011-12	188	25.0%	42.6%	32.4%
2012-13	181	24.3%	47.0%	28.7%

The findings in Table 17 show a fairly consistent impact in terms of the percentage of schools within each equity target level. As such, use of a conditional growth approach like that illustrated here is likely to have sufficient stability for use in the school accountability model.

Next, Table 18 shows the number of schools that were in each of the two conditions and within each target level for each of the three years studied. Table 18 also presents the percent of schools within each condition (i.e., column) that were within each target level for each school year.

Table 18. Number and Percent (within Column and School Year) of Schools in each Equity Category by Condition.

Target Level	Subgroup Median SGP $\geq$ Median AGP (Count of Schools)		Subgroup Median SGP $\geq$ Median AGP (Percent of Schools within Column)	
	Yes	No	Yes	No
2010-13				
Below	7	37	4.7%	64.9%
Meets	69	20	46.0%	35.1%
Exceeds	74	0	49.3%	0.0%
2011-12				
Below	2	45	2.0%	51.1%
Meets	41	39	41.0%	44.3%
Exceeds	57	4	57.0%	4.5%
2012-13				
Below	0	44	0.0%	31.4%
Meets	2	83	4.9%	59.3%
Exceeds	39	13	95.1%	9.3%

From Table 18 it is evident that there are many schools in both conditions in all three years. The number of schools within each condition did vary across year. There is also support for the theory of action for this indicator in that schools in the "yes" condition were much more likely to exceed target and schools in the "no" condition were much more likely to be below target. This should encourage a focus upon getting the consolidated subgroup students on track for becoming proficient.

Next, Tables 19 and 20 show the amount of movement between categories from one year to the next when the conditional growth approach was implemented.

Table 19. Comparison of Growth Target Categories for the 2010-11 Year and the 2011-12 Year ( $n = 182$  schools).

2010-11 Year	2011-12 Year		
	Below Target	Meeting Target	Exceeding Target
Below Target	11	19	9
Meeting Target	22	37	22
Exceeding Target	11	22	29

Exact agreement of school category placement across years was 42.3% and exact plus adjacent agreement was 89.0%. The Spearman correlation coefficient for categories across years was  $r = 0.41$ .

Table 20. Comparison of Growth Target Categories for the 2011-12 Year and the 2012-13 Year ( $n = 175$  schools).

2010-11 Year	2011-12 Year		
	Below Target	Meeting Target	Exceeding Target
Below Target	17	17	9
Meeting Target	18	38	19
Exceeding Target	8	26	18

Exact agreement of school category placement across years was 42.9% and exact plus adjacent agreement was 90.0%. The Spearman correlation coefficient for categories across years was  $r = 0.19$ . Tables 19 and 20 do show movement across categories from one year to the next. About 10% of schools moved more than one category in a year and conversely about 90% remained in the same category or moved just one category across years.

### Correlation Across Achievement, Growth and Equity

Finally, Spearman correlation were computed for the target levels on the achievement, growth and conditional equity indicators. For all indicators, the minimum  $n$  rule applied prior to computing the coefficients was 10. The achievement indicator used was the percent of test scores in reading, math, science and writing that were proficient or above. The growth indicator was the school median SGP for reading and math combined. The equity indicator was the conditional growth approach which involved use of the cut-points in Table 15. The coefficients are presented in Table 21.

Table 21. Spearman Correlation Coefficients for Grades 3-8 Accountability Indicator Target Levels when a Conditional Growth Method was used for the Equity indicator.

	Growth	Equity (Conditional)
2010-11		
Achievement	0.41 ( $n = 250$ )	0.40 ( $n = 207$ )
Growth		0.58 ( $n = 207$ )
2011-12		
Achievement	0.39 ( $n = 253$ )	0.23 ( $n = 188$ )
Growth		0.48 ( $n = 188$ )
2012-13		
Achievement	0.43 ( $n = 256$ )	0.36 ( $n = 181$ )
Growth		0.50 ( $n = 181$ )

The coefficients in Table 21 are all in a moderate range. In general, moderate coefficients among different indicators for a school accountability system is a desired condition. If the coefficients were too high it would indicate that the different indicators were measuring overlapping aspects of school quality. The moderate coefficients in Table 21 provide evidence that the three indicators included in the analyses were measuring non-overlapping aspects of school quality.

### Conclusions

The analyses included here suggest that the achievement and growth indicators being used in Wyoming school accountability model have adequate stability for their continued use in the model. Furthermore, the previously used equity indicators showed a lack the stability needed for their continued use in the model if a common cut-score is to be used across school years. However, the use of an equity score that is based upon a conditional growth approach was supported as an alternative method for computing an equity score.

#### ADDENDUM: HIGH SCHOOL EQUITY OPTIONS

##### Conditional Growth Approach

The analyses reported above for the grades 3-8 equity indicator are relevant to the high school equity indicator. There is presently no growth measure for high schools in Wyoming. Because of this the conditional growth approach to equity, which was the most stable equity measure identified for grades 3-8, is not available for use in Wyoming high schools in 2014-15.

##### Average Standardized Test Score of Consolidated Subgroup

One equity metric that has been used did not require the measurement of growth. The school equity score for this metric was the average student standardized score for consolidated subgroup students. Two issues were identified above that made this metric problematic as a equity score.

First, since these scores were the average score for a group of students defined by low prior achievement, the within year standard deviation for school scores were quite low. Table 13 reported standard deviations that ranged from 5.6 to 6.8. As a result, many schools fell at each rounded score point which resulted in a very course distribution of equity scores. Moving the target level cut-points by just one place results in large shifts in the number of schools within each target category. The impact options available to the standard setting panels lack nuance as a result.

Second, the school scores on this metric produced unstable impact across school years. Specifically, when cut-points for equity target levels established in one year were applied to subsequent years, the percentage of schools within each category changed considerably. These findings were reported in Table 14 above. When cut-points for target levels were identified based upon impact from the 2010-11 school year 31% of schools fell within the below target category that year. When the same target level cut-points were used two years later 74% of schools were within the below target category. This represented a 43% increase in the percent of schools that were in the below target category. The credibility of an indicator can be called into question when the out-year impact associated with cut-points differs markedly from the impact achieved during the standard setting.

A third issue, not mentioned above, is confusion that can be associated with student standardized scores. They actually become the fourth type of student score reported to districts on the state test. The other scores include the scaled score, the performance level score and the dichotomous score of proficient or above. School staff may have difficulty understanding yet another score on the state test.

##### Percent of Current Consolidated Subgroup Scores Proficient or Above

For this simulation, students were placed into the consolidated subgroup in either math, reading or both reading and math based upon whether their prior year test score in the content area was below

proficient. This means all prior year test scores for consolidated subgroup students were below proficient. Put another way, the percent of prior year consolidated subgroup math and reading scores that were proficient or above was zero for all schools.

Many students in the consolidated subgroup, however, did have scores from the current school year that were proficient or above. Therefore, the percent of current year math and reading scores for the consolidated subgroup that were proficient or above was computed to serve as the equity indicator. This simulation sought to determine if this metric for schools would yield stable impact across school years. The PAWS scores from grades 3-8 were used for this purpose since there were 3 years of test scores available for these grades. School equity scores were computed on this metric for each of the 3 school years. Only those schools with at least 10 students in the consolidated subgroup were included in these analyses.

Table 22. Descriptive Statistics for Schools for the Percent of Consolidated Subgroup Current Year Scores that were Proficient and Above.

School Year	<i>n</i> of Schools	Mean	Standard Deviation
2010-11	211	48.8%	14.3%
2011-12	194	41.5%	14.6%
2012-13	193	33.4%	13.1%

The findings presented in Table 22 show considerable within school year variation in school scores on this equity measure for all school years studied. The standard deviations ranged from 13.1 to 14.3 which compares with standard deviations on the mean standardized score equity indicator studied above that were from 5.6 to 6.8. Higher standard deviations means there will be fewer schools at each score point so there could be more nuance applied when in establishing cut-points. This is helpful.

There was also considerable variation in school equity scores across school years. This finding is problematic. Specifically, the school mean percent proficient for the consolidated subgroup in 2010-11 was 50% of a standard deviation higher than that from 2011-12 which was 58% of a standard deviation higher than that from 2012-13. Over two years, from 2010-11 to 2012-13, the school mean percent proficient for the consolidated subgroup differed by 112% of a standard deviation.

Next, Table 23 shows cross-year comparisons in the impact associated with school equity scores based upon the current year percent proficient metric. For this simulation, the cut-points were established at the 30th and 70th percentile ranks for the 2010-11 school equity score. These cut-points were then applied for all three school years. The actual cut-points used were 42% for the cut-point between below target and meets target and 55% for the cut-point between meets target and exceeds target.

Table 23. Percent of Schools in Each Equity Category based upon Consolidated Subgroup Current Year Percent Proficient and Above School Equity Scores.

School Year	<i>n</i> of Schools	Below Target	Meets Target	Exceeds Target
2010-11	211	29.2%	36.6%	34.1%
2011-12	194	49.8%	25.9%	24.3%
2012-13	193	72.3%	15.5%	12.2%

The findings presented in Table 23 show dramatic shifts in category membership across school years when cut-points established based upon impact data from one school year were applied to place schools into target categories in other school years. For example, the percent of schools in the below target category increased from 29% in the year the cut-points were established to 72% two years later. There were 43% more below target schools two years after the cut-points were established.

### Conclusion

Two potential school equity scores were discussed in this addendum. One was the mean student standardized score for the consolidated subgroup and the other was the current year percent of proficient scores in reading and math for the consolidated subgroup. Both of these school equity scores had unstable impact across school years when cut-points established in one year were applied to other years.

Given the poor performance of the two equity scores addressed in the addendum, a long term solution to development of an equity score for use in high schools would involve ensuring that the high school assessment system in Wyoming permits the use of an achievement growth measure. The publishers of the assessments that are presently being used in grades 9 and 10 in Wyoming are being discontinued by the publisher. This presents an opportunity to select assessments for Wyoming high schools that lend themselves to the measurement of growth. Once a growth measure is available, the conditional growth approach described above the addendum could be used to compute high school equity scores.

A correlation study that is presently underway suggests that the current high school performance levels are largely determined by achievement status. The same was not true for schools with grades 3-8. The correlation study results for schools with grades 3-8 were similar to those in Table 21 above that included simulated indicators for the 3-8 schools. Having a growth indicator and a conditional growth metric for equity for high schools would result in performance levels that were based upon richer and more multidimensional evidence of school quality.

Since use of a growth measure is not available for high schools for the 2014-15 school year, however, an alternative approach is still needed. One option is to use the current year percent of proficient and above test scores for the consolidated subgroup. This would be preferable to using a mean student standardized score for consolidated subgroup students. This preference is based upon simplicity and understandability of the score and amount of variance in the school scores. The percent proficient and advanced is an easily understood and widely used metric in education today. In addition, this score, when compared with the mean student standardized score metric, produced more within school year variation in school scores.

The use of this percent proficient equity measure requires that steps be taken to deal with the lack of cross year stability associated with the metric. There are a couple of possible approaches for addressing this problem. One option would be for a standard setting to identify cut-points to occur each year this metric is used. This would guard against unreasonable impact. In the long term, however, annual standard setting is not a practical.

An alternative to annual standard setting was suggested by Marion and Domaleski (2012)<sup>3</sup>. The alternative would have a standard setting one year where the standard set would be the percentage of school expected to be in the below target category and the percentage of schools expected to be in the exceeds target category. For example, the standard setting panel might recommend that schools in the bottom 30% of schools on this equity metric would be in the below target category and that schools in the top 20% of schools on this equity metric would be in the exceeds target category. The remaining 50% of schools would be in the meets target category. Once these percentages were established by standard setting they could be used in subsequent years. This approach would ensure that the lowest ranked schools were in the below target category each year and that the highest ranked schools were within the exceeds target category each year. The drawback of this approach, however, is that it is zero sum; as one school moves up another school would by definition be required to move down. In reality, however, the annual standard setting approach would also likely have a zero sum feature.

Finally, it is possible that some other unstudied, non growth measure could be identified that would have the needed cross year stability for use as an equity indicator.

<sup>3</sup> see page 43 of Marion, S & Domaleski, C. (2012). *The Wyoming comprehensive accountability framework: Phase I*. Produced for the Wyoming Select Committee on Statewide Education Accountability.

# State Board of Vocational Education

March 17<sup>th</sup> 2015

Carbon County School District #2, Boardroom

315 North 1<sup>st</sup> Street, Saratoga

## A G E N D A

1.	Call to Order – Pete Gosar Roll Call			2:15 p.m.
2.	Approval of Agenda – Pete Gosar	Tab E	Action	
3.	Approval of Minutes- Pete Gosar	Tab F	Action	
4.	Perkins State Plan and Submission Letter- Guy Jackson	Tab G	Action	2:20 p.m.
5.	National Association of State Directors of Career Technical Education Consortium Report: CTE, Your STEM Strategy- Loralyn O’Kief	Tab H		2:30 p.m.
6.	WDE Stem Conference Save the Date- Loralyn O’Kief			2:40 p.m.
7.	Public Comment			2:45 p.m.
8.	Adjournment			3:00 p.m.

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

**DATE:** March 17, 2015

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the March 17, 2015 meeting.

**SUPPORTING INFORMATION ATTACHED:**

- Agenda

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

**APPROVED BY:** \_\_\_\_\_

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

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

**DATE: March 17, 2015**

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the February 6, 2015 meeting.

**SUPPORTING INFORMATION ATTACHED:**

- Minutes from February 6, 2015

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

**APPROVED BY:** \_\_\_\_\_

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

February 6, 2015

LCSD #1 Training Room

2810 House Ave, Cheyenne, Wyoming

Wyoming State Board of Vocational Education members present: Ron Micheli, Scotty Ratliff, Pete Gosar, Sue Belish, Kathy Coon, Hugh Hageman, Joe Reichardt, Jim Rose, Kathryn Sessions, Walt Wilcox, Belenda Willson

Members absent: Ken Rathbun & Jillian Balow

Also present: Chelsie Oaks, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Guy Jackson, WDE; Randall Butt, WDE; Loralyn O'Kief, WDE; Tonya Gerharter, WDE

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CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 9:56 a.m.

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

APPROVAL OF AGENDA

Belenda Willson moved to approve the agenda as presented, seconded by Pete Gosar; the motion carried.

APPROVAL OF MINUTES

The minutes from the December 9, 2014 teleconference were presented to the Board.

Walt Wilcox moved to approve the minutes, seconded by Sue Belish; the motion carried.

CTE INTRODUCTIONS

Guy Jackson, WDE, introduced the Career and Technical Education team; Loralyn O'Kief, Randall Butt and Tonya Gerharter. Additionally, Teri Wigert has retired since the last State Board of Vocational Education meeting.

WYOMING CTE POSTSECONDARY TRANSITIONS REPORT OUT

Tonya Gerharter, WDE, presented the information on CTE student transitions to postsecondary education provided in the board packet.

Members discussed that the data is impressive and requested that a press release go out about Career and Technical education students and them receiving advanced degrees.

#### HIGHLIGHTS OF CONSOLIDATED ANNUAL REPORT FOR PERKINS

Guy Jackson presented data on the Perkins consolidated annual report highlights for 2013-2014 on secondary and postsecondary education, that would be submitted to the federal government, but noted that the feds would receive a much more comprehensive report.

The State Board of Vocational Education adjourned at 10:35 a.m.

DRAFT

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

**DATE:** March 17, 2015

**ISSUE:** Annual Extension and Approval of Wyoming Carl D. Perkins State Plan

**BACKGROUND:** The US Department of Education, Office of Career, Technical and Adult Education requires eligible recipients of Carl D. Perkins to request an extension and revision (if necessary) of its state plan each year. This letter also includes the proposed Perkins state budget for the upcoming grant year (FY16) and changes to state proposed performance levels.

**SUGGESTED MOTION/RECOMMENDATION:**

**Motion to approve signature (by chairman) of annual Carl D. Perkins letter to extend and revise state plan.**

**SUPPORTING INFORMATION ATTACHED:**

**Letter, State Plan Revision, Proposed FY16 Budget**

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

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**



# WYOMING

## State Board of Education

Hathaway Building, 2nd Floor  
2300 Capitol Avenue  
Cheyenne, Wyoming 82002-0050  
(307) 777-6213 • (307) 777-6234 FAX

PETE GOSAR  
*Chair, Laramie*

KATHY COON  
*Vice Chair, Lusk*

KEN RATHBUN  
*Treasurer, Sundance*

JILLIAN BALOW  
*State Superintendent*

SUE BELISH  
*Ranchester*

NATE BREEN  
*Cheyenne*

HUGH HAGEMAN  
*Fort Laramie*

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SCOTTY RATLIFF  
*Riverton*

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*Cheyenne*

WALT WILCOX  
*Casper*

BELENDIA WILLSON  
*Thermopolis*

CHELSIE OAKS  
*Executive Assistant*

March 17, 2015

Edward R. Smith  
Chief, Program Administration Branch  
Division of Academic and Technical Education  
Office of Vocational and Adult Education  
U. S. Department of Education  
Potomac Center Plaza  
550 12<sup>th</sup> Street, SW, Room 11060  
Washington, DC 20202-7241

Dear Mr. Smith:

On behalf of the Wyoming State Board of Vocational Education, I am pleased to submit the following items for approval to your agency to meet the requirements to receive fiscal year (FY16) Perkins IV grant awards.

### **Request to Extend State Plan**

The State of Wyoming requests to extend its state plan for FY 16.

### **Revision to the State Plan**

The State of Wyoming has made a revision to item II.A.2h of its state plan for FY16.

### **Updated Budget**

The budget reflects the anticipated allotments from funds that will be available for program year nine, beginning on July 1, 2015, for Title I of Perkins IV.

### **State Proposed Performance Levels**

In June of 2014, the State of Wyoming established new cut points on the state assessment (ACT) for secondary student proficiency in the areas of mathematics and reading.

Secondary student performance levels in academic achievement for the 2013-2014 reporting period cannot be compared with previous reporting years due to the state-driven change in cut points. State performance targets were negotiated before new cut points were implemented. We established that, based on this change, the 2013-2014 year would serve as a baseline year for LEAs, and they would not be required to submit Performance Improvement Plans for indicators 1S1 or 1S2.

Due to the unforeseen change in state assessment cut points, we would like the opportunity to renegotiate 2014-2015 state performance targets for indicators 1S1 and 1S2.

Thank you for your time and consideration. If you have questions or I can be of assistance, please don't hesitate to contact me at [pete.gosar@wyboards.gov](mailto:pete.gosar@wyboards.gov) .

Sincerely,

Pete Gosar, Chairman  
Wyoming State Board of Vocational Education

Enclosure

**REVISIONS**

**TO THE STATE PLAN FOR THE**

**CARL D. PERKINS CAREER and TECHNICAL EDUCATION**

**ACT of 2006**



March 2014

Pete Gosar  
Chairman, Wyoming State Board of Vocational Education

Jillian Balow  
State Superintendent of Public Instruction

Guy Jackson  
Interim State Director for Career Technical Education

Wyoming Department of Education  
Hathaway Building, 2<sup>nd</sup> Floor  
2300 Capitol Avenue  
Cheyenne, Wyoming 82002-0050

#### **A. Statutory Requirements**

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of -
  - (h) How such programs will prepare career technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

The Program of Study model identifies specific course work that career and technical education students must take at the secondary level as preparation for the postsecondary component of a chosen career. Secondary school guidance counselors will help each student choose the classes that will give him or her the background to meet the entrance requirements for a particular occupation or postsecondary education.

Participating students will be made aware of career opportunities through information provided by secondary school counselors, Hathaway guidance personnel, career fairs sponsored by postsecondary institutions and dissemination by the Wyoming Department of Education of the Career Cluster Guides and Career Publications.

Dual enrollment and articulated courses offered in years three and four of the Program of Study, and for which students meet at a Wyoming community college, will raise students' awareness of opportunities within the program of study. Approximately fifty-percent of all Wyoming students live in a city with a community college. As articulation and dual enrollment opportunities are strengthened, the opportunities for success and students "seeing" themselves in a postsecondary education setting after graduation from high school are increased.

The 2007 Hathaway Scholarship legislation requires all Wyoming eleventh graders to take the ACT or WORKKEYS exam at the expense of the State. Data from these tests will provide additional information regarding student performance to the Wyoming Department of Education for all Wyoming students.

#### **INSERTED TEXT FOR REVISION:**

As part of the 21st century workforce, college and career ready students will need to be equipped with knowledge, skills, and characteristics that allow them to be productive, contributing members of an innovative, dynamic global society. Schools today must assist students in developing the necessary skills, intellectual abilities, and personal traits that help them to secure and maintain meaningful employment in the world of work.

The foundation for rewarding careers and productive employment is built through exploration and understanding of career choices. Today's employers seek creative, critical thinkers who are

able to access and use information from a variety of sources to assist them in solving problems and making informed workplace decisions. In order to secure career advancements, an employee must demonstrate a willingness to learn on the job by embracing lifelong learning, and exhibit initiative, productivity, and responsibility. Additionally, an employee must advocate and continually demonstrate safe work practices.

Students must demonstrate the collaborative skills that play a major role in personal and career success. An individual should have the ability to participate as a member of a diverse team, teach others new skills, exercise leadership, compromise, and serve clients and customers. A student must be able to acquire, evaluate, interpret, organize and maintain data, and process and communicate information. In order to be a productive member of society, students must be able to manage personal and workplace resources including time, materials and finances. In addition, they must be flexible and adaptive with technology in a dynamic and ever-changing digital world.

The new Wyoming Career/Vocational Education Content and Performance Standards represent a cooperative effort. The C/VE Committee was formed in May 2012 with representatives from school districts, community colleges, and businesses state-wide. This committee met for the first time in June 2012 to begin the revision process. Members began with a systematic evaluation of the uniformity and quality of the 2008 standards. The standards were reviewed for cognitive complexity, and it was decided to integrate a degree of national standards to establish the rigor of the Wyoming Career/Vocational Education Content and Performance Standards.

The Committee incorporated and adapted the Common Core State Standards (CCSS) for Literacy in Science and Technical subjects, and referenced the National Association of State Directors of Career Technical Education Consortium’s Common Career Technical Core (CCTC), 21st Century Skills, and International Society for Technology in Education (ISTE) in the Standards. The C/VE Committee chose not to adopt the CCTC Standards as a whole in order to develop a cohesive K-12 system. Alignment between national standards and the new C/VE Standards are drawn below:

<b>ISTE Standard</b>		<b>C/VE Code</b>
1	Creativity & Innovation	CV12.3.4
2	Communication & Collaboration	Standard 2
3	Research & Information Fluency	Standard 4
4	Critical Thinking, Problem Solving, and Decision Making	Standard 3
5	Digital Citizenship	Standard 5, Benchmark 3
6	Technology Operations and Concepts	Standard 5

<b>CCTC Career Ready Practices</b>		<b>C/VE Code</b>
1	Act as a responsible and contributing citizen and employee.	CV12.1.4
2	Apply appropriate academic and technical skills.	n/a
3	Attend to personal health and financial well-being.	n/a
4	Communicate clearly, effectively and with reason.	CV12.2.1
5	Consider the environmental, social and economic impacts of decisions.	CV12.3.4
6	Demonstrate creativity and innovation.	CV12.3.4
7	Employ valid and reliable research strategies.	CV12.3.3
8	Utilize critical thinking to make sense of problems and persevere in solving them.	Standard 3
9	Model integrity, ethical leadership and effective management.	CV12.2.2
10	Plan education and career path aligned to personal goals.	CV8.1.1 & 8.1.2
11	Use technology to enhance productivity.	Standard 5
12	Work productively in team while using cultural/global competence.	CV12.2.3

**FY 2016 PERKINS IV BUDGET FORMAT**  
 (For Federal Funds that Become Available Beginning on July 1, 2015)

**STATE NAME: Wyoming**

<b>Item</b>	<b>Amount</b>
<i>(Note: Insert dollar amounts or values where requested with lines below)</i>	
<b>Title I-State Basic Grant</b>	
<b>Title I Allocation</b>	<b>\$4,214,921</b>
<b>Title II Funds Consolidated with Title I Funds</b>	
<b>Total Title I Funds (Title I Allocation + Consolidated Title II Funds)</b>	<b>\$4,214,921</b>
<b>Local Formula Distribution (not less than 85% of total Title I funds)</b>	<b>\$3,582,683</b>
<i>Reserve (not more than 10% of the 85% of funds for local distribution)</i>	\$ N/A
<i>Remainder for local distribution (85% of the funds for local distribution less any funds reserved)</i>	<b>\$3,582,683</b>
Secondary programs ( 60% of funds)	\$ 2,149,610
Postsecondary programs ( 40% of funds)	\$ 1,433,073
<b>State Leadership (not more than 10% of the total Title I funds)</b>	<b>\$ 382,238</b>
<i>Nontraditional training and employment (between \$60,000 and \$150,000)</i>	\$ 60,000
<i>Corrections or institutions (not more than 10%of state leadership funds)</i>	\$ 10,000
<b>State Administration (not more than 5% of the total Title I funds)</b>	<b>\$ 250,000</b>
<b>State Administrative Match (from non-federal funds)<sup>1</sup></b>	<b>\$ 484,180</b>

<sup>1</sup> The eligible agency must provide non-federal funds for State administration of the Perkins IV, Title I grant in an amount not less than the amount it provided in the preceding year pursuant to section 323 of Perkins IV.



# CTE Is Your STEM Strategy

## INTRODUCTION

Science, Technology, Engineering and Mathematics (STEM) education is attracting interest across the nation. In many states, top policy leaders, including governors, K-12 chief state school officers and economic development commissioners, have made STEM central to their reform platforms. A significant number of states have STEM coalitions in place to coordinate all STEM activities across agencies and industries. Business leaders routinely call for more STEM-ready graduates broadly and within specific industry and specialty areas at the national, state and local levels.

None of this is very surprising or even very new. STEM has clear ties to and is a driver of economic development, global competitiveness and innovation. Students who understand the role of STEM and are able to excel in those courses and experiences anchored in the STEM disciplines are our future inventors, investors and industrialists. It is no coincidence that more than 20 percent of Fortune 500 CEOs have a background in engineering, the most common undergraduate major for these leaders.<sup>1</sup>

While states, districts and schools strive to operationalize a concept like STEM, many already are offering high-quality Career Technical Education (CTE) programs that impart critical academic, technical and employability skills. More specifically, every state already has programs of study in place that are preparing students for careers in the STEM fields. These programs of study – which include learning at both the secondary and postsecondary levels – are also helping students master the STEM skills and competencies that have value in just about any career, such as inquiry, problem solving and creativity.<sup>2</sup>

To that end, this brief puts forth a not-so-novel concept: **CTE is your STEM strategy.** Simply put, STEM must not be viewed as a separate enterprise from CTE. While a state's CTE programs may not encompass everything within a state's STEM strategy, high-quality CTE programs can provide a strong foundation for and serve as a delivery system of STEM competencies and skills for a broader range of students.

By considering STEM as preparation for a variety of careers, and not just limited to the traditionally defined "STEM jobs," the strategy of leveraging CTE to deliver STEM education makes a lot of sense. While there is clear labor market demand for workers in STEM jobs – according to Change the Equation, there are 3.6 unemployed people for every job opening across all occupations compared to nearly two open STEM jobs for every unemployed person – the demand for STEM skills is even more comprehensive.<sup>3</sup>



According to an analysis by the Georgetown Center on Education and the Workforce, however, the STEM skills gap is actually more about a gap in those STEM competencies among workers than about a gap in the number of STEM workers. “The concern for STEM shortages tends to focus on the possibility of an insufficient supply of STEM workers, but the deeper problem is a broader scarcity of workers with basic STEM competencies across the entire economy. Demand for the core competencies is far greater than the five percent traditional STEM employment share suggests, and stretches across the entire U.S. job market, touching virtually every industry.”<sup>4</sup>

In addition, a recent report from the Brookings Institute estimates that as of 2011, 26 million U.S. jobs—20 percent of all jobs—require a high level of knowledge in any one STEM field, only half of which require a bachelor’s degree but nearly all of which pay well above the national median salary.<sup>5</sup>

One benefit of viewing STEM through this CTE lens is that it allows for a broader understanding of STEM, an understanding that extends beyond just engineering or the traditional science disciplines, which is how STEM is all too often narrowly defined and implemented. It also allows states, districts and schools to build their STEM strategies based on existing efforts rather than adding another new initiative to the mix.

The policy brief will explore:

- The elements of a high-quality CTE program of study that makes it an effective tool for delivering or implementing STEM education;
- How STEM is naturally embedded across the 16 Career Clusters<sup>®</sup>;
- Examples of states embracing the link between CTE and STEM; and
- Areas where CTE and STEM programs can learn from and strengthen one another.

## DEFINING STEM

There are many ways to define STEM education. For some, STEM is all about getting more students interested in and prepared for the engineering fields. Another common interpretation focuses on building applications within traditional science courses. The Next Generation Science Standards (NGSS), for example, offer this: “The [NGSS] represent a commitment to integrate engineering design into the structure of science education by raising engineering design to the same level as scientific inquiry when teaching science disciplines at all levels, from kindergarten to grade 12. There are both practical and inspirational reasons for including engineering design as an essential element of science education.”<sup>6</sup>

NGSS’s approach to engineering design is largely drawn from the National Research Center’s K-12 Framework for Science Education, which includes the following statement: “We use the term ‘engineering’ in a very broad sense to mean any engagement in a systematic practice of design to achieve solutions to particular human problems. Likewise, we broadly use the term ‘technology’ to include all types of human-made systems and processes. . . Technologies result when engineers apply their understanding of the natural world and of human behavior to design ways to satisfy human needs and wants.”<sup>7</sup>



Another definition focuses on the interdisciplinary opportunities within STEM: “STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering and mathematics in contexts that make connections between school, community, work and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.”<sup>8</sup> There is even a movement in place attempting to rebrand “STEM” into “STEAM” with the “A” standing for arts.<sup>9</sup>

### **CTE AS A STEM DELIVERY SYSTEM**

In the spring of 2010, State CTE Directors from all 50 states united around a new vision for CTE, called “Reflect, Transform, Lead: A New Vision for Career Technical Education.”<sup>10</sup> The vision sets expectations for CTE and promotes specific policy and programmatic action steps to achieve the vision and ensure CTE is high quality around the nation.

Specifically, five principles were identified in this CTE Vision:

1. CTE is critical to ensuring that the United States leads in global competitiveness.
2. CTE actively partners with employers to design and provide high-quality, dynamic programs.
3. CTE prepares students to succeed in further education and careers.
4. CTE is delivered through comprehensive programs of study aligned to The National Career Clusters Framework.
5. CTE is a results-driven system that demonstrates a positive return on investment.

All five of these principles directly apply to STEM, demonstrating a clear link between high-quality CTE and STEM policy, programs and initiatives. To go one level deeper, there are a number of elements within CTE that make it a natural delivery system for STEM education, discussed in more detail below. To be clear, these are elements of high-quality CTE programs, those meeting the principles laid out in the vision described above.

#### ***Secondary-Postsecondary Alignment***

Programs of study, which are required for all recipients of federal funding through the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins), incorporate well-aligned secondary and postsecondary courses, provide opportunities for dual or concurrent enrollment, are anchored in industry needs, integrate technical and academic knowledge and skills, and lead to an industry-recognized credential or postsecondary degree or certificate.<sup>11</sup>

Programs of study provide direct pathways into postsecondary education and training for students, a critical goal of STEM education and the broader college- and career-ready agenda. Every state has programs of study in place, although in many states these secondary-to-postsecondary linkages are largely created and maintained at the local level rather than grounded in statewide standards or credit transfer agreements. A number of states do have robust pathway programs with strong articulation or transcripted credit policies in place,



such as Kansas's dual enrollment policy<sup>12</sup> or Montana's Big Sky Pathways initiative,<sup>13</sup> that provide a model for other states. This is a policy lever that has significant potential to improve transitions for all CTE (and STEM) students.

### ***Business-Education Partnerships***

As articulated by the second CTE Vision principle, CTE is built on partnerships and sits at the nexus of education, business, and economic and workforce development. Successful CTE programs are well-aligned to industry needs, needs that can best be defined by industry leaders and employers.<sup>14</sup>

There are a number of models for engaging business in supporting CTE and helping keep it relevant, from business leaders sitting on advisory councils to providing work-based learning experiences for CTE students through internships, externships, job shadowing and capstone projects developed by business for business. Just as CTE programs thrive on business engagement, STEM programs also must reflect the expectations of employers and the global economy.

### ***Problem-Based/Project-Based Learning***

One hallmark of high-quality CTE is that it offers true "contextualized" learning for students, or ways for students to master technical and academic content within the context of a specific industry or career pathway. Much of this contextualizing is about providing students with more hands-on learning that focuses on solving a problem or undertaking a project that is reflective of an authentic, real-world challenge. High-quality STEM pathways and courses strive to provide such student-centered, problem-based learning as well.

The Southern Regional Education Board (SREB) is leading an effort with 10 states called Advanced Career. Through this effort, the states are each creating a four-course sequence in a CTE area of their choice, aligned to college- and career-ready standards and based on solving authentic problems. For example, Alabama is creating a sequence of courses and student-centered projects in Aerospace Engineering, Kansas in STEM Education and Training, New Jersey in Entrepreneurship and Global Logistics, North Carolina in Project Management, and West Virginia in Energy and Power.<sup>15</sup>

Additionally, many CTE students participate in Career Technical Student Organizations (CTSOs), such as FFA (formerly Future Farmers of America), HOSA (future health professionals), Technology Student Association and SkillsUSA<sup>16</sup> which, among other activities, provide skills-based competitions for students. These competitions are based largely on students' abilities to work individually or in teams to solve problems and present projects to judges from industry and education. While the focus of these efforts is on CTE and career readiness, they clearly support student mastery of the "STEM competencies," as many problem- or project-based learning experiences do.



### *Use of Technology*

In some states, such as Maryland and Oklahoma, CTE does not stand for “Career Technical Education,” but rather “Career Technology Education.” This demonstrates both the traditional view of CTE as a means of training individuals in technology (including, but not limited to, information technology) and the technical subjects, as well as a more updated view on technology as being critical and fully embedded in high-quality technical training. Indeed, one reason many states still utilize technology centers is that they allow schools to pool resources to make the necessary investments in technology and equipment, from pathway-specific software programs (e.g., AutoCAD, GIS, Photoshop) and hardware (e.g., fabrication tools, x-ray machines, power tools), to technology for project management and communications (e.g., Microsoft Office, Basecamp, WebEx).

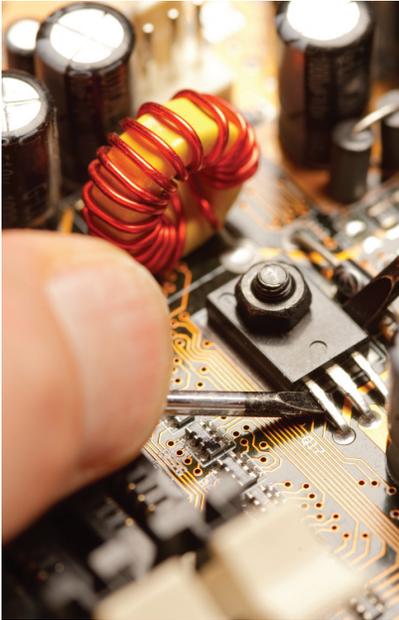
While states continue to grapple with how they can best leverage technology to inform and enhance instruction, CTE has embraced technology from the beginning. Given the expense of technology, many STEM programs can benefit from being integrated into CTE to utilize existing technologies and tools.

### *Integrated and Cross-Disciplinary Knowledge & Skills*

As mentioned above, programs of study – or sequences of courses and experiences – are expected to integrate technical and academic knowledge and skills. Initiatives such as the National Research Center for Career & Technical Education’s Math-in-CTE and Literacy-in-CTE, Linked Learning, and the NASDCTEc-Achieve Task Alignment partnership<sup>17</sup> are all examples of efforts to support the integration of academic and technical teaching and learning.

Additionally, with the Common Core State Standards in English Language Arts/Literacy, adopted by 46 states and Washington DC, CTE educators now have an explicit charge to bring rigorous, grade-level literacy into their courses. States also are engaging CTE educators around the Common Core State Standards in mathematics, although to a lesser extent to date. The NGSS, currently adopted by eight states, should also encourage more academic and technical integration by design, particularly with their inclusion of science and engineering practices.<sup>18</sup>

There is no question that, even without making the connections explicit, there is significant overlap in the knowledge and skills between traditional core academic courses and CTE courses. This is especially true given the increasingly demanding 21st century workplace, which requires more communications, analytical thinking and critical thinking skills than ever before. A benefit of CTE is that it can draw on knowledge and skills from any and all content areas. For example, themed career academies often require students to integrate the CTE area into all of their studies – and vice versa. The New York Harbor School, for example, integrates English, history, science and mathematics into and across its CTE-specific courses.<sup>19</sup>



Another way of considering integration is with respect to content and practices – or the integration of knowledge and its many applications. The Common Career Technical Core, a common set of CTE benchmark standards created by 42 states and two territories, introduce 12 Career Ready Practices which identify the knowledge, skills and dispositions all students, at all learner levels, need to have in order to be ready for careers.<sup>20</sup> It is clear that STEM can support and help foster all of these practices just as CTE does:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

#### ***Access for Typically Underrepresented Students***

A common concern about America’s ability to compete globally in the STEM fields is that too few minority students have access to and are prepared for STEM careers (or the postsecondary education necessary for access to STEM careers).<sup>21</sup> However, CTE is slightly more diverse than the full population of secondary students, providing an entry point and introduction to STEM competencies and skills for more traditionally underserved students, as demonstrated in Table 1.

There are two likely explanations behind the data. For one, “vocational” education was typically a separate (and unequal) track for students who weren’t “college material,” into which certain disadvantaged students were counseled. In the last decade, CTE programs have embraced the goal of preparing students for careers rather than for specific jobs, and efforts are being made in many states and districts to ensure CTE pathways are equally rigorous to more traditional course pathways. The second explanation is simply that CTE is relevant and interesting (i.e., utilizes hands-on learning, technology and interdisciplinary lessons), thus attracting students who may be marginalized in traditional education. In any case, CTE presents an opportunity for engaging more students into STEM careers.

One group making the connection between STEM and CTE is the National Alliance for Partnerships in Equity (NAPE), a coalition of organizations working to ensure gender and racial equality in classrooms and the workplace. NAPE is leading an initiative called STEM Equity, which specifically works to improve opportunities for underrepresented populations in STEM “including STEM-related Career and Technology Education.”<sup>22</sup>



**Table 1: Enrollment in CTE by Race/Ethnicity<sup>23</sup>**

<i>Race/Ethnicity</i>	<i>% of Total 9-12 Enrollment</i>	<i>% of Secondary CTE Participation</i>
ALL.....	100%.....	100%
American Indian/Native American <sup>24</sup> .....	1.2%.....	1.2%
Asian/Pacific Islander/Native Hawaiian.....	5.1%.....	4.3%
Black.....	16.8%.....	17.8%
Hispanic/Latino.....	20.1%.....	20.9%
White.....	56.2%.....	54.1%
Two or More Races/Ethnicities.....	0.6%.....	0.7%

**STEM ACROSS THE CAREER CLUSTERS<sup>®</sup>**

Most of the 16 Career Clusters and related 79 Career Pathways are aligned explicitly to the STEM disciplines and specific STEM careers. For example, within the Agriculture, Food & Natural Resources Career Cluster, students can gain the foundational knowledge and skills to pursue careers in horticulture, animal science, environment science, mechanical engineering or food science, among other areas. Or within the Arts, A/V Technology, & Telecommunications Career Cluster, students can become prepared for careers in graphic or web design, video production, fiber optics and other diverse industries.

Even those Career Clusters individuals might not immediately associate with STEM can help prepare students for careers in the STEM field. For example, students in the Business Management & Administration Career Cluster will gain skills – such as strategies for analyzing information, understanding the life cycle of a research and development (R&D) process, organizational management skills, and so on – that could transfer to running a STEM-focused business. Or, students can learn about science and technology policy, intellectual property and patents, public health issues, and how to conduct statistical analyses to evaluate a policy or program through the Government & Public Administration Career Cluster. All of these skills have grounding in the basic STEM competencies, and have a direct application of knowledge of science, technology, engineering and/or mathematics.

Table 2 provides specific examples of the types of STEM-focused or STEM-related careers students can prepare for by participating in CTE programs aligned to The National Career Clusters Framework. These are just a sampling; there are many more careers – with different levels of education and training required – that could be included in the table. Importantly, every position listed requires some education and training beyond high school, often an associate’s degree or above.

**Table 2: The Career Clusters and Sample Related STEM Careers**

<b>Career Cluster</b>	<b>Samples of Stem Careers<sup>25</sup></b>	<b>Career Cluster</b>	<b>Samples of Stem Careers<sup>25</sup></b>
<b>Agriculture, Food &amp; Natural Resources</b>	<ul style="list-style-type: none"> <li>• Agriculture Technicians</li> <li>• Agriculture Engineers</li> <li>• Forest and Conservation Workers</li> <li>• Foresters</li> <li>• Food Science Technicians</li> <li>• Veterinarians</li> <li>• Marine Biologists</li> <li>• Water Resource Specialists v</li> </ul>	<b>Hospitality &amp; Tourism</b>	<ul style="list-style-type: none"> <li>• Museums/Zoos/Aquariums Personnel</li> <li>• Parks and Gardens Rangers</li> <li>• Brewers</li> <li>• Pastry and Specialty Chefs</li> </ul>
<b>Architecture &amp; Construction</b>	<ul style="list-style-type: none"> <li>• Architects</li> <li>• Civil Engineers</li> <li>• Civil Engineering Technicians</li> <li>• Surveyors</li> <li>• Drafters</li> <li>• Cost Estimators</li> </ul>	<b>Human Services</b>	<ul style="list-style-type: none"> <li>• Developmental Psychologists</li> <li>• Personal Trainers</li> <li>• Mental Health Counselors</li> <li>• Massage Therapists</li> </ul>
<b>Arts, A/V Technology &amp; Communications</b>	<ul style="list-style-type: none"> <li>• Graphic Designers</li> <li>• Telecommunications Engineering Specialists</li> <li>• Multimedia Artists &amp; Animators</li> <li>• Audio Technicians</li> </ul>	<b>Information Technology</b>	<ul style="list-style-type: none"> <li>• Programmers</li> <li>• Hardware, Software Engineers</li> <li>• Computer Support Specialists</li> <li>• Information Security Analysts</li> <li>• Database Administrators</li> <li>• Webmasters</li> <li>• Video Game Designers</li> </ul>
<b>Business Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Accountants</li> <li>• Auditors</li> <li>• Operations Research Analysts</li> </ul>	<b>Law, Public Safety, Corrections &amp; Security</b>	<ul style="list-style-type: none"> <li>• Emergency Medical Technicians</li> <li>• Firefighter/Inspectors</li> <li>• Fire-Prevention and Protection Engineers</li> <li>• Brownfield Redevelopment Specialists and Site Managers</li> </ul>
<b>Education &amp; Training</b>	<ul style="list-style-type: none"> <li>• STEM K-12 or postsecondary Teachers</li> <li>• Speech-Language Pathologists</li> <li>• Actuaries</li> <li>• Financial Analysts</li> <li>• Financial Planners</li> <li>• Loan Officers</li> <li>• Investment Bankers</li> </ul>	<b>Manufacturing</b>	<ul style="list-style-type: none"> <li>• Aircraft Mechanics and Service/Avionics Technicians</li> <li>• Automotive Mechanics</li> <li>• Mechanical Engineers</li> <li>• Electronics Engineers</li> <li>• Electronics Engineering Technicians</li> <li>• Wind Turbine Service Technicians</li> <li>• Welders</li> </ul>
<b>Finance</b>		<b>Marketing</b>	<ul style="list-style-type: none"> <li>• Interactive Media Specialists</li> <li>• Market Researchers</li> <li>• Forecasting Managers</li> <li>• Inventory Manager/Analysts</li> </ul>
<b>Government &amp; Public Administration</b>	<ul style="list-style-type: none"> <li>• Patent Officer</li> <li>• Cryptographers</li> <li>• Policy Analysts</li> <li>• Climate Change Analysts</li> <li>• Intelligence Analysts</li> </ul>	<b>STEM</b>	<ul style="list-style-type: none"> <li>• Any/all of careers listed</li> </ul>
<b>Health Science</b>	<ul style="list-style-type: none"> <li>• Physicians</li> <li>• Nurses</li> <li>• Geneticists / Biotechnology Researchers</li> <li>• Biologists</li> <li>• Dietitians and Nutritionists</li> <li>• Dental Hygienists</li> </ul>	<b>Transportation, Distribution &amp; Logistics</b>	<ul style="list-style-type: none"> <li>• Transportation Planners</li> <li>• Transportation Engineers</li> <li>• Occupational Health and Safety Technicians</li> <li>• Transportation Vehicle, Equipment and Systems Inspectors</li> </ul>



### *Green & Sustainability Standards*

Another lens through which to examine how STEM exists across the 16 Career Clusters is to consider the effort led by states to develop Green & Sustainability Standards. The impetus behind this U.S. Department of Education-funded effort was the increase in “green” jobs, particularly at the high and middle skill levels, as well as a recognition that sustainability impacts nearly all industries and employees. This marked the first effort to map such expectations across a common set of CTE standards, the Career Cluster Knowledge & Skills Statements.

The result are four Green & Sustainability standards that apply across all 16 Career Clusters and Career Cluster-specific standards in six areas: Agriculture, Food, & Natural Resources; Architecture & Construction; Information Technology; Manufacturing; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics. These six areas were identified as those being the most likely to experience the greatest need for green and sustainability workers.<sup>26</sup>

### **THE STRATEGY**

It should come as no great surprise that a number of states have made an explicit connection between their CTE and STEM policies and programs. Wyoming’s Education Coordinating Council hosted a STEM-CTE Summit in 2012 to plan their strategy comprehensively. Maryland’s Early College Innovation Fund was created to incentivize early college access programs for students pursuing CTE and/or STEM disciplines. Specifically, the Maryland State Department of Education generated competitive grants to fund partnerships of local school systems and higher education institutions to create early college high schools or other forms of early college access; priority is given to those programs that provide students with credentials (in the form of degrees, certificates and certifications, as appropriate) in fields for which there is high demand in Maryland.<sup>27</sup>

### *North Carolina’s Board of Education-Approved STEM Strategy*

Many states have STEM strategies and STEM networks charged with guiding those strategies. It is also quite common for state departments of education – along with state higher education commissions, workforce development agencies, and third-party business-led organizations – to support those networks as full partners. However, North Carolina has taken this one step further; the North Carolina STEM Network is leading a comprehensive STEM strategy that was developed jointly by the North Carolina Department of Public Instruction, the North Carolina Community College System, the North Carolina Science, Mathematics and Technology (SMT) Education Center, UNC General Administration, and Battelle Memorial Institute, and approved by the State Board of Education in 2011.

The NC STEM Network has three major goals:

1. Increasing STEM achievement (e.g., increase student interest and achievement in the STEM areas, and find a common way of measuring STEM attributes of schools, programs and students)
2. Increasing community understanding and support for knowledge-based economy (e.g., partnerships, awareness building)
3. Connecting STEM resources across public-private sectors (e.g., identify return on investment, and scale more effective programs efficiently)

What is striking about these three goals is how closely they resemble the principals for high-quality CTE identified in *Reflect, Transform and Lead: A New Vision for Career Technical Education*, demonstrating the natural connection between STEM and CTE.

To achieve the first goal, the North Carolina Department of Public Instruction and the NC STEM Network created 11 Attributes to assess a quality STEM program in K-12, offered in or out of school. According to the NC STEM Network, this rubric has direct application for analyzing programs more traditionally labeled as “CTE,” as it embraces the elements of high-quality CTE and is, again, well-aligned with the principles identified in the CTE Vision paper. This rubric is a strong tool in any CTE leader’s toolbox as they think about program quality and effectiveness.

### North Carolina STEM School/Program

STEM Attributes * Reference STEM Implementation Rubric	Early →	Developing →	Prepared ●	Model ●
<b>Integrated Science, Technology, Engineering and Mathematics (STEM) curriculum, aligned with state, national, international and industry standards</b>				
1) Project-based learning with integrated content across STEM subjects				
2) Connections to effective in and out-of-school STEM programs				
3) Integration of technology and virtual learning				
4) Authentic assessment and exhibition of STEM skills				
5) Professional development on integrated STEM curriculum, community/industry partnerships and postsecondary education connections				
6) Outreach, support and focus on underserved, especially females, minorities, and economically disadvantaged				
<b>On-going community and industry engagement</b>				
7) A communicated STEM plan is adopted across education, communities and businesses				
8) STEM work-based learning experiences, to increase interest and abilities in fields requiring STEM skills, for each student and teacher				
9) Business and community partnerships for mentorship, internship and other STEM opportunities that extend the classroom walls				
<b>Connections with postsecondary education</b>				
10) Alignment of student’s career pathway with post-secondary STEM program(s)				
11) Credit completion at community colleges, colleges and/or universities **				

\* Prepared or Model measure required for North Carolina STEM High School/ Program  
 \*\* Not required for Elementary or Middle Schools

Another major element of North Carolina’s STEM strategy is to support the development of curriculum in key STEM areas where CTE is not currently filling the need in the state, namely biotechnology and agriscience, energy and sustainability, aerospace security and advanced manufacturing, and health and life sciences. With support from Race to the Top funds, the state is developing four-course sequences in these four content areas. While the courses are being designed as stand-alone sequences, they are intended to be taught either by CTE educators (as part of a CTE program of study) or by science and mathematics teachers. The curricula will be made available through Homebase, North Carolina’s statewide instructional improvement and student information system, allowing any teacher access to the curricula either as a full course or as an instructional resource to help them teach specific course objectives.

According to the former STEM leader within the NC Department of Public Instruction, Rebecca Payne, who also previously served as the State CTE Director, “for STEM to be successful, leadership will need to be taken by CTE. This is a chance for CTE to provide leadership within a school and to help teachers see the application of what they are teaching.”

### ***Michigan STEM Partnership & CTE: Learning that Works for Michigan***

The Michigan STEM Partnership<sup>28</sup> is a statewide, coordinated effort to promote STEM education and industry. Partners include the Michigan Department of Education, the U.S. Army, the Presidents Council for State Universities of Michigan, the Michigan Mathematics and Science Centers Network, Michigan Project Lead the Way, and other business, K-12 and postsecondary representatives.

The MI STEM Partnership's strategy is well-aligned and is inherently supportive of CTE programs and initiatives. Specifically, the Partnership identifies the following strategies:

1. Increase interest/awareness of STEM career opportunities among students, educators, parents, counselors and legislators.
2. Increase engagement and commitment of business and industry in the Partnership.
3. Increase the number of students who graduate from high school, career- or college-ready, without requiring remediation in STEM fields.
4. Increase the number of high school and college graduates in STEM fields.
5. Research and seek local, state and national funding opportunities in order to support the goals of the Partnership. Work statewide and/or with hubs as appropriate to respond to these opportunities.

Patricia Cantu, Michigan's State CTE Director at the Michigan Department of Education, serves as a board member for the STEM Partnership, a working board that meets monthly. Additionally, the CTE: Learning that Works for Michigan logo, which is used by the Michigan Department of Education's Office of Career and Technical Education is also included in the Partners, demonstrating that CTE is not only involved, but has been embraced as part of the STEM strategy.<sup>29</sup>

### ***Ohio's Hybrid Academic and CTE Curricula***

As part of Ohio's Race to the Top award, the state released a Request for Proposal in 2011 entitled "Establishing Career-Technical Education within Ohio's STEM Network through Hybrid Academic and Technical Workforce Curricula." The grant is now being managed by the Ohio Association of Career-Technical Superintendents (OACTS) to facilitate the development of what Tom Applegate, the Executive Director of OACTS, called a "STEM-CTE hybrid curriculum in health informatics."

Ohio chose to develop a four-course program of study in health informatics, as it is a high-demand field that exemplifies the various disciplines within STEM. With an emphasis on the analysis of "big data" at the population level, the analysis of individual health information data, and a patient care component, health informatics draws on statistics, mathematical modeling, computer science and health science. The Ohio Department of Education has developed a template to allow courses, such as these four, to count for simultaneous CTE and academic credit. The initial goal is for each of the four courses to count for up to a quarter credit of statistics, aligned to the Common Core State Standards, with other opportunities for academic and CTE credit to be identified along the way.

Ohio's project is part of the Southern Regional Education Board's (SREB) Advanced Career initiative, and the final curricula will be made available free for all of Ohio's schools. The courses, each of which is comprised of six projects, are being piloted in both technical centers and comprehensive high schools at this time. For more information, see <http://ohioacts.org/informatics.html>.

### **WHERE STEM CAN SUPPORT & ADVANCE CTE**

Just as CTE can be an effective pathway for STEM education, efforts to bolster STEM education across the nation can advance certain CTE programs and goals. Efforts to support STEM and CTE are mutually reinforcing, and there are also advances driven by the STEM reform movement that can help advance CTE, such as:

#### ***Elementary & Middle School Exposure:***

Students rarely have access to CTE before high school; at most, they have access to career exploration opportunities in middle school. Many STEM programs, though, focus on engaging students in the earliest grades. These programs should be connected explicitly to the CTE programs available to those elementary students once they hit secondary school to encourage both higher engagement in the traditional science and mathematics courses as well as higher enrollment in the technical courses.

#### ***Out-of-School Partnerships:***

There is increasing interest in expanding work-based learning opportunities, including, but not limited to internships,<sup>30</sup> but they can be challenging to coordinate, maintain and bring to scale. However, many companies and business organizations have demonstrated a public commitment to increasing our STEM pipeline. Part of this may simply be a communications and marketing tactic, but building the linkages between CTE and STEM to business leaders and employers can impact the availability of work-based learning opportunities for a broader array of students.

Groups like Change the Equation<sup>31</sup> and STEM Connector<sup>32</sup> are engaging a broad base of companies and business leaders around STEM education. In the case of Change the Equation, they are focusing particularly on improving access for girls and students of color who traditionally have been underrepresented in STEM fields. These organizations can serve as both a model for business engagement and also a vehicle for building the bridge between STEM and CTE among the nation's CEOs and business executives.

#### ***Integrated Teaching and Credits***

Finally, a number of states are moving towards integrated teaching or awarding credits to students based on the demonstration of competency in a content area rather than seat time. This not only allows for differentiated instruction based on students' learning styles, but it also encourages more cross-disciplinary teaching and learning.

Related, some states and institutions of higher education have begun offering pre-service and in-service teacher certifications in STEM. These certifications are an effective strategy for getting more CTE teachers certified to teach academic courses and vice versa, as many programs focus on engineering and design principles, which have applications across technical and academic areas. With policies structured strategically, more teachers will be certified and qualified to teach courses that potentially award both CTE and science or mathematics credit (e.g., a biotechnology class that counts towards a biology credit and a CTE credit in health sciences).

### **QUESTIONS FOR CONSIDERATION**

As states and communities consider their STEM initiatives currently underway or in the process of being scaled up, there are some important questions they may ask to ensure they are fully leveraging their CTE efforts and focusing on filling gaps rather than recreating the wheel:

- In what industries are CTE programs of study well-aligned with your state's or region's labor market needs (or, where does your state already have strong education-to-workforce pathways)?
- Based on labor market data, where are there gaps in your state's CTE programs of study (or, where do you need more or stronger education-to-workforce pathways)?
- How can the interdisciplinary professional development occurring under the auspices of STEM education be extended to more (or all) CTE and core academic educators?
- How can STEM-based career guidance be expanded into broader career guidance, which is otherwise under-provided, especially in the earlier grades?
- How can the instructional and/or programmatic tools and resources being created through your state's STEM initiative be integrated or leveraged by CTE educators (and vice versa)?
- What strategies are in place to ensure no barrier is being set up – real or perceived – between “STEM” educators and “CTE” educators?

### **CONCLUSION**

This paper aims to make the case that CTE and STEM need to be better connected at the policy, practice and rhetorical levels, given their shared goals, elements and stakeholders. While the paper contends that CTE needs to be a major element of any state's or community's STEM strategy, it is fair to say that STEM is CTE, given its focus on integrated learning, the application of knowledge and skills, and career preparation. Looking ahead, state and local leaders should work collaboratively to identify where CTE is delivering high-quality STEM skills and competencies successfully, where efforts need to be shored up, and how to best scale those programs with the greatest value to students, employers and our nation.

## FOOTNOTES

- 1 2008 Route to the Top, [http://content.spencerstuart.com/sswebsite/pdf/lib/2008\\_RTTF\\_Final\\_summary.pdf](http://content.spencerstuart.com/sswebsite/pdf/lib/2008_RTTF_Final_summary.pdf)
- 2 To see sample plans of study for STEM programs of study, see <http://www.careertech.org/career-clusters/resources/plans/science.html>
- 3 Change the Equation. Vital Signs: *STEM Help Wanted*. [http://changetheequation.org/sites/default/files/CTEq\\_VitalSigns\\_Supply%20%28%29.pdf](http://changetheequation.org/sites/default/files/CTEq_VitalSigns_Supply%20%28%29.pdf)
- 4 Carnevale, A. et al (Oct. 2011). *STEM*. Center for Education and the Workforce, Georgetown University. <http://cew.georgetown.edu/stem/>
- 5 Rothwell, Jonathan (June 2012). *The Hidden STEM Economy*. The Brookings Institute Metropolitan Policy Program. <http://www.brookings.edu/research/reports/2013/06/10-stem-economy-rothwell>
- 6 Next Generation Science Standards, Appendix I: Engineering Design in the NGSS. [http://nextgenscience.org/sites/ngss/files/Appendix%20I%20-%20Engineering%20Design%20in%20NGSS%20-%20FINAL\\_V2.pdf](http://nextgenscience.org/sites/ngss/files/Appendix%20I%20-%20Engineering%20Design%20in%20NGSS%20-%20FINAL_V2.pdf)
- 7 National Research Council (2012.) *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. [http://www.nap.edu/openbook.php?record\\_id=13165&page=1](http://www.nap.edu/openbook.php?record_id=13165&page=1)
- 8 Tsupros, N., et al (2009). *STEM Education: A Project to Identify the Missing Components*. Intermediate Unit 1: Center for STEM Education and Leonard Gelfand Center for Service Learning and Outreach, Carnegie Mellon University, Pennsylvania.
- 9 For example, see <http://stemtosteam.org/>
- 10 NASDCTEc (2010). *Reflect, Transform, Lead: A New Vision for Career Technical Education*. <http://www.careertech.org/career-technical-education/cte-vision.html>
- 11 For more on the 10 components of a Rigorous Program of Study, as defined by the Carl D. Perkins Career and Technical Education Act of 2006 and the Office of Vocational and Adult Education, see <http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm>
- 12 Kansas Senate Bill 155, [www.kslegislature.org/li\\_2012/b2011\\_12/asures/documents/summary\\_sb\\_155\\_2012.pdf](http://www.kslegislature.org/li_2012/b2011_12/asures/documents/summary_sb_155_2012.pdf)
- 13 For more on Montana's Big Sky Pathways, see <http://mus.edu/BigSkyPathways/>
- 14 The Career Pathways Effect: Linking Education and Economic Prosperity
- 15 For more on SREB's Preparation for Tomorrow, see [www.sreb.org/page/1608/Preparation\\_for\\_Tomorrow.html](http://www.sreb.org/page/1608/Preparation_for_Tomorrow.html)
- 16 For more on Career Technical Student Organizations, see [www.ctsos.org](http://www.ctsos.org)
- 17 For more see [www.nrccte.org/professional-development/math-cte/lesson-plans](http://www.nrccte.org/professional-development/math-cte/lesson-plans); [www.cteliteracylessons.com/](http://www.cteliteracylessons.com/); [http://connectedcalifornia.org/curriculum/integrated\\_units](http://connectedcalifornia.org/curriculum/integrated_units); <http://achieve.org/ccss-cte-workshop-planning-tools>
- 18 For more on the Next Generation Science Standards, see [www.nextgenscience.org](http://www.nextgenscience.org)
- 19 For more, see <http://newyorkharborschool.org/our-curriculum/career-tech-education/>
- 20 For more on the Common Career Technical Core, see [www.careertech.org/cctc.html](http://www.careertech.org/cctc.html)
- 21 Business-Higher Education Forum (2011). *Creating the Workforce of the Future: The STEM Interest and Proficiency Challenge*. [www.bhef.com/sites/bhef.drupalgardens.com/files/brief\\_2011\\_stem\\_inerest\\_proficiency.pdf](http://www.bhef.com/sites/bhef.drupalgardens.com/files/brief_2011_stem_inerest_proficiency.pdf)
- 22 For more on The National Alliance for Partnerships in Equity's STEM Equity project, see <http://www.napequity.org/stem/>
- 23 Data from an analysis of National Center on Education Statistics (NCES), Common Core of Data 2008-09 (<http://nces.ed.gov/ccd/bat/>) and the U.S. Department of Education's Report to Congress on State Performance on the Carl D. Perkins Career and Technical Education Act Program Year 2009-10 ([http://cte.ed.gov/docs/Rpt\\_to\\_Congress/Perkins\\_RTC\\_2009-10.pdf](http://cte.ed.gov/docs/Rpt_to_Congress/Perkins_RTC_2009-10.pdf)).
- 24 The Carl D. Perkins Career and Technical Education Act: Report to Congress on State Performance disaggregates student participation data by 1997 and 1977 race/ethnicity definitions; for purpose of clarity, this report condenses overlapping race/ethnicity categories.
- 25 Drawn from O\*NET Online: <http://www.onetonline.org/find/stem?t=0>
- 26 For an overview of the Green & Sustainability Standards and all relevant resources, see [http://cteworks.careertech.org/media/flash\\_module/story.html](http://cteworks.careertech.org/media/flash_module/story.html)
- 27 For more on Maryland's Early College Innovation Fund see: [www.marylandpublicschools.org/NR/rdonlyres/EBA86073-1D61-4095-9E11-2D3C43C01F42/35906/EarlyCollegeInnovationFund\\_052013\\_.pdf](http://www.marylandpublicschools.org/NR/rdonlyres/EBA86073-1D61-4095-9E11-2D3C43C01F42/35906/EarlyCollegeInnovationFund_052013_.pdf)
- 28 For more on the Michigan STEM Partnership, see <http://mistempartnership.com/>
- 29 The Michigan STEM Partnership's 2013 Strategic and Operational plan: <http://mistempartnership.com/documents/MSP%20Strategic%20and%20Operational%20plan%202013.rtf>
- 30 Alliance for Excellent Education & NASDCTEc (Oct 2012). *Promoting Work-Based Learning: Efforts in Connecticut and Kentucky*. <http://all4ed.org/wp-content/uploads/2013/06/WorkBasedLearningCT-KY.pdf>
- 31 For more on Change the Equation, see <http://changetheequation.org/>
- 32 For more on STEM Connector, see <http://www.stemconnector.org/>

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** March 17, 2015

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the March 17, 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.

March 17 <sup>th</sup> , 2015 Carbon CSD #2 Boardroom 315 North 1 <sup>st</sup> Street, Saratoga Work/Business Session		
	Breakfast on Your Own	
10:00 a.m. – 10:15 a.m.	Call to Order & Pledge of Allegiance	
10:15 a.m. – 12:15 p.m.	Board Reports from SBE Coordinator and WDE to include: <ul style="list-style-type: none"> <li>• February Meeting Follow-Up</li> <li>• Legislative Update</li> <li>• Stakeholder Committee to Review Assessment Options- Deb Lindsey</li> <li>• Wyoming School Comprehensive Plan</li> <li>• Growth &amp; Achievement Reports- Mike Flicek</li> </ul>	Tab A
		Tab B
		Tab C
		Tab D
12:15 p.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 2:00 p.m.	Continuation of Reports	
2:00 p.m. – 2:15 p.m.	Break	
2:15 p.m. - 3:00 p.m.	<b>State Board of Vocational Education</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Approval of Agenda</li> <li>• Minutes February 6, 2015</li> <li>• Please refer to agenda in packet</li> <li>• Public Comment</li> </ul>	Tab E
		Tab F
		Tab G-H
3:00 p.m. - 3:15 p.m.	<b>State Board of Education</b> <ul style="list-style-type: none"> <li>• Call to order</li> <li>• Approval of agenda</li> <li>• Minutes October 9, 2014 February 6, 2015</li> <li>• Treasurer's report</li> </ul>	Tab I
		Tab J
		Tab K
3:15 p.m. – 6:15 p.m.	Action Items: <ul style="list-style-type: none"> <li>• SBE Committee Assignments- 45 mins</li> </ul>	Tab L

	<ul style="list-style-type: none"> <li>• Mind Mixer- 30 mins</li> <li>• PJP Facilitator Contract- Paige Fenton Hughes- 15 mins</li> <li>• Wyoming School Comprehensive Plan- Bill Pannell -15 mins</li> <li>• Hot Springs CSD #1 BOCES Agreement- Mackenzie Williams- 15 mins</li> <li>• Next Meetings- 30 mins</li> <li>• Pending Action Items</li> </ul>	Tab M Tab N Tab O Tab P
	Other Issues, Concerns, Discussion, & Public Comment:	
<b>March 18<sup>th</sup>, 2015</b> <b>Carbon CSD #2 Boardroom</b> <b>315 North 1<sup>st</sup> Street, Saratoga</b> <b>Work Session</b>		
	Breakfast on Your Own	
8:00 a.m. – 12:00 p.m.	Collaborative Council- Mark Stock	

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** March 17, 2015

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the State Board of Education meeting on October 9, 2014 and February 6, 2015

**SUPPORTING INFORMATION ATTACHED:**

- Minutes of October 9, 2014
- Minutes of February 6, 2015

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

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

WYOMING STATE BOARD OF EDUCATION  
February 6, 2015  
LCSD #1 Training Room  
2810 House Ave, Cheyenne, Wyoming

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

Members absent: Ken Rathbun & Jillian Balow

Also present: Chelsie Oaks, WDE; Kathy Scheurman, WEA; Gerry Nolan, Fremont CSD #2; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG)

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CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 10:35 a.m.

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

APPROVAL OF AGENDA

Scotty Ratliff moved to approve the agenda as presented, seconded by Joe Reichardt; the motion carried.

APPROVAL OF MINUTES

Minutes from the October 13, 2014 & November 14, 2014 State Board of Education meetings were presented for approval.

Scotty Ratliff moved that the minutes be approved, seconded by Kathy Coon; the motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer for the Board, Pete Gosar, discussed with the Board the budget review and budget revision included in the packet. The Treasurer noted that the blue increases and the red increases do not add up, it was just a clerical error.

Scotty Ratliff moved to approve the Treasurer's Report with the ending balance of \$664,788.64, Joe Reichardt seconded; the motion carried.

## NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Belenda Willson serves on the leadership committee with NASBE and recently attended a meeting in D.C. What she found most interesting is the difference in state boards of education around the nation.

Paige Fenton Hughes, SBE Coordinator, presented to the Board for approval, the NASBE grant applications. She reviewed the process of how applications are selected and noted the importance of showing that Wyoming is in the game.

Belenda Willson moved that the grants be submitted to NASBE, Scotty Ratliff seconded.

Sue Belish thought it was great that Belenda and Paige are involved with NASBE.

The motion carried.

## REQUEST FOR PROPOSAL FOR COMMUNICATION

Paige Fenton Hughes reviewed the request for proposal (RFP) and what a contract would look like with the Trustees. The Board would work with a firm to create a plan and then sit down with the Wyoming Department of Education (WDE) and see what the Department can deliver on, then the items that the WDE cannot fulfill would be contracted out with a firm.

The Board discussed concerns, it was noted that the RFP does not obligate the Board to having to contract with a firm and does not prevent partnering with the Department.

Sue Belish moved that the Wyoming State Board of Education go forward with the RFP as written, Kathryn Session seconded; the motion carried.

## RULES AND REGULATIONS DRAFTING

Paige Fenton Hughes discussed with the Board the need to move forward with rules and regulations drafting. She proposed the Board enter into a contract with a contractor to complete the task and the contract amount have a cap of \$7,500.

Board attorney, Mackenzie Williams, shared with the Board that the Attorney General's Office does not write the rules, just reviews them. Additionally, every agency does its own rules differently.

Sue Belish does not want to set a precedence that the State Board always pay for rule making.

Mackenzie Williams discussed that contracting with an outside contractor for rule drafting is a rarity, and would not become the precedence.

Trustee Belish moved to move forward with a contract for drafting rules and regulations related to state board tasks and duties as mandated by Wyoming state statute, seconded by Kathy Coon; the motion carried.

## BILLS

Coordinator for the SBE, Paige Fenton Hughes, asked the Board to let her know if it had any additional questions from the prior day's review of legislative bills.

Kathy Coon asked if the Board felt it was necessary to meet again before the legislative session ended on March 6th.

Ron Micheli noted the importance to schedule more one-on-one time with legislators but didn't think it was necessary to hold another meeting. He also mentioned, the SBE Coordinator is wonderful about fostering those relationships.

## ELECTION OF OFFICERS

Joe Reichardt, chairman of the nominating committee, briefly discussed the nominating and voting process.

Scotty Ratliff requested that his nomination for chair be removed, he felt the chairmanship would take more time and commitment than he has.

State Board of Education members submitted their ballots.

Pete Gosar was elected the chairman. Kathy Coon was elected for vice-chair and Kenny Rathbun was elected treasurer.

Ron Micheli gave the oath of office to Pete Gosar.

## NEXT MEETING

The Board decided that a Doodle Poll would be sent out to members to find the best date for the Board to meet next.

## SUPERVISORY COMMITTEE REPORT

Kathy Coon, chair of the supervisory committee, briefly discussed the memo provided in the packet on the evaluation of the SBE Coordinator's work. She offered if the whole Board wanted Paige's updates she could share those with everyone.

## OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

Joe Reichardt is thanked for his service to the Board and given a plaque and a gift.

Ron Micheli is thanked for his service as Board chair and given a plaque.

Kathy Scheurman, WEA, thanked Joe for his service.

The State Board of Education adjourned at 12:37 p.m.

WYOMING STATE BOARD OF EDUCATION  
October 9, 2014  
Fremont CSDD #25 Boardroom  
Riverton, Wyoming

Wyoming State Board of Education members present: Ron Micheli, Scotty Ratliff, Ken Rathbun, Belenda Willson, Sue Belish, Cindy Hill, Kathy Coon, Kathryn Sessions and Walt Wilcox

Members absent: Pete Gosar, Hugh Hageman, Jim Rose and Joe Reichardt

Also present: Chelsie Oaks, WDE; Paige Fenton Hughes, SBE Coordinator; Nicholas Bellack, PTSB; Kathy Scheurman, WEA; Dustin Hunt, Hot Spring CSD #1; Janet Philp, Hot Springs CSD #1; Kevin Mitchell, Park CSD #1; Pari Swanson, WDE; Laurie Hernandez, WDE; Sam Shumway, WDE; Mackenzie Williams, Attorney General's Office (AG)

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#### CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:40 a.m.

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

#### APPROVAL OF AGENDA

Scotty Ratliff moved to approve the agenda, seconded by Walt Wilcox; the motion carried.

#### APPROVAL OF MINUTES

Minutes from the September 4, 2014 State Board of Education meeting were presented for approval.

Scotty Ratliff moved that the minutes be approved, seconded by Kathryn Sessions; the motion carried.

#### APPROVAL OF TREASURER'S REPORT

Chelsie Oaks, Executive Secretary for the Board, gave a brief overview of the Board's current budgets and what upcoming expenditures it will have.

Walt Wilcox moved to approve the Treasurer's Report with the ending balance of \$208,957.83; Ken Rathbun seconded; the motion carried.

#### SBE UPDATES

State Board of Education Coordinator, Paige Fenton Hughes, presented on the memo in the Board packet.

Firstly, on the proposed content and performance standards review and adoption process. The Board discussed having the standards reviewed every 8 years instead of 5 years.

Jo Ann Flanagan from Fremont CSD #25 and Janet Philp from Hot Springs CSD #1 both testified for the change of reviewing the standards every 8 years instead of 5 and to have the review of the different content areas staggered.

Board members felt the districts needed more stability with the review of standards and that standards needed to be reviewed first at local level and then be brought to the State Board of Education.

Secondly, Paige Fenton Hughes reviewed the Board meeting on the Educational Governance Study. The State Board's input mirrored what a state-wide survey concluded.

Lastly, Paige requested the Board think about outreach options and creating long range plans.

## STATE SYSTEM OF SUPPORT

Shelly Andrews, WDE, introduced herself to the Board and discussed her new role at the Wyoming Department of Education (WDE).

She presented a PowerPoint to the Board and invited the Board to join a conference she is holding on October 14, 2014 in Casper.

Belenda Willson doesn't think the WDE has the capacity at this time to fulfill the requirements of the law. She wanted to know what the plan is for that.

Shelly Andrews responded that she does not have a plan for what the next nine to twelve months would look like.

Mrs. Andrews went on to discuss the District Coaches and their development with the districts.

## PROFESSIONAL JUDGMENT PANEL

Dr. Mike Beck, contractor for the SBE, discussed with the Board what process was used for the Professional Judgment Panel (PJP) and presented the data/results from the PJP meeting. Dr. Beck suggested to the Board that a half day boot camp be offered in future PJP meetings to speed up the process on work days.

The communication team at the WDE is working on a release to help the public understand what the data means.

Mike Flicke, WDE, reviewed an example of a school report, the 2013-2013 growth achievement chart and it functions. He noted that there will be a link on the Fusion site, and it is a public report.

Additionally, the PowerPoint in the packet was presented.

A motion to approve the Professional Judgment Panel work and the two reports that were presented is brought by Walt Wilcox and seconded by Kathy Coon; the motion carried.

## OCTOBER 15<sup>TH</sup> REPORT

Paige reviewed the memo provided to the Board in the packet on the October 15<sup>th</sup> report. She discussed with the Board the different sections that will be in the report and the two committees the report would be sent to.

## PARK COUNTY SCHOOL DISTRICT #1 BOUNDARY BOARD CHANGE

Kevin Mitchell, Superintendent Park CSD #1, and Mike O'Donnell, Attorney General's Office, came before on the Board on the Park CSD #1 boundary change.

Mackenzie Williams, attorney for the Board, gave an official opinion to the Board and notified them that this matter has been properly brought before the Board.

Mike and Kevin gave some background information on the issue. They indicated that the funding will be set up as a flow-through funding mechanism and that the district will neither benefit nor suffer because of this proposed change.

Scotty Ratliff moved to approve the Park County School District #1 boundary change, seconded by Sue Belish; the motion carried.

## DISTRICT ASSESSMENT SYSTEM

Shelly Andrews, WDE, presented information on the district assessment work, revised guide books and possible forms for submission. She mentioned that this system is not wanted in the districts because it is a duplication for work that the districts are already doing, but it mandated by law.

Sue Belish moved that the WDE use the form that includes the assurances, alignment piece and that is due to WDE on August 1. The State Board of Education will review the districts submissions when they are brought to it by the department, seconded by Kathryn Sessions; the motion carried.

## CHAPTER 10 RULES UPDATE

Laurie Hernandez, WDE, reviewed the Chapter 10 hearing locations, number of comments and summary of the comments given.

Mackenzie Williams, advised the Board that the changes that have been requested are not substantive changes.

Kathy Coon moved to amend the presented Chapter 10 rules to make the non-substantive requested changes to the standards, seconded by Walt Wilcox; the motion carried.

Kathryn Sessions moved to adopt the Chapter 10 rules as amended, seconded by Sue Belish; the motion carried.

#### OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

Mackenzie Williams notified the Board that the Boundary Board's Final Order have to be filed within ten (10) days of it being approved and that a short special meeting will be to be convened by the Board. The meeting is scheduled for Monday, October 19 at 7 a.m. via teleconference.

Chairman Micheli, requested that the meeting notice be forwarded to Kevin Mitchell and Mike O'Donnell.

Superintendent for Park CSD #1, Kevin Mitchell, commented that he will be using the appeals process for the District Assessment System once created.

Dustin Hunt, Superintendent for Hot Springs CSD #1, commented that the Board will be receiving a BOCES agreement from his district shortly.

Scotty Ratliff thanked both superintendents for attending the meeting and their public comment.

Kathy Sheruman, WEA, invited the Board to participate in the Wyoming Education Coalition

The State Board of Education adjourned at 3:52 p.m.

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE: March 17, 2015**

**ISSUE:** Approval of Treasurer's Report

**BACKGROUND:** The State Board of Education budget for the period ending February 28, 2015 shows a balance of \$547,358.02

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Treasurer's Reports as submitted.

**SUPPORTING INFORMATION ATTACHED:**

- State Board Budget Summary ending February 28, 2015

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

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

# WYOMING DEPARTMENT OF EDUCATION

## State Board of Education

### FY15 Budget

1 JULY 2014 thru 28 Feb 2015

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
<b>Personal Services (100 series)</b>				
Salaries Temporary (0104) [Appr Unit 001]	54,000.00	19,050.00		34,950.00
Employer Paid Benefits (0105) [Appr Unit 001]	6,000.00	1,581.73		4,418.27
Salaries Temporary (0104) [Appr Unit 009]	244,000.00	85,210.99		158,789.01
Employer Paid Benefits (0105) [Appr Unit 009]	6,000.00	7,450.60		(1,450.60)
<b>Supportive Services (200 series)</b>				
Office Machines & Equipment Repair (0202.03)	300.00	124.99	0.00	175.01
Teleconference (0203.07)	600.00	347.54	0.00	252.46
Communications Direct Freight (0204.06)	7,240.00	98.00	0.00	7,142.00
Professional Development & Training (0207)	29,610.00	12,735.71	0.00	16,874.29
Advertising (0208)	2,000.00	0.00	0.00	2,000.00
State Board, In-State Travel Reimbursement (0221)	69,415.00	34,825.27	0.00	34,589.73
State Board, Out-of-State Travel Reimbursement (0222)	29,898.00	3,697.92	0.00	26,200.08
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)	1,575.00	925.09	0.00	649.91
Food & Food Service Supplies (0234.00)	6,905.00	216.20	0.00	6,688.80
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	0.00	0.00	0.00
Data Processing & Other Computer Equipment (0242)	1,391.00	932.23	0.00	458.77
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00
Conference Room Rental (0251.04)	1,200.00	600.00	0.00	600.00
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
<b>Data Processing Charges (0400 series)</b>				
A&I Telecommunications (0420)	3,531.00	1,814.11	0.00	1,716.89
<b>Professional Services (0900 series)</b>				
Contract Services (0901) [Appr Unit 001]	65,341.00	7,198.89	8,005.91	50,136.20
Contract Services (0901) [Appr Unit 009]	200,000.00	0.00	0.00	200,000.00



**WYOMING DEPARTMENT OF EDUCATION**  
**State Board of Education**  
**FY15 Biennium Budget**  
**Personal Services (100 series) [Appr Unit 001]**

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
18-Dec-2014	Salaries	300.00
18-Dec-2014	Salaries	4,500.00
30-Jan-2015	Salaries	1,050.00
30-Jan-2015	Salaries	4,200.00
30-Jan-2015	Salaries	5,400.00
24-Feb-2015	Salaries	3,600.00
<b>TOTAL</b>		<b>19,050.00</b>

**WYOMING DEPARTMENT OF EDUCATION**  
**State Board of Education**  
**FY15 Biennium Budget**  
**Personal Services (100 series) [Appr Unit 009]**

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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
<b>TOTAL</b>		<b>85,210.99</b>



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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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
<b>TOTAL</b>		<b>7,450.60</b>

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

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

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<b>TOTAL</b>		<b>124.99</b>
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**WYOMING DEPARTMENT OF EDUCATION**  
**State Board of Education**  
**FY15 Biennium Budget**  
**Utilities (0203)**

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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

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**TOTAL 347.54**

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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

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**TOTAL    98.00**

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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
<b>TOTAL</b>		<b>12,735.71</b>

**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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**WYOMING DEPARTMENT OF EDUCATION**  
**State Board of Education**  
**FY15 Biennium Budget**  
**State Board In-State Travel Reimbursement (0221)**

DATE	DESCRIPTION	AMOUNT
17-Jul-2014	Willson, Belenda - Mileage for SBE Meeting	99.68
17-Jul-2014	Willson, Belenda - Mileage for SBE Meeting	99.68
17-Jul-2014	Willson, Belenda - Per Diem for SBE Meeting	109.00
17-Jul-2014	Per Diem for SBE Meeting	218.00
17-Jul-2014	Oaks, Chelsie - M&IE/Rawlins, WY	34.50
17-Jul-2014	Oaks, Chelsie - M&IE/Rawlins, WY	69.50
17-Jul-2014	Oaks, Chelsie - Lodging/Rawlins, WY	179.28
17-Jul-2014	Reichardt, Gerald - Mileage for SBE Meeting	87.92
17-Jul-2014	Reichardt, Gerald - Mileage for SBE Meeting	87.92
17-Jul-2014	Reichardt, Gerald - Per Diem for SBE Meeting	109.00
17-Jul-2014	Reichardt, Gerald - Per Diem for SBE Meeting	218.00
17-Jul-2014	Hageman, Hugh - Per Diem for SBE Meeting	109.00
17-Jul-2014	Hageman, Hugh - Mileage for SBE Meeting	113.12
17-Jul-2014	Hageman, Hugh - Mileage for SBE Meeting	113.12
17-Jul-2014	Hageman, Hugh - Per Diem for SBE Meeting	218.00
17-Jul-2014	Micheli, Joseph - Mileage for SBE Meeting	100.24
17-Jul-2014	Micheli, Joseph - Mileage for SBE Meeting	100.24
17-Jul-2014	Micheli, Joseph - Per Diem for SBE Meeting	109.00
17-Jul-2014	Micheli, Joseph - Per Diem for SBE Meeting	218.00
17-Jul-2014	Sessions, Kathryn - Mileage for SBE Meeting	83.44
17-Jul-2014	Sessions, Kathryn - Mileage for SBE Meeting	83.44
17-Jul-2014	Sessions, Kathryn - Per Diem for SBE Meeting	109.00
17-Jul-2014	Sessions, Kathryn - Per Diem for SBE Meeting	218.00
17-Jul-2014	Coon, Kathy - Mileage for SBE Meeting	58.24
17-Jul-2014	Coon, Kathy - Mileage for SBE Meeting	58.24
17-Jul-2014	Coon, Kathy - Per Diem for SBE Meeting	109.00
17-Jul-2014	Coon, Kathy - Per Diem for SBE Meeting	218.00
17-Jul-2014	Rathbun, Kenneth - Per Diem for SBE Meeting	109.00
17-Jul-2014	Rathbun, Kenneth - Mileage for SBE Meeting	175.84
17-Jul-2014	Rathbun, Kenneth - Mileage for SBE Meeting	175.84
17-Jul-2014	Rathbun, Kenneth - Per Diem for SBE Meeting	218.00
17-Jul-2014	Gosar, Pete - Mileage for SBE Meeting	56.00
17-Jul-2014	Gosar, Pete - Mileage for SBE Meeting	56.00
17-Jul-2014	Gosar, Pete - Per Diem for SBE Meeting	109.00
17-Jul-2014	Gosar, Pete - Per Diem for SBE Meeting	218.00
17-Jul-2014	Ratliff, Scott - Mileage for SBE Meeting	68.88
17-Jul-2014	Ratliff, Scott - Mileage for SBE Meeting	68.88
17-Jul-2014	Ratliff, Scott - Per Diem for SBE Meeting	109.00
17-Jul-2014	Ratliff, Scott - Per Diem for SBE Meeting	218.00
17-Jul-2014	Wilcox, Walt - Mileage for SBE Meeting	65.52
17-Jul-2014	Wilcox, Walt - Mileage for SBE Meeting	65.52
17-Jul-2014	Wilcox, Walt - Per Diem for SBE Meeting	109.00
17-Jul-2014	Wilcox, Walt - Per Diem for SBE Meeting	218.00
21-Jul-2014	Williams, Mackenzie - M&IE/Rawlins, WY	34.50
21-Jul-2014	Williams, Mackenzie - M&IE/Rawlins, WY	69.50
21-Jul-2014	Williams, Mackenzie - Lodging/Rawlins, WY	179.28
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Rawlins, WY	34.50
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Casper, WY	69.00
28-Jul-2014	Fenton-Hughes, Paige - M&IE/Rawlins, WY	69.50
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Rawlins, WY	70.00
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Rawlins, WY	70.00
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Casper, WY	83.16
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Cheyenne, WY	91.30
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Cheyenne, WY	91.30
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
28-Jul-2014	Fenton-Hughes, Paige - Lodging/Rawlins, WY	179.28
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
28-Jul-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
31-Jul-2014	Fenton-Hughes, Paige - M&IE/Casper, WY	115.00
31-Jul-2014	Fenton-Hughes, Paige - Lodging/Casper, WY	162.00
31-Jul-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
7-Aug-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	69.00
7-Aug-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	163.85
7-Aug-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
20-Sep-2014	Willson, Belenda - Per Diem for SBE Meeting	109.00
20-Sep-2014	Willson, Belenda - Mileage for SBE Meeting	145.60
20-Sep-2014	Hageman, Hugh - Per Diem for SBE Meeting	109.00
20-Sep-2014	Hageman, Hugh - Mileage for SBE Meeting	144.48
20-Sep-2014	Sessions, Kathryn - Per Diem for SBE Meeting	109.00
20-Sep-2014	Sessions, Kathryn - Mileage for SBE Meeting	199.36

20-Sep-2014	Coon, Kathy - Per Diem for SBE Meeting	109.00
20-Sep-2014	Coon, Kathy - Mileage for SBE Meeting	116.48
20-Sep-2014	Rathbun, Kenneth - Per Diem for SBE Meeting	109.00
20-Sep-2014	Rathbun, Kenneth - Mileage for SBE Meeting	220.64
20-Sep-2014	Ratliff, Scott - Per Diem for SBE Meeting	109.00
20-Sep-2014	Ratliff, Scott - Mileage for SBE Meeting	134.40
20-Sep-2014	Wilcox, Walt - Per Diem for SBE Meeting	54.50
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Jackson, WY	179.20
22-Sep-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
6-Oct-2014	Oaks, Chelsie - M&IE/Casper, WY	174.00
6-Oct-2014	Oaks, Chelsie - Lodging/Casper, WY	398.51
6-Oct-2014	Reichardt, Gerald - Per Diem for SBE Meeting Casper-9/4/14	109.00
6-Oct-2014	Reichardt, Gerald - Mileage for SBE Meeting Casper-9/4/14	122.08
6-Oct-2014	Fenton-Hughes, Paige - M&IE/Cheyenne, WY	104.00
6-Oct-2014	Fenton-Hughes, Paige - Mileage/Casper, WY	162.40
6-Oct-2014	Fenton-Hughes, Paige - M&IE/Casper, WY	174.00
6-Oct-2014	Fenton-Hughes, Paige - Mileage/Cheyenne, WY	304.64
6-Oct-2014	Fenton-Hughes, Paige - Lodging/Casper, WY	332.64
16-Oct-2014	Oaks, Chelsie - M&IE/Riverton, WY	69.00
16-Oct-2014	Oaks, Chelsie - Lodging/Riverton, WY	90.47
16-Oct-2014	Coon Kathy - Mileage for PJP Meeting Casper-9/23-25/14	116.48
16-Oct-2014	Coon Kathy - Per Diem for PJP Meeting Casper-9/23-25/14	327.00
16-Oct-2014	Williams, Mackenzie - M&IE/Riverton, WY	69.00
16-Oct-2014	Williams, Mackenzie - Lodging/Riverton, WY	90.47
16-Oct-2014	Belish Suzanne - Mileage for PJP Meeting Casper-9/23-25/14	181.44
16-Oct-2014	Belish Suzanne - Per Diem for PJP Meeting Casper-9/23-25/14	436.00
16-Oct-2014	Wilcox, Walt - Per Diem for PJP & Select Committee Meetings Casper-9/23-	436.00
22-Oct-2014	Willson, Belenda - Mileage for SBE Meeting Riverton-10/9/14	61.60
22-Oct-2014	Willson, Belenda - Per Diem for Select Committee Meeting Casper-9/26/14	109.00
22-Oct-2014	Willson, Belenda - Mileage for Select Committee Meeting Casper-9/26/14	145.60
22-Oct-2014	Willson, Belenda - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Sessions, Kathryn - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Sessions, Kathryn - Mileage for SBE Meeting Riverton-10/9/14	302.40
22-Oct-2014	Coon, Kathryn - Mileage for SBE Meeting Riverton-10/9/14	116.48
22-Oct-2014	Coon, Kathryn - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Rathbun, Kenneth - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Rathbun, Kenneth - Mileage for SBE Meeting Riverton-10/9/14	346.08
22-Oct-2014	Ratliff, Scott - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Belish, Suzanne - Per Diem for SBE Meeting Riverton-10/9/14	218.00
22-Oct-2014	Belish, Suzanne - Mileage for SBE Meeting Riverton-10/9/14	254.24
22-Oct-2014	Wilcox, Walt - Per Diem for SBE Meeting Riverton-10/9/14	218.00
28-Oct-2014	Micheli, Joseph - Per Diem for SBE Meeting Riverton-10/9/14	218.00
28-Oct-2014	Micheli, Joseph - Mileage for SBE Meeting Riverton-10/9/14	239.68
4-Nov-2014	Willson, Belenda - Mileage-In-State/Westminster-Denver, CO	116.48
24-Nov-2014	Willson, Belenda - Mileage for SBE Meeting Clearmont-11/10-12/14	170.24
24-Nov-2014	Oaks, Chelsie - M&IE/Clearmont, WY	74.00
24-Nov-2014	Reichardt, Gerald - Mileage for SBE Meeting Clearmont-11/10-12/14	280.00
24-Nov-2014	Sessions, Kathryn - Mileage for SBE Meeting Clearmont-11/10-12/14	357.28
24-Nov-2014	Coon, Kathy - Mileage for SBE Meeting Clearmont-11/10-12/14	274.40
24-Nov-2014	Rathbun, Kenneth - Mileage for SBE Meeting Clearmont-11/10-12/14	180.32
24-Nov-2014	Gosar, Peter - Mileage for SBE Meeting Clearmont-11/10-12/14	323.68
24-Nov-2014	Belish, Suzanne - Mileage for SBE Meeting Clearmont-11/10-12/14	49.28
24-Nov-2014	Wilcox, Walt - Mileage for SBE Meeting Clearmont-11/10-12/14	157.92
2-Dec-2014	Smith, Paula - M&IE/Clearmont, WY	74.00
15-Dec-2014	Micheli, Joseph - Per Diem For for SBE Meeting Clearmont-11/10-12/14	109.00
15-Dec-2014	Micheli, Joseph - Mileage for SBE Meeting Clearmont-11/10-12/14	489.44
15-Dec-2014	Ratliff, Scott - Per Diem for SBE Meeting Clearmont-11/10-12/14	109.00
15-Dec-2014	Ratliff, Scott - Mileage for SBE Meeting Clearmont-11/10-12/14	231.84
24-Dec-2014	Motor Pool	204.00
12-Jan-2015	Motor Pool	90.00
12-Jan-2015	206MV9572	135.00
12-Jan-2015	Motor Pool	135.00
12-Jan-2015	Motor Pool	390.00
21-Jan-2015	Motor Pool	135.00
21-Jan-2015	Motor Pool	135.00
21-Jan-2015	Motor Pool	300.00
26-Jan-2015	Fenton Hughes, Paige - Mileage/Riverton, WY	28.00
26-Jan-2015	Fenton Hughes, Paige - Mileage/Casper, WY	162.40
26-Jan-2015	Fenton Hughes, Paige - Mileage/Cheyenne, WY	304.64
28-Jan-2015	Motor Pool	180.00
28-Jan-2015	Motor Pool	300.00
3-Feb-2015	Fenton Hughes, Paige - Mileage-In/Denver, CO	304.64
5-Feb-2015	Fenton Hughes, Paige - M&IE/Cheyenne, WY	69.00
5-Feb-2015	Fenton Hughes, Paige - M&IE/Evanston, WY	76.50
5-Feb-2015	Fenton Hughes, Paige - Lodging/Cheyenne, WY	91.30
5-Feb-2015	Fenton Hughes, Paige - Lodging/Evanston, WY	96.12
5-Feb-2015	Fenton Hughes, Paige - M&IE/Cheyenne, WY	115.00
5-Feb-2015	Fenton Hughes, Paige - M&IE/Cheyenne, WY	161.00

5-Feb-2015	Fenton Hughes, Paige - Mileage/Evanston, WY	225.12
5-Feb-2015	Fenton Hughes, Paige - Lodging/Cheyenne, WY 18-20 Jan 2015	241.98
5-Feb-2015	Fenton Hughes, Paige - Mileage/Cheyenne, WY	304.64
5-Feb-2015	Fenton Hughes, Paige - Mileage/Cheyenne, WY	312.80
5-Feb-2015	Fenton Hughes, Paige - Mileage/Cheyenne, WY	312.80
5-Feb-2015	Fenton Hughes, Paige - Lodging/Cheyenne, WY	362.97
12-Feb-2015	Willson, Belenda - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
12-Feb-2015	Willson, Belenda - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	355.35
12-Feb-2015	Reichardt, Gerald - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	80.50
12-Feb-2015	Reichardt, Gerald - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	218.00
12-Feb-2015	Hageman, Hugh - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	119.60
12-Feb-2015	Hageman, Hugh - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	218.00
12-Feb-2015	Micheli, Joseph - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
12-Feb-2015	Micheli, Joseph - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	379.50
12-Feb-2015	Coon, Kathy - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	161.00
12-Feb-2015	Coon, Kathy - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
12-Feb-2015	Rathbun, Kenneth - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	218.00
12-Feb-2015	Rathbun, Kenneth - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	304.75
12-Feb-2015	Fenton Hughes - Paige - M&IE/Jackson, WY 9-11 Dec 2014	140.00
12-Feb-2015	Fenton Hughes - Paige - Mileage/Casper, WY	162.40
12-Feb-2015	Fenton Hughes, Paige - Mileage/Jackson, WY 9-11 Dec 2014	179.20
12-Feb-2015	Fenton Hughes, Paige - M&IE/Cheyenne, WY 25-30 Jan 2015	253.00
12-Feb-2015	Fenton Hughes, Paige - Lodging/Jackson, WY 9-11 Dec 2014	262.82
12-Feb-2015	Fenton Hughes, Paige - Mileage/Cheyenne, WY 25-30 Jan 2015	312.80
12-Feb-2015	Fenton Hughes, Paige - Lodging/Cheyenne, WY 25-30 Jan 2015	659.95
12-Feb-2015	Belish, Suzanne - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
12-Feb-2015	Belish, Suzanne - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	391.00
12-Feb-2015	Wilcox, Walt - Mileage for SBE Meeting 5-6 Feb 2015 Cheyenne	204.70
12-Feb-2015	Wilcox, Walt - Per Diem for SBE Meeting 5-6 Feb 2015 Cheyenne	327.00
27-Feb-2015	Gosar, Pete - Per Diem for SB 2/5/-6/15	218.00
27-Feb-2015	Gosar, Pete - Mileage for SB 2/5/-6/15	56.35
27-Feb-2015	Fenton Hughes, Paige - Lodging 8-12 Feb 2015 Cheyenne	483.96
27-Feb-2015	Fenton Hughes, Paige - Mileage 8-12 Feb 2015 Cheyenne	312.80
27-Feb-2015	Fenton Hughes, Paige - M&IE 8-12 Feb 2015 Cheyenne	207.00
27-Feb-2015	Fenton Hughes, Paige - Lodging 2-6 Feb 2015 Ft Collins, CO/Cheyenne	483.96
27-Feb-2015	Fenton Hughes, Paige - Mileage 2-6 Feb 2015 Ft Collins, CO/Cheyenne	312.80
27-Feb-2015	Fenton Hughes, Paige - M&IE 2-6 Feb 2015 Ft Collins, CO/Cheyenne	207.00

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**TOTAL 34,825.27**

**WYOMING DEPARTMENT OF EDUCATION**

**State Board of Education**

**FY15 Biennium Budget**

**State Board Out-of-State Travel Reimbursement (0222)**

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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

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<b>TOTAL</b>	<b>3,697.92</b>
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**WYOMING DEPARTMENT OF EDUCATION**

**State Board of Education**

**FY15 Biennium Budget**

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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
<b>TOTAL</b>		<b>1,407.84</b>



**WYOMING DEPARTMENT OF EDUCATION**  
**State Board of Education**  
**FY15 Biennium Budget**  
**Supplies-Office Supplies, Printing (0231)**

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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
<b>TOTAL</b>		<b>925.09</b>

















**WYOMING DEPARTMENT OF EDUCATION**

**State Board of Education**

**FY15 Biennium Budget**

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

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
3-Dec-2014	Walgreens - Prizes	76.97

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		<b>TOTAL</b>	<b>76.97</b>
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**WYOMING DEPARTMENT OF EDUCATION**  
**State Board of Education**  
**FY15 Biennium Budget**  
**Awards & Prizes (0271)**

PLEASE ONLY USE 0257 FOR AWARDS

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
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PLEASE ONLY USE 0257 FOR AWARDS

		<b>TOTAL</b>	<b>0.00</b>
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**WYOMING DEPARTMENT OF EDUCATION**  
**State Board of Education**  
**FY15 Biennium Budget**  
**A&I Telecommunications (0420 series)**

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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
<b>TOTAL</b>		<b>1,814.11</b>

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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

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**TOTAL 7,198.89**

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
		0.00

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	<b>TOTAL</b>	<b>0.00</b>
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## Possible State Board of Education Committee Assignments:

- System of support
- Rules and regulations
- Supervision of contracts
- Standards
- Assessment
- Legislative
- PJP
- Definition of Wyoming high school graduate
- Strategic plan
- Collaborative council
- Communication

## Possible additional committees:

- Native American education
- Civics and citizenship competency improvement
- Writing assessment (might be included above)
- Early childhood education opportunities
- Innovative education support, 21<sup>st</sup> Century skills
- Student attendance

# How MindMixer Works

*A Guide to the MindMixer Platform*



# MindMixer Engagement

## Community Action Starts Here

MindMixer offers the nation's largest suite of best-in-class engagement technology. Participants can get engaged in a variety of ways with our interactive, mobile-friendly application. Invite community members to engage in a two-way dialogue with their leaders, vote in polls, and earn rewards. Integrate your site with mobile devices and other social media sites to make it easier than ever for residents to get involved.

The image displays a collage of screenshots from the MindMixer engagement platform. The central screenshot shows a 'Welcome to City of MindMixer' message with a navigation bar (Home, Topics, Activity, About) and a 'Sign Up' / 'Log In' button. Below the welcome message is a 'Park Improvements' poll titled 'What parks around town are in need of structural improvements? Which parks require the most attention?' with a text input field and an 'Add a photo' button. To the left, a 'Rewards Store' sidebar lists three items: a '\$25 voucher for the Farmer's Market' (200 Points, 5 Available), 'Tickets to a performance at the Community Playhouse' (300 Points, 5 Available), and 'Lunch with Mayor Smith' (500 Points, 3 Available). Below the main screenshot, two more topic cards are visible: 'Connecting Our Community' with the question 'How can we create a more connected community?' and 'Enjoying Our Parks' with the question 'How do you enjoy our Parks? Pick your favorite activities at the park.' Both topic cards include a 'My idea is...' input field and a 'See More' button.

# There are Many Ways to Engage

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## Photo Share

Create a visual of the community by asking participants to submit their own photos, or interact on yours in a visual preference survey.



## Instant Poll

Allow participants to select from a list of choices determined and controlled by your site administrators.



## Idea Submissions

Invite participants to submit their own, unique ideas, or support other ideas and leave feedback in the comments field.



## Survey

Offer a comprehensive list of open- or closed-ended questions that participants can answer quickly on a specific subject.



## Challenge

Get citizen solutions to a challenge your community is facing, then take direct action based on participants' votes.



# Client Management Dashboard

## Get the Most Out of Your Engagement Site

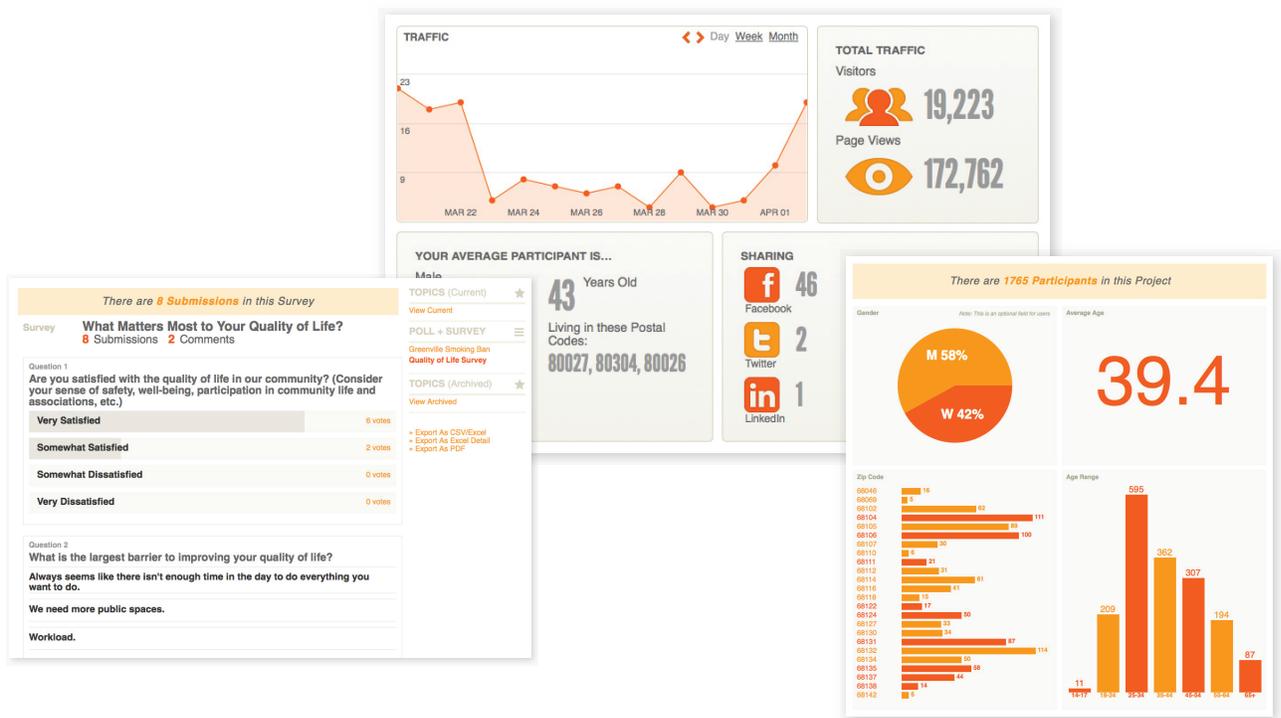
You and your team will be able to craft your community questions and schedule your conversations to optimize engagement, all while keeping your participants up-to-date on the progress their ideas are making. Before you get started, we'll tell you everything you need to know to administer your site and delegate duties to your team, and our helpful step-by-step Onboarding Wizard will do the rest.



# Client Reporting Interface

## Put Your Community's Ideas to Use

MindMixer was conceived by planners, so we know how important it is to measure, report and visualize your engagement data in a usable and meaningful way. Analyze interactions based on participants' age, location, and other attributes and incorporate the most popular and impactful ideas into your final plan. Share the results of your engagement project with the rest of your team with easy-to-download reports.





**Make your community better, together.**

Connect with a MindMixer representative to learn how by visiting [www.mindmixer.com/tour/#signup](http://www.mindmixer.com/tour/#signup).

March 6, 2015

## Wyoming Department of Education Agreement

### CONTACT INFORMATION

Primary Contact: Jillian Balow  
Address: 2300 Capitol Ave.  
Hathaway Building, 2<sup>nd</sup> Floor  
Cheyenne, WY 82002-2060  
Phone: (307) 777-7675  
Email: jillian.balow@wyo.gov  
Billing Email: jillian.balow@wyo.gov

This agreement is entered into by and between Socialmentum, LLC (“Mindmixer”) and the organization identified above (“Client”) and is effective on the date of last signature (“effective date”). This agreement identifies and defines the terms and conditions by which Mindmixer will provide the platform and services described below.

### 1. PLATFORM –WEB APPLICATION

- a. A web application that includes online engagement functionality. This functionality includes, but is not limited to, the ability to ask questions, enable user-generated content, access a content management system and access a reporting dashboard.
- b. Client is responsible for creating and managing site content and interactions with users. MindMixer may reject content assets at sole discretion if content contains obscene material, offensive language, or defamatory remarks about an individual or entity. MindMixer may directly contact users in the event of site security and site updates.
- c. Client is solely responsible for the time and cost associated with content creation and management (i.e., videos, photos, map production, etc.).
- d. Client acknowledges this agreement can provide opportunity for additional departments, entities, agencies or other meaningful groups within the organization to utilize the web application as part of the term, condition and pricing of this agreement.
- e. MindMixer will define naming convention for URL, host Site for operation through the term and work with Client to identify Project Name.

### 2. SERVICE & SUPPORT

- a. Training and support is provided via the web application, email and phone. Training and support resources include, but are not limited to:
  - i. Online engagement best practices;
  - ii. Community case studies; and
  - iii. Twenty-four hour online help desk resources.

### 3. FEES & TERMS (Select Yearly Option)

	<b>5 YEAR</b> <input type="checkbox"/>	<b>4 YEAR</b> <input type="checkbox"/>	<b>3 YEAR</b> <input type="checkbox"/>	<b>2 YEAR</b> <input type="checkbox"/>	<b>1 YEAR</b> <input type="checkbox"/>
Length of Term					
Total Fee	<b>\$52,500</b>	<b>\$50,400</b>	<b>\$44,100</b>	<b>\$33,600</b>	<b>\$21,000</b>
Average Annual Fee	\$10,500	\$12,600	\$14,700	\$16,800	\$21,000
Total Savings*	(50% discount) \$52,500	(40% discount) \$33,600	(30% discount) \$18,900	(20% discount) \$8,400	

a. Term:

- i. Begins on the effective date.
- ii. Ends at the expiration of the selected term length.

b. Billing:

- i. Begins on the effective date.
- ii. Total Fee invoiced on the effective date.
- iii. Fees due to MindMixer will be payable within 30 days of receipt of the applicable invoice.
- iv. Payments of Fees to be made in US Dollars via check to MindMixer at 1735 Baltimore Ave., Kansas City, MO 64108. Credit card and ACH payments are accepted upon request.

- c. At conclusion of this agreement, this contract will automatically renew on an annual basis. Pricing will be based on the average annual contract amount of the original agreement, subject to an increase of no more than 5%. This renewal will go into effect unless written notice is received 30 days prior to anniversary date.

This offer (pricing, terms, details) is valid until **March 25, 2015**. If not signed prior to this date, then this offer expires and a new agreement will be required.

**ACCEPTED AND AGREED TO BY:**

\_\_\_\_\_, "CLIENT"

SOCIALMENTUM, LLC., "MINDMIXER"

By: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_





# WYOMING

## State Board of Education

Hathaway Building, 2nd Floor  
2300 Capitol Avenue  
Cheyenne, Wyoming 82002-0050  
(307) 777-6213 • (307) 777-6234 FAX

PETE GOSAR  
*Chair, Laramie*

KATHY COON  
*Vice Chair, Lusk*

KEN RATHBUN  
*Treasurer, Sundance*

JILLIAN BALOW  
*State Superintendent*

SUE BELISH  
*Ranchester*

NATE BREEN  
*Cheyenne*

HUGH HAGEMAN  
*Fort Laramie*

RON MICHELI  
*Fort Bridger*

SCOTTY RATLIFF  
*Riverton*

JIM ROSE  
*Ex-Officio, CCC*

KATHRYN SESSIONS  
*Cheyenne*

WALT WILCOX  
*Casper*

BELENDIA WILLSON  
*Thermopolis*

CHELSIE OAKS  
*Executive Assistant*

### MEMORANDUM

TO: Fiscal/Purchasing/Procurement Services

FROM: Paige Fenton Hughes, SBE Coordinator

DATE: March 10, 2015

SUBJECT: Bid waiver request—Standards setting and Professional Judgment Panel consultant

The Wyoming Accountability in Education Act authorized the Wyoming State Board of Education to contract with an expert consultant to advise and support the board in conducting a professional judgment panel meeting and in preparing a report to the Select Committee on Statewide Education Accountability. For the past three years, the State Board of Education has contracted with Dr. Michael D. Beck of Pleasantville, New York to lead the preparation for and facilitation of the Professional Judgment Panel that sets the standards for school-level accountability as outlined in the legislation. Dr. Beck works collaboratively with the Wyoming Department of Education in planning for the standards-setting meeting, determining what information will be presented to the Professional Judgment Panel, and in preparing and presenting the state board and legislative committee reports. Dr. Beck also facilitates the training and meetings of the Professional Judgment Panel.

Dr. Beck is a nationally renowned expert in a narrow field, has developed a professional working relationship with the professional judgment panel members with the department of education staff, knows the procedures for managing the standards setting process, and has worked closely with the legislative committees. The state board cannot find another person with this particular skill set and the extensive background and experience developed working in Wyoming for the past three years on this particular project. For this reason, the State Board of Education wishes to enter into another contract with Dr. Beck.

If you have questions, please contact me at 307.349.4506 or [paige.fentonhughes@gmail.com](mailto:paige.fentonhughes@gmail.com). Thanks so much.

**CONTRACT BETWEEN  
THE WYOMING STATE BOARD OF EDUCATION  
AND  
DR. MICHAEL D. BECK**

1. **Parties.** The parties to this Contract are the Wyoming State Board of Education (Agency), whose address is: 2300 Capitol Avenue, Cheyenne, Wyoming 82002, and Dr. Michael D. Beck (Contractor), whose address is: 35 Guion Street, Pleasantville, New York, 10570.
2. **Purpose of Contract.** The purpose of this Contract is to set forth the terms and conditions by which the Contractor shall lead the preparation for and facilitation of the Professional Judgment Panels that will set the standards for school-level accountability as outlined in the Wyoming Accountability in Education Act. Further, the Contractor will support the Wyoming State Board of Education in preparing a report for the Select Committee on Statewide Education Accountability by October 15 of each year of the contract. The Contractor will review the work of the Wyoming Department of Education and determine what information will be presented to the Professional Judgment Panel, facilitate the training and meetings of the Professional Judgment Panel, help prepare and present the report to the Select Committee on Statewide Education Accountability and the Joint Education Interim Committee, and prepare a summary report.
3. **Term of Contract and Required Approvals.** This Contract is effective when all parties have executed it and all required approvals have been granted (Effective Date). The term of the Contract is from June 15, 2015 through June 14, 2017. All services shall be completed during this term.

This Contract may be renewed once by agreement of both parties in writing and subject to the required approvals. There is no right or expectation of renewal and any renewal will be determined at the discretion of the Agency.

By law, contracts for professional or other services must be approved as to form by the Attorney General and approved by A&I Procurement, Wyo. Stat. § 9-1-403(b)(v), and all contracts for services costing over one thousand, five hundred dollars (\$1,500.00) must be approved by the Governor or his designee, Wyo. Stat. § 9-2-1016(b)(iv).

4. **Payment.** The Agency agrees to pay the Contractor for the services described in Attachment A, which is attached to and made part of this Contract by this reference. Total payment under this Contract shall not exceed thirty eight thousand eight hundred fifty dollars (\$38,850). Payment shall be made upon completion of all deliverables as outlined in Attachment A. Payment shall be made upon submission of invoice pursuant to Wyo. Stat. § 16-6-602. No payment shall be made for work performed before the Effective Date of this Contract. Contractor shall submit invoices in sufficient detail to ensure that payments may be made in conformance with this Contract. Should the Contractor fail to perform in a manner consistent with the terms and conditions set forth in this Contract, payment under this Contract may be withheld until such time as the Contractor performs its duties and responsibilities to the satisfaction of Agency.

No travel will be paid under this contract. The Contractor shall pay all costs and expenses incurred by Contractor or on its behalf in connection with Contractor's performance and compliance with all Contractor's obligations under this Contract.

5. **Responsibilities of Contractor.** The Contractor agrees to provide the services described in Attachment A, which is attached to and made a part of this Contract by this reference.

6. **Responsibilities of Agency.** The Agency agrees to:

A. Pay Contractor in accordance with Section 4 above.

B. Cooperate with the contractor to provide the information and data necessary to present to the Professional Judgment Panels and to complete the Wyoming State Board of Education report to the Select Committee on Statewide Education Accountability and the Joint Education Interim Committee.

7. **General Provisions.**

A. **Amendments.** Any changes, modifications, revisions, or amendments to this Contract which are mutually agreed upon by the parties to this Contract shall be incorporated by written instrument, executed and signed by all parties to this Contract.

B. **Applicable Law/Venue.** The construction, interpretation, and enforcement of this Contract shall be governed by the laws of the State of Wyoming. The Courts of the State of Wyoming shall have jurisdiction over this Contract and the parties, and the venue shall be the First Judicial District, Laramie County, Wyoming.

C. **Assignment/Contract Not Used as Collateral.** Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set out in this Contract without the prior written consent of the other party. The Contractor shall not use this Contract, or any portion thereof for collateral for any financial obligation without the prior written permission of the Agency.

D. **Audit/Access to Records.** The Agency and its representatives shall have access to any books, documents, papers, electronic data and records of the Contractor which are pertinent to this Contract. The Contractor shall immediately, upon receiving written instruction from the Agency, provide to any independent auditor or accountant all books, documents, papers, electronic data and records of the Contractor which are pertinent to this Contract. The Contractor shall cooperate fully with any such independent auditor or accountant during the entire course of any audit authorized by the Agency.

E. **Availability of Funds.** Each payment obligation of the Agency is conditioned upon the availability of government funds which are appropriated or allocated for the payment of this obligation. If funds are not allocated and available for continued performance of the Contract, the Contract may be terminated by the Agency at the end of the period for which the funds are available. The Agency

shall notify the Contractor at the earliest possible time of the services which will or may be affected by a shortage of funds. No penalty shall accrue to the Agency in the event this provision is exercised, and the Agency shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section. This provision shall not be construed to permit the Agency to terminate this Contract to acquire similar services from another party.

- F. Award of Related Contracts.** The Agency may award supplemental or successor contracts for work related to this Contract. The Contractor shall cooperate fully with other contractors and the Agency in all such cases.
- G. Certificate of Good Standing.** Contractor shall provide to Agency a Certificate of Good Standing verifying compliance with the unemployment insurance and workers' compensation programs before and during performing work under this Contract, if applicable.
- H. Compliance with Laws.** The Contractor shall keep informed of and comply with all applicable federal, state, and local laws and regulations in the performance of this Contract.
- I. Confidentiality of Information.** All documents, data compilations, reports, computer programs, photographs, data and other work provided to or produced by the Contractor in the performance of this Contract shall be kept confidential by the Contractor unless written permission is granted by the Agency for its release. If and when Contractor receives a request for information subject to this Contract, Contractor shall notify Agency within ten (10) days of such request and not release such information to a third party unless directed to do so by Agency.
- J. Entirety of Contract.** This Contract, consisting of seven (7) pages and Attachment A, Action Plan, consisting of three (3) pages, represent the entire and integrated Contract between the parties and supersede all prior negotiations, representations, and agreements, whether written or oral.
- K. Ethics.** Contractor shall keep informed of and comply with the Wyoming Ethics and Disclosure Act (Wyo. Stat. § 9-13-101, *et seq.*) and any and all ethical standards governing Contractor's profession.
- L. Extensions/Renewals.** Nothing in this Contract shall be interpreted or deemed to create an expectation that this Contract will be extended beyond the term described herein. Any extension of this Contract shall be initiated by the Agency and shall be accomplished through a written amendment between the parties entered into before the expiration of the original Contract or any valid amendment thereto, and shall be effective only after it is reduced to writing and executed by all parties to the Contract.
- M. Force Majeure.** Neither party shall be liable for failure to perform under this Contract if such failure to perform arises out of causes beyond the control and without the fault or negligence of the nonperforming party. Such causes may include, but are not limited to, acts of God or the public enemy, fires, floods,

epidemics, quarantine restrictions, freight embargoes, and unusually severe weather. This provision shall become effective only if the party failing to perform immediately notifies the other party of the extent and nature of the problem, limits delay in performance to that required by the event, and takes all reasonable steps to minimize delays. This provision shall not be effective unless the failure to perform is beyond the control and without the fault or negligence of the nonperforming party.

- N. Indemnification.** 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 or malfeasance.
- O. Independent Contractor.** The Contractor shall function as an independent contractor for the purposes of this Contract and shall not be considered an employee of the State of Wyoming for any purpose. Consistent with the express terms of this Contract, the Contractor shall be free from control or direction over the details of the performance of services under this Contract. The Contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the Contractor in fulfilling the terms of this 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 this 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.
- P. Nondiscrimination.** The Contractor shall comply with the Civil Rights Act of 1964, the Wyoming Fair Employment Practices Act (Wyo. Stat. §27-9-105 et seq.), the Americans with Disabilities Act (ADA), 42 U.S.C. §12101, et seq., and the Age Discrimination Act of 1975 and/or any properly promulgated rules and regulations thereto and shall not discriminate against any individual on the grounds of age, sex, color, race, religion, national origin, or disability in connection with the performance under this agreement.
- Q. Notices.** All notices arising out of, or from, the provisions of this Contract shall be in writing either by regular mail, facsimile, e-mail or delivery in person at the address(es) provided under this Contract. Notice provided by facsimile or e-mail shall be delivered as follows:

Agency: The Wyoming State Board of Education, 2300 Capitol Avenue, Cheyenne, Wyoming, 82002; e-mail: [chelsie.oaks@wyo.gov](mailto:chelsie.oaks@wyo.gov); fax number: 307.777.6234.

Contractor: Dr. Michael D. Beck, 35 Guion Street, Pleasantville, New York, 10570; e-mail: [mikebeck@prodigy.net](mailto:mikebeck@prodigy.net); phone: 914.769.5235.

- R. Notice and Approval of Proposed Sale or Transfer.** The Contractor shall provide the Agency with the earliest possible advance notice of any proposed sale or transfer or any proposed merger or consolidation of the assets of the Contractor. Such notice shall be provided in accordance with the notices provision of this Contract. If the Agency determines that the proposed merger, consolidation, sale, or transfer of assets is not consistent with the continued satisfactory performance of the Contractor's obligations under this Contract, then the Agency may, at its option, terminate or renegotiate the Contract.
- S. Ownership and Destruction of Documents/Information.** Agency owns all documents, data compilations, reports, computer programs, photographs, data and other work provided to or produced by the Contractor in the performance of this Contract. Upon termination of services, for any reason, Contractor agrees to return all such original and derivative information/documents to the Agency in a useable format. In the case of electronic transmission, such transmission shall be secured. The return of information by any other means shall be by a parcel service that utilizes tracking numbers. Upon Agency's verified receipt of such information, Contractor agrees to physically and electronically destroy any residual Agency-owned data, regardless of format, and any other storage media or areas containing such information. Contractor agrees to provide written notice to Agency confirming the destruction of any such residual Agency-owned data.
- T. Patent or Copyright Protection.** *The Contractor recognizes that certain proprietary matters or techniques may be subject to patent, trademark, copyright, license, or other similar restrictions, and warrants that no work performed by the Contractor or its subcontractors will violate any such restriction. The Contractor shall defend and indemnify the Agency for any violation or alleged violation of such patent, trademark, copyright, license, or other restrictions.*
- U. Prior Approval.** This Contract shall not be binding upon either party, no services shall be performed under the terms of this Contract, and the Wyoming State Auditor shall not draw warrants for payment on this Contract until this Contract has been reduced to writing, approved as to form by the Office of the Attorney General, filed with and approved by A&I Procurement, and approved by the Governor of the State of Wyoming, or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).
- V. Publicity.** Any publicity given to the projects, programs or services provided herein, including, but not limited to, notices, information, pamphlets, press releases, research, reports, signs, and similar public notices in whatever form,

prepared by or for the Contractor, shall identify the Agency as the sponsoring agency and shall not be released without prior written approval from the Agency.

- W. Severability.** Should any portion of this Contract be judicially determined to be illegal or unenforceable, the remainder of the Contract shall continue in full force and effect, and the parties may renegotiate the terms affected by the severance.
- X. Sovereign Immunity.** The State of Wyoming and Agency do not waive sovereign immunity by entering into this Contract and specifically retain all immunities and defenses available to them as sovereigns pursuant to Wyo. Stat. § 1-39-104(a) and all other applicable law. Designations of venue, choice of law, enforcement actions, and similar provisions should not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Contract shall not be strictly construed, either against or for either party, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.
- Y. Taxes.** 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.
- Z. Termination of Contract.** This Contract may be terminated, without cause, by the Agency upon thirty (30) days written notice. This Contract may be terminated by the Agency immediately for cause if the Contractor fails to perform in accordance with the terms of this Contract.
- AA. Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this Contract shall not be construed so as to create such status. The rights, duties, and obligations contained in this Contract shall operate only between the parties to this Contract and shall inure solely to the benefit of the parties to this Contract. The provisions of this Contract are intended only to assist the parties in determining and performing their obligations under this Contract.
- BB. Time is of the Essence.** Time is of the essence in all provisions of this Contract.
- CC. Titles Not Controlling.** Titles of sections and subsections are for reference only and shall not be used to construe the language in this Contract.
- DD. Waiver.** The waiver of any breach of any term or condition in this Contract shall not be deemed a waiver of any prior or subsequent breach. Failure to object to a breach shall not constitute a waiver.

**THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.**

9. **Signatures.** The parties to this Contract, either personally or through their duly authorized representatives, have executed this Contract on the dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Contract.

**AGENCY:**

The Wyoming State Board of Education

\_\_\_\_\_  
Pete Gosar, Chairman

\_\_\_\_\_  
Date

**CONTRACTOR:**

Dr. Michael D. Beck

\_\_\_\_\_  
Dr. Michael D. Beck, Consultant

\_\_\_\_\_  
Date

**ATTORNEY GENERAL'S OFFICE: APPROVAL AS TO FORM**

\_\_\_\_\_  
S. Jane Caton, Senior Assistant Attorney General

\_\_\_\_\_  
Date

**ATTACHMENT A TO THE  
PROFESSIONAL SERVICES CONTRACT BETWEEN THE STATE BOARD OF EDUCATION AND  
Dr. Michael D. Beck**

Monitoring Agent: SBE Supervisory Committee  
 Organization/Division: State Board of Education  
 Date Action Plan Developed: March 10, 2015  
 Project Timeline From: June 15, 2015 To: June 14, 2017  
 Full Contract Amount: \$ 38,850

<b>Interim Monitoring</b>		
Monitored Dates	Monitoring Agent (Init.)	Amt Paid to Date
November of each year		

**SBE Chairman Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ACTION PLAN**

<b>Goal: To complete a report to the WY Select Committee on Statewide Education Accountability and the Joint Education Interim Committee by October 15 of each contract year</b>								
<b>Deliverables</b>	<b>Target Dates</b>	<b>Was Target Date Met?</b>		<b>Contractor Personnel Involved</b>	<b>Cost Per Deliverable</b>	<b>Measureable Indicators of Deliverable</b>	<b>Is Deliverable Completed</b>	
		<b>Yes</b>	<b>No*</b>				<b>Yes</b>	<b>No*</b>
Review the data inputs provided by the Wyoming Department of Education and offer input as appropriate and serve in a collaborative capacity with WDE	Ongoing through 6.14.2017			Mike Beck		Offer input as appropriate and as requested as the model is developed and materials for the PJP are prepared		
Help plan for and deliver training to the panel	9.15 of each			Mike Beck		Appropriate training is included in the PJP		

members if appropriate	contract year					meeting		
Assist in determining the schedule for the PJP and facilitate the work of the PJP including determining performance levels for each of the indicators as prescribed by statute and determining overall school performance levels for Wyoming schools.	9.30 of each contract year			Mike Beck		Agenda available to the members prior to meeting, and consultant facilitates the entire PJP meeting which produces cut scores and overall performance ratings		
Summarize the work and contribute to the preparation of the final report for the legislative Select Committee on Education Accountability and the Joint Education Interim Committee	10.15 of each contract year			Mike Beck		Share a draft report with the State Board of Education prior to submitting a final draft to the LSO		
Co-present the work to the State Board of Education and the Select Committee	As determined			Mike Beck		Appear in person before the state board and select committee if requested and if possible and appropriate		

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** March 17, 2015

**ISSUE: SCHOOL COMPREHENSIVE PLAN**

**BACKGROUND:**

W.S. 21-2-204(f)(viii) To the extent permitted by law and rule and regulation, plans submitted in compliance with paragraphs (iii) through (vi) of this subsection shall serve to comply with similar requirements administered by the superintendent and the department, and *the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools.*

(ix) In addition to paragraphs (iii) through (viii) of this subsection, *the state board shall administer this subsection as part of school district accreditation* required under W.S.

21 -2-304(a)(i) through (iv) administrative action taken in accordance with W.S.  
21 -2-304(b)(i).

**SUGGESTED MOTION(S)/RECOMMENDATION(S):**

I move adoption of the comprehensive plan proposed and developed by the Wyoming Department of Education and AdvancED as fulfillment of the statutory requirements in W.S.21-2-204(f) for reduction of duplicative information and for administration and as a part of district accreditation.

**SUPPORTING INFORMATION ATTACHED:**

- Draft Comprehensive Plan
- Supporting PowerPoint

**PREPARED BY:** *Chelsie Oaks*

Chelsie Oaks, Executive Assistant

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

# Wyoming School Comprehensive Plan

## **SAMPLE SCHOOL**



**Anywhere, Wyoming**  
**Dr. Anonymous, Principal**

***DRAFT PLAN***

**WYOMING DEPARTMENT OF EDUCATION 3-11-2015**



# PLAN SIGNATURES

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**District Superintendent**

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**District Board Chairman**

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**WAEA School Improvement Representative**

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**Plan Year**



## DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

## COMPREHENSIVE PLAN DIRECTIONS

### Writing Plans

There are three domains: Teaching and Learning, Leadership Capacity and Resource Utilization. For each domain:

#### 1. ASSESS NEEDS

- Read related research, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to rate the level of implementation for each indicator as needs improvement, acceptable, or effective practice, or 1, 2, 3 or 4.
- Indicators rated as **Level 4 on the AdvancED rubric are effective practices**. Indicators rated as **3 are acceptable**. Indicators rated as **1 or 2 are needs improvement**.

#### 2. STATUTORY ASSURANCES

- Review the statutes aligned to the indicators to ensure the school is meeting the requirements of Wyoming statute and applicable Federal statutes. [Statutory authority](#) is included in a separate document.

#### 3. SUMMARY OF PRACTICES

- For indicators marked as Effective Practice, Title 1 Plan and School Improvement Grant (SIG) requirements, schools will write a summary of the school's approach to implementation of the applicable requirements. All schools may have effective practices and all schools may write summaries for any or all indicators, even those not marked as an Effective Practice.

#### 4. IMPROVEMENT PLANS

- Based on the needs identified, write an improvement plan for each domain. All schools are required to complete improvement plans every five years for accreditation. All schools write improvement plans annually if required by state and/or federal statute. At least one of the improvement goals should reflect the intent to improve Wyoming Accountability in Education Act (WAEA) indicator scores.
- Plans for small schools (those that don't receive a school performance rating) should address all WAEA indicators.

### Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will be signed by the district board chairman. Plans for schools that are not meeting expectations after one year must also have approval of the improvement representative.
- Post the signed plan on the district web site in .pdf format or as a view-only shared file.
- Send a link to Accreditation Consultant/Dianne Frazer at the Wyoming Department of Education (WDE) annually by November 1. (Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

### WAEA Improvement Representative Assistance

- The plan template is currently available from WDE in Google Docs and as an Adobe Acrobat Form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.
- Improvement representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).

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# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

<p>The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a></p>	<b>Acceptable</b>
<b>YES</b>	<p>The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)</p>
<b>YES</b>	<p>The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)</p>
<b>YES</b>	<p>Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)</p>
<b>N/A</b>	<p>If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)</p>
<b>N/A</b>	<p>If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)</p>
<b>N/A</b>	<p>If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)</p>

#### Summary of Practices:

## Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. [\(3.2 Rubric\)](#)

**Needs  
Improvement**

### Summary of Practices:

**All Title I Schools:** Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

**SIG Schools:** Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

## Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. [\(3.3 Rubric\)](#)

**Effective  
Practice**

### Summary of Practices:

**SIG Schools:** Explain how teachers differentiate assignments in response to individual student performance on pre-tests and other methods of assessment.

## Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. [\(3.4 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a>	<b>Acceptable</b>
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### Summary of Practices:

**All Title I Schools:** Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

**SIG Schools:** Explain how instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

## Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>Acceptable</b>
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### Summary of Practices:

**SIG Schools:** Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

## Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. <a href="#">(3.7 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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### Summary of Practices:

## Family Engagement (3.8)

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. [\(3.8 Rubric\)](#)

**Acceptable**

**YES**

Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)

### Summary of Practices:

**All Title I Schools:** List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

**All Title I Schools:** If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

**SIG Schools:** Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

## Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. [\(3.9 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. [\(3.10 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a>	Acceptable
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YES	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

### Summary of Practices:

**All Title I Schools:** List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

**SIG Schools:** Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

**SIG Schools:** Describe how the district uses external service providers for key services in SIG schools.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	Acceptable
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YES	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
N/A	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
N/A	The school meets the educational needs of historically underserved populations. (Federal)

### Summary of Practices:

**All Title I Schools:** What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

**SIG Schools:** How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. [\(5.1 Rubric\)](#)

**Acceptable**

**YES**

The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)

**Summary of Practices:**

### Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. [\(5.2 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

### Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. [\(5.3 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. [\(5.5 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Teaching and Learning Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**

## DOMAIN 2: LEADERSHIP CAPACITY

### AdvancED Standard 1: Purpose and Direction

#### Purpose Revision Process (1.1)

<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. <a href="#">(1.1 Rubric)</a></p>	<b>Acceptable</b>
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<b>YES</b>	<p>The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)</p>
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#### Summary of Practices:

#### Culture Based on Shared Values and Beliefs (1.2)

<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. <a href="#">(1.2 Rubric)</a></p>	<b>Acceptable</b>
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#### Summary of Practices:

## School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. <a href="#">(1.3 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
<b>YES</b>	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
<b>YES</b>	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
<b>YES</b>	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

### Summary of Practices:

**All Title I Schools:** Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

## AdvancED Standard 2: Leadership

### Board Policies and Practices (2.1)

**Board Policies and Practices:** The governing body establishes policies and supports practices that ensure effective administration of the school. [\(2.1 Rubric\)](#)

**Acceptable**

**YES**

The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. (Wyoming)

#### Summary of Practices:

### District Board Operations (2.2)

**District Board Operations:** The governing body operates responsibly and functions effectively. [\(2.2 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

### Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [\(2.3 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

**SIG Schools:** Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

## Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. <a href="#">(2.4 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. <a href="#">(2.5 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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**Summary of Practices:**

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. <a href="#">(2.6 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
<b>YES</b>	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
<b>YES</b>	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

**Summary of Practices:**

**SIG Schools:** Explain your teacher and leader evaluation system.

## Leadership Capacity Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**

## DOMAIN 3: RESOURCE UTILIZATION

### Standard 4: Resources and Support Systems

#### Staff Recruiting and Retention (4.1)

<p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. <a href="#">(4.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
--	--------------------------

<p><b>YES</b></p>	<p>The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)</p>
<p><b>YES</b></p>	<p>Instruction is provided by highly qualified teachers (Federal)</p>
<p><b>YES</b></p>	<p>Paraprofessionals meet the requirements of ESEA (Federal)</p>

**Summary of Practices:**

**All Title I Schools:** What strategies are used to attract highly qualified teachers to high need Title I schools?

**SIG Schools:** Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

## Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. <a href="#">(4.2 Rubric)</a>	Acceptable
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YES	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> <li>● ½ Day Kindergarten – 450 hours</li> <li>● Full Day Kindergarten – 900 hours</li> <li>● Elementary – 900 hours</li> <li>● Middle/Jr. High – 1050 hours</li> <li>● High School – 1100 hours (Wyoming)</li> </ul>
YES	<p>On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p>
YES	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> <li>● Wyoming Day, December 10 of each year.</li> <li>● Nellie T. Ross’ birthday, November 29 of each year.</li> <li>● Native American Day, the second Friday in May.</li> <li>● Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>● Constitution Day, September 17 of each year. (Wyoming)</li> </ul>
YES	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
YES	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
YES	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
YES	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
YES	<p>Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)</p>
YES	<p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p>

### Summary of Practices:

**All Title I Schools:** How do you coordinate and integrate federal, state, and local services and programs?

## Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. [\(4.3 Rubric\)](#)

**Acceptable**

<b>YES</b>	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
<b>YES</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
<b>N/A</b>	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)
<b>YES</b>	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
<b>N/A</b>	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
<b>YES</b>	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
<b>YES</b>	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

### Summary of Practices:

## Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. [\(4.4 Rubric\)](#)

**Acceptable**

**YES**

Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)

**Summary of Practices:**

## Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. [\(4.5 Rubric\)](#)

**Acceptable**

**YES**

The school has implemented the district technology plan. (Wyoming)

**Summary of Practices:**

## Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. <a href="#">(4.7 Rubric)</a>	<b>Acceptable</b>
--	-------------------

<b>YES</b>	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
<b>YES</b>	All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

### Summary of Practices:

## Assistance Needed

For assurances marked **NO**, please explain what is preventing your school from meeting the requirement and what support is needed to assist your school in meeting the requirement.

## Resource Utilization Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**

## ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

### Corrective Action Options (Please select at least one option listed)

<b>Option 1:</b> Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation	
<b>Option 2:</b> Extend the school year or school day	
<b>Option 3:</b> Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress	
<b>Option 4:</b> Significantly decrease the management authority at the school	
<b>Option 5:</b> Restructure the internal organization of the school	
<b>Option 6:</b> Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and on (2) how to address the specific issues underlying the school's continued inability to make AYP	<b>X</b>

### Please describe:

- The Corrective Action selected
- Professional Development activities (If option 1 is selected)
- District improvement efforts being implemented to support the corrective action
- How this plan will support current school improvement efforts
- Data that will be used to measure the success of the corrective action

# ESEA RESTRUCTURING PLAN

Required for Title I Schools in School Improvement Status Year 4 (Planning For Restructuring)

## SELECT A RESTRUCTURING OPTION

<b>OPTION 1:</b> Close and Reopen as a Charter School	
<b>OPTION 2:</b> Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress	
<b>OPTION 3:</b> LEA contracts with private management to govern the school	
<b>OPTION 4:</b> Any other major restructuring of the school's governance	<b>X</b>

### Please include:

- Members of Restructuring Planning Committee and Titles/Positions
- Description of the School's Plan for Restructuring
- Description of how Stakeholders were involved in Restructuring Plan
- What data has been used to support selected option?
- Professional development activities
- How the District is supporting the Restructuring Plan
- How this plan will support current School Improvement efforts
- Data that will be used to measure the success and monitor restructuring efforts
- Resources needed to implement this plan
- Major milestones or timelines for plan
- Other Supporting Documentation
- Signatures of the State Superintendent of Public Instruction and the State School Board Chairman



**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** March 17, 2015

**ISSUE:** Approval of BOCES/BOCHES Agreements as stated in Wyoming State Statute §21-20-104(a).

**BACKGROUND:** The Wyoming State Board of Education (“State Board”), pursuant to Wyo. Stat. Ann. § 21-20-104(a), is required to approve any agreement to form a BOCES. “Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education.” Wyo. Stat. Ann. §21-20-104(a).

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the following agreement:

Hot Springs CSD #1 BOCES agreement

**SUPPORTING INFORMATION ATTACHED:**

- Hot Springs BOCES Agreement

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

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

**CONSTITUTION AND BY-LAWS**  
**HOT SPRINGS EARLY CHILDHOOD BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

ARTICLE I

General

Section 1. Name. The name of this organization shall be Hot Springs Early Childhood Board of Educational Cooperative Services a/k/a Hot Springs EC BOCES.

Section 2. Location. The Hot Springs EC Board of Cooperative Educational Services shall be located at 415 Springview Street, Thermopolis, WY 82443.

ARTICLE II

Definitions

As used in this Constitution and the By-Laws appended hereto, unless otherwise specifically noted, the following terms shall have the meaning given herein.

A. "Administrative Director" means the individual hired by the Board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Hot Springs EC board of Cooperative Educational Services.

B. "Board" shall mean the Hot Springs EC Board of Cooperative Educational Services composed of Directors representing each member District.

C. "Director" shall mean the member selected by the member District to serve on the Hot Springs EC Board of Cooperative Educational Services.

D. "Member" shall mean any member of a Board of Trustees of a member district.

E. "Member Districts" shall mean those individual School Districts who are original member districts or who are subsequently approved and become member districts participating in the Hot Springs Early Childhood Board of Cooperative Educational Services.

ARTICLE III

Participation

Section 1. Voluntariness. The decision to participate in the Hot Springs EC Board of Cooperative Educational Services is a voluntary one.

Section 2. Participation. Any Wyoming school district may elect to participate in the Hot Springs EC BOCES. Each member district shall pay their proportionate share of the administrative costs to operate the Hot Springs EC BOCES as determined by the Board. Unless otherwise agreed, the pro rata share of administrative costs shall be based upon the

ADM of each Member District. Each Member District agrees to initially levy a one-half mil for the Hot Springs EC BOCES. Funds received by the Hot Springs EC BOCES resulting from the half mil levy from each Member District which exceed the portion of administrative costs to be paid by the Member District will be utilized to provide early childhood programs for the benefit of the Member District contributing to the BOCES. If at any time the Board determines that a Member District has contributed sufficient funds and has reserves available to pay for any and all early childhood programs that Member District elects to participate in, the Board may agree that the Member District with excess funds available for EC programs over and above the administrative costs may agree to allow the Member District to skip the BOCES mil levy or reduce the BOCES mil levy for one (1) or more years. Each Member District may elect to participate in and pay for only those programs and services deemed necessary by the Member District.

Section 3. Voting. Each Director shall have one (1) vote in determining policies, the scope of cooperative activities to be conducted by the Hot Springs EC Board of Cooperative Educational Services, and all other matters coming before the Board of Cooperative Educational Services.

#### ARTICLE IV

##### Powers

The Board shall have all the powers and duties granted by the provisions of the Board of Cooperative Educational Services Act.

#### ARTICLE V

##### Purposes

The purpose of the Hot Springs EC Board of Cooperative Educational Services shall be to promote and support Early Literacy programs, Early Numeracy programs, Transition to School programs and other programs aimed at preparing pre-school age children for a successful academic career. If and when a majority of the entire Board votes to do so, additional services may be offered through the Hot Springs EC Board of Cooperative Educational Services or other facilities by the Hot Springs EC Board of Cooperative Educational Services.

#### ARTICLE VI

##### Membership

Membership in the Hot Springs EC Board of Cooperative Educational Services shall be in accordance with the provisions of the Board of Cooperative Educational Services Act as amended from time to time and shall be open to public school districts. Each Member District shall be entitled to at least one Director. Member Districts at this time are Hot Springs County #1 and \_\_\_\_\_.

Section 1. Term of Office. Terms of office of all Directors shall be coterminous with their respective terms of office on their local Boards of Trustees. As the Director's term of office expire, new Directors of the Board shall be elected from the membership of the participating Board of Trustees at the next regular meeting of such Board of Trustees.

Section 2. Termination of Membership. The Board of Cooperative Educational Services by affirmative vote of two-thirds (2/3) of all Directors of the Board may suspend or expel any Member District who shall be in default of contractual obligations.

Section 3. Resignation. Any Member District may resign by filing a written resignation with the Clerk but such resignation shall not relieve the Member so resigning of the obligations to pay its share of encumbrances, assessments or other charges therefore assumed and unpaid. In the event that all of the Member Districts are participating in the funding of cooperative educational services, then any Member desiring to resign shall give one (1) year advance notice before withdrawing from funding any cooperative educational services; provided, however, should there only be two (2) Member Districts in the BOCES, neither of the Member Districts shall be permitted to resign without the consent of the other remaining Member District, in which event the BOCES shall be dissolved in accordance with the provisions set forth in these Bylaws.

Section 4. Reinstatement. The Board of Cooperative Educational Services may by affirmative vote of two-thirds (2/3) of the Board reinstate a former Member District to membership upon such terms as the Board of Cooperative Educational Services may deem appropriate.

Section 5. New Membership. Any school district which has not joined the Hot Springs EC Board of Cooperative Educational Services prior to \_\_\_\_\_ may submit an application for membership with the Clerk of the Board and by an affirmative vote of two-thirds (2/3) of the Directors of the Board shall be granted membership to the Hot Springs EC Board of Cooperative Educational Services. Membership shall be upon such terms as the Hot Springs EC Board of Cooperative Educational Services may deem appropriate and all such Boards of Trustees shall fulfill all contractual and other obligations imposed by the Board.

## ARTICLE VII

### Directors

Section 1. Election. Directors shall be selected by the Board of Trustees of the Member District that they represent. In the event of a vacancy, the Board of Trustees of the Member District from which the Director position which is vacant was elected, shall fill the vacancy.

Section 2. Voting Rights. Each Member District shall be entitled to at least one (1) Director and each Director shall have one (1) vote on all issues coming before the Hot Springs EC Board of Cooperative Educational Services. In the event there are less than five (5) Member Districts, the number of Directors per Member District will be determined by awarding the extra Director to the Member District making the greatest financial contribution to the BOCES. Any change among the Member Districts as to the number of Directors they may appoint shall only occur at the end of a Director's term of office. After three (3) years, financial contributions shall be calculated utilizing a three (3) year average.

Members of the Board of Cooperative Educational Services may participate in board meetings by telephone or other electronic methods whereby the absent member can hear the discussion and comments of all other persons attending the meeting and all other persons attending the

meeting can likewise hear the comments of the absent board member. Participation in person is the desired method of conducting board meetings and participation by phone or other electronic means should be used sparingly, if possible.

## ARTICLE VIII

### Operation

Only the Hot Springs EC Board of Cooperative Educational Services shall have the power to decrease, change, or add the services and programs presently offered by the Hot Springs EC Board of Cooperative Services.

## ARTICLE IX

### Amendment or Repeal

This constitution may be amended with the agreement and consent of each participating member district. No such amendment may be enacted which would violate the provisions of the Board of Cooperative Educational Services Act.

## Article X

### Duration and Dissolution

The Hot Springs EC Board of Cooperative Educational Services shall have perpetual existence unless dissolved upon the mutual consent of the member districts. In the event of dissolution of the Hot Springs EC Board of Cooperative Educational Services, all assets shall be divided among member districts on a pro rata basis utilizing the total financial contribution of each member district in comparison to the total financial contribution of all members districts. Only those member districts actively participating in the Hot Springs EC BOCES at the time of dissolution shall participate. Contributions from prior member districts who are no longer participating will not be included in the calculation to determine the pro rata distribution.

## **By-Laws of Hot Springs EC Board of Cooperative Educational Services**

## ARTICLE I

### Officers

In accordance with the Board of Cooperative Educational Services Act and as thereafter amended, Officers of the Board shall be Chairman, Vice Chairman, Clerk and Treasurer, elected from the Board membership to serve terms of one (1) year, or until their successor takes office, unless their terms of office as school board members expire earlier; in which case, the officership shall similarly expire. The Officers of the Board of Cooperative Educational Services shall be elected at the regular meeting of the Board of Cooperative Service held in December of each year, or in the event there is not a meeting, then at the first meeting thereafter.

### Powers and Duties

The duties of the Chairman, Vice Chairman, Clerk and Treasurer shall be the same as those set forth for similar officers of the Board of Trustees in Chapter III of the Wyoming Education Code. In the absence or inability of the Clerk to act, any Officer of the Board designated by the

Chairman shall perform the duties of the Clerk. In the absence or inability of the Treasurer to act, any Officer of the Board designated by the Chairman shall perform the duties of the Treasurer.

#### Vacancies

Any vacancy in the position of Chairman, Vice Chairman, Clerk or Treasurer of the Board shall be filled by a vote of the Directors of the Board occurring at the first meeting after the vacancy is declared.

### ARTICLE II

#### Meetings

Meetings of the Board shall be called, held and conducted as provided by law for the meetings of the Boards of Trustees of school districts within this state. Regular meetings shall be held on the 4<sup>th</sup> Wednesday of each month. Special meetings may be called upon the request of the Chairman of the Board. The Clerk of the Board shall cause written notice of any special meeting to be mailed or delivered to each Director of the Board, stating the time, place and purpose of the meeting. If the notice is hand delivered, it shall be in the hands of the Director no later than twenty-four (24) hours prior to the hour set for the meeting, and if it be mailed, it shall be mailed no later than seventy-two (72) hours prior to the hour set for the meeting. The Board may agree that notices may be emailed, in which event they shall be emailed at least 72 hours prior to the meeting.

Directors of the Board may participate in board meetings by telephone or other electronic methods whereby the absent member can hear the discussion and comments of all other persons attending the meeting and all other persons attending the meeting can likewise hear the comments of the absent board member. Participation in person is the desired method of conducting board meetings and participation by phone or other electronic means should be used sparingly, if possible.

#### Quorum

A quorum of Directors for the purposes of the transaction of business at a regular or special meeting of the Board shall be five (5) Directors and no resolution shall be deemed to have passed unless it receives the affirmative vote of the majority of Directors present and constituting a quorum. If there are less than nine (9) Directors on the board, a majority of the directors constituting the Board shall be a quorum.

#### Minutes

The Clerk, or some person designated by him, shall send out, following each meeting, a copy of the minutes of said meeting to each Director and to the Superintendent of schools of each member District.

### ARTICLE III

#### Operations

### Policies

The Board shall adopt policies and procedures for all programs and for the general operation of Hot Springs EC Board of Cooperative Educational Services.

### Administration

The Board may select and hire an Administrative Director of the Hot Springs EC BOCES and any other personnel that are necessary to provide the desired services. The Administrative Director shall be responsible directly to the Board.

### Finance

Each Member District shall initially levy the one-half mil available for a BOCES. Funds received by the BOCES resulting from the one-half mil levy of each Member District shall initially be used to pay administrative costs and overhead to operate the BOCES, with each Member District paying their proportionate share of administrative costs and overhead based upon each Member District's ADM. The Board, by vote of not less than two-thirds (2/3) of all Directors appointed to the Board may agree to change the manner in which administrative costs are apportioned. Excess funds remaining over and above the Member District's proportionate share of administrative costs and overhead shall be utilized to fund such early childhood programs as that Member District desires to provide or participate in. Should any Member District have excess funds over and above its share of administrative costs reserved which exceed amounts which that Member District desires to utilize for its early childhood programs, the Board may agree to suspend or reduce the amount of mil levy for any participating Member District. The Board shall authorize expenditures of money for the actual and necessary expenses of the Hot Springs EC BOCES for administration of its programs, acquisition of equipment and facilities, employment of personnel, and such other activities as may be consistent with the purpose of the Board. All accounts of the Hot Springs EC BOCES shall be paid on vouchers signed by the Chairman or Vice Chairman in the Chairman's absence, and Treasurer except to the extent the Board may specifically authorize the Administrative Director to pay expenses of the Hot Springs EC BOCES. The Board shall determine the appropriate amount to be included in the administrative costs and overhead for the BOCES and will annually adopt a budget for the Hot Springs EC BOCES.

### Contracts

The Board may authorize any designated Officer or Officers, or Administrative Director, in addition to the Officers so authorized by these By-Laws, to execute or deliver any instrument in the name of and on behalf of the Board and such authority may be general or confined to specific instances.

## ARTICLE IV

### Amendment or Repeal

These By-Laws may be amended or repealed with the consent of all participating member districts.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all Members of the Hot Springs EC Board of Cooperative Educational Services, hereby consent to the foregoing Constitution and By-Laws of the Hot Springs EC Board of Cooperative Educational Services.

The Constitution and Bylaws of the Hot Springs Early Childhood Board of Cooperative Educational Services as set forth above are hereby approved by the Member Districts and/or State Board of Education on the date set forth next to their signature.

\_\_\_\_\_ County

School District No. \_\_\_\_\_

Date \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_ County

School District No. \_\_\_\_\_

Date \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_ County

School District No. \_\_\_\_\_

Date \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_ County

School District No. \_\_\_\_\_

Date \_\_\_\_\_

By: \_\_\_\_\_

Wyoming State Board of Education

Date \_\_\_\_\_

By: \_\_\_\_\_

Chairman

# Collective Impact

## About Collective Impact

“Collective impact is not merely a new process that supports the same social sector solutions but an entirely different model of social progress. The power of collective impact lies in the heightened vigilance that comes from multiple organizations looking for resources and innovations through the same lens, the rapid learning that comes from continuous feedback loops, and the immediacy of action that comes from a unified and simultaneous response among all participants.” [www.fsg.org](http://www.fsg.org)

## The Five Conditions of Collective Impact

<b>Common Agenda</b>	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
<b>Shared Measurement</b>	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
<b>Mutually Reinforcing Activities</b>	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
<b>Continuous Communication</b>	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
<b>Backbone Support</b>	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

## Phases of Collective Impact

### Collective Impact Efforts Tend to Transpire Over Four Key Phases

Components for Success	Phase I Generate Ideas and Dialogue	Phase II Initiate Action	Phase III Organize for Impact	Phase IV Sustain Action and Impact
<b>Governance and Infrastructure</b>	Convene community stakeholders	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
<b>Strategic Planning</b>	Hold dialogue about issue, community context, and available resources	Map the landscape and use data to make case	Create common agenda (common goals and strategy)	Support implementation (alignment to goal and strategies)
<b>Community Involvement</b>	Facilitate community outreach specific to goal	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
<b>Evaluation And Improvement</b>	Determine if there is consensus/urgency to move forward	Analyze baseline data to ID key issues and gaps	Establish shared metrics (indicators, measurement, and approach)	Collect, track, and report progress (process to learn and improve)



## KEY ELEMENTS OF COLLECTIVE IMPACT

**Collective Impact** is the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem. In order to create lasting solutions to social problems on a large-scale, organizations — including those in government, civil society, and the business sector — need to coordinate their efforts and work together around a clearly defined goal.

### 3 Pre-Conditions to Collective Impact

There are 3 pre-conditions to collective impact that are critical to long term success. These are: having influential champions of the issue; a sense of urgency around the issue and adequate resources of all types to make progress on the issue.

### 5 Questions to Ponder when Considering Collective Impact

1. Do we aim to affect “needle moving” change? This is a change in the community of +/- 10% or more.
2. Do we believe that long-term investment by several stakeholders is necessary to achieve success?
3. Do we believe that cross-sector engagement is essential for community-wide change?
4. Are we committed to using measureable data to set the agenda and to using it to improve over time?
5. Are we committed to having community members as partners and producers of impact?

## RESOURCES

Collective Impact, FSG Partners: [www.fsg.org](http://www.fsg.org)

### Backbone Organizations:

<http://tamarackcci.ca/blogs/sylvia-cheuy/champions-change-leading-backbone-organization-collective-impact>

### Collective Impact Readiness Tool:

<http://vibrantcanada.ca/content/collective-impact-readiness-assessment-tool>

### Common Agenda & Community Change:

<http://tamarackcci.ca/blogs/liz-weaver/moving-transactions-transformation-common-agenda-and-community-change>

## 9 Leadership Principles for Backbone Leaders

1. View the system through a lens of complexity
2. Let the vision be “good enough” rather than trying to plan every little detail.
3. Live with balance between data and intuition, planning and acting, safety and risk.
4. Be comfortable with uncovering paradox and tensions.
5. Don’t wait to be “sure” before proceeding with actions
6. Create an environment of information, diversity and difference, connections and relationship.
7. Mix cooperation with competition – it’s not one or the other.
8. Understand that informal conversations, gossip and rumor contribute to mental models, actions and beliefs. Listen to these in making change
9. Allow complex systems to emerge out of the interaction of systems, ideas and resources.

## 5 Things to Consider when Building a Common Agenda

1. Who is driving the agenda? There is a need to work differently together to get to a common agenda – rather than one agenda to “win”.
2. How complex is the issue? By setting boundaries around what you will and will not do you will allow you to increase impact and more easily set an agenda.
3. How does the issue play out in your community? Examine data to inform the common agenda and drive impact.
4. Who is doing what already? Map current community efforts to solve the problem.
5. What is our next step? Get into conversation, explore the problem and talk about what transformation will look like.

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