

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.

April 11, 2014 McMurry Training Center 2220 N. Bryan Stock Trail Casper, Wyoming		
10:00 am to 10:15 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes March 24, 2014 	Tab B
10:15 a.m. to 2:30 p.m.	<ul style="list-style-type: none"> • April 25, 2014 JEC Meeting 	Tab C
	<ul style="list-style-type: none"> • Supervisory Committee Report 	
	<ul style="list-style-type: none"> • Wyoming Content and Performance Standards <ul style="list-style-type: none"> I. Social Studies, PE/Health & Career Vocational Education II. Science Standards 	Tab D
		Tab E
12:00 p.m. 1:00 p.m.	Lunch	
2:30 p.m. to 3:00 p.m.	Other issues, concerns, discussion, public comment:	
	Meeting evaluation (plus/delta or other)	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 11, 2014

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the April 11, 2014 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

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

COMMENTS:

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 11, 2014

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on March 24, 2014

SUPPORTING INFORMATION ATTACHED:

- Minutes of March 24, 2014

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

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

COMMENTS:



WYOMING

State Board of Education

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2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

RON MICHELI
Chair, Fort Bridger

To: Co-Chairs Senator Hank Coe and Representative Matt Teeters
and Members of the Joint Education Committee

SCOTTY RATLIFF
Vice Chair, Riverton

From: Ron Micheli, Chair

PETE GOSAR
Treasurer, Laramie

Date: April 14, 2014

RE: Statewide Education Governance Structure

SUE BELISH
Ranchester

The State Board of Education appreciates the opportunity to offer insights and suggestions about the governance structure of statewide education in Wyoming. We look forward to visiting with you in person to discuss these important issues.

KATHY COON
Lusk

RICHARD CRANDALL
WDE Director

As you all know, since the creation of the board in 1917, there have been several revisions to the assigned board duties as well as to those of the state superintendent and the department of education. In a 2005 Management Audit Committee report on State-level Education Governance, it states that “the legislature has switched authority around depending upon whether the state board or the Superintendent was in or out of political favor at the time.” We will attempt to focus our comments on more recent contemplated changes in governance structure since the historical documents have all been made available for review by this committee.

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

Generally, the board’s current responsibilities center around three main areas: prescribing uniform content and performance standards and setting minimum high school graduation requirements; enforcing uniform standards through accreditation; and implementing, through the state superintendent, a statewide assessment system. The board performs other functions such as approving alternative calendars, dealing with issues involving charter schools, and other statutory duties such as managing parts of the Wyoming Accountability in Education Act (WAEA).

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDA WILLSON
Thermopolis

In reading the past audit reports, it is clear that there has historically been tension among the state board, the state superintendent, and sometimes with the legislature or governor. It seems reasonable that a certain amount of healthy tension is likely a good thing in furthering discussions about how to provide the best education to the children of Wyoming. However, at times, the tension has been so

CHELSE OAKS
Executive Assistant

great as to actually impede positive educational work at the state level. Therefore, the board wishes to offer some suggestions about the structure of statewide education governance that may serve to build upon the parts of our current structure that have worked well while making some shifts away from practices and procedures that hinder quality statewide leadership.

1. The state board needs a permanent, full-time executive director. Under the current structure, the board is entirely reliant upon the superintendent and the Wyoming Department of Education (WDE) for information and implementation. The 1985 Staff Audit of the State Board of Education stated that the board had limited access to information, and the majority of the board at that time favored an independent executive officer. The current board has also made the same request. For many years, the board had a “commissioner” that functioned as the executive officer, among other roles. In 2005, the audit report noted the following:

The State Board has limited ability to act independently from the Department, which is supervised by the Superintendent. Thus, its ability to be independent in its policymaking or adjudicatory duties in complex and nuanced educational areas is thwarted because it must rely upon the Department for most information.

The report goes on to say that the legislature continues to assign implementation tasks to the board when there is no practical way for it to implement anything without the department, which is controlled by the superintendent. In 1985, the authors of that audit report wrote that “the State Board is dependent on the Superintendent’s good will” and the “state’s educational system should not be left to the good will of individuals.”

2. During the past two legislative sessions, there have been bills to make all of or a number of the state board members elected. The board members are unanimously opposed to such an idea. One board member stated, “If the past two years have not been enough to illustrate that we don’t need any more politics in Wyoming education, I don’t know what is.” The current structure ensures a broad array of perspectives are represented through board members, and the diversity of backgrounds and opinions strengthens discussions and informs opinions. The 2005 audit reports notes that “more informed eyes make better education policy, and the Board is a means of providing those informed eyes.”
3. The Board appreciates the input of the state superintendent

and the director of the department of education as ex officio members of the board. Moreover, the board welcomes the addition of the Executive Director of the Wyoming Community College Commission as an ex officio member. The board does not support making any or all of these members voting members of the board.

4. One major responsibility of the state board of education is the review and adoption of uniform content and performance standards. The board carries out this responsibility with the partnership of the WDE. The WDE sets up the standards review committees, convenes those committees, facilitates the work, manages the public input, and brings a final recommendation to the board for consideration. The board has not, in the past, dictated the process the WDE uses to review the standards. Currently, the board is planning to work with the WDE to formally adopt a standards review format to be used in all standards review cycles. The board, in order to operate effectively, must retain the autonomy to manage the standards adoption process and to adopt standards in an environment relatively free from political pressures. The 1985 audit report notes that the current board structure can help “to diffuse politically sensitive educational matters.” It makes it difficult for the board to operate outside the realm of politics when the legislature inserts itself into the regular workings of the board. The 2014 budget footnote regarding the board’s review of science standards is such an example. The 1985 audit report cites a National Association of State Boards of Education (NASBE) source as stating that state boards help “to protect the schools from the whims and pressures of any single group be they partisans, politicians, education professionals, teachers unions or other special interests.”
5. Another responsibility of the state board is to implement, through the state superintendent, a statewide assessment system. Once again, in recent years, the ability of the state board to execute this duty has been somewhat hampered by the tight parameters on statewide assessments that have been part of legislation. The board could better carry out the responsibilities associated with choosing a statewide assessment if the legislative language were more broad and less prescriptive. The language in the WAEA also assumes the legislature will, in fact, be the body that approves a statewide assessment. This situation creates confusion about the ability

of the Board to carry out its statutory duties.

The 1985 Audit Report mentioned that the state board was “seldom approached, if ever, by the legislature for its input on educational matters.” The current board members feel this has certainly changed in recent years, and the board feels a strong partnership with the legislative committees with which it works. The board feels it is often consulted about pressing educational issues in the state and that the legislative committees have been very responsive to input offered by the board.

The board also feels that the WDE did include the board treasurer in budget planning and that the WDE, in this last budget planning process, worked well with the treasurer to manage board finances. In the 1985 audit report it was reported that that board had virtually no input regarding its own budget. Although the board budget is a subsection of the larger WDE budget, the board was consulted about budgetary matters in preparation for the latest budget process. In past audit reports, state board members lamented the fact that their boards were largely reactive, and not as proactive as they wished. The current board shares this same sentiment. Although the board is tasked with setting statewide goals for education, for instance, the board finds itself instead aligning its work to the goals set forth by the legislature in the WAEA. Earlier boards recognized the need for a board strategic plan to guide educational initiatives in the state and to set a vision for educational excellence. Although the current board has hoped to adopt a strategic plan in partnership with the WDE, that work has been repeatedly postponed due to recent leadership turmoil caused largely by issues outside the board’s purview. Moreover, the board is statutorily tasked with initiating or facilitating “discussions regarding the need and means for improving education.” The board had an opportunity to begin some outreach efforts last year, and it is hoped that outreach efforts can continue, perhaps around revising a draft definition of a Wyoming high school graduate.

An issue that has arisen in recent legislative sessions and interim discussions is what avenues are available for better communication between the state board and the legislature. For instance, there was a proposed bill during this past legislative session that required “review” by the legislature of all content and performance standards adopted by the state board. Although the board appreciates all attempts to increase avenues of communication, legislating a review of decisions made by the board may not be the best vehicle to foster positive and productive conversations about a vision for excellent Wyoming education. Rather than continuing to legislate procedural pathways, the board would hope to collaboratively develop processes that can be implemented and sustained through the changes in leadership at the WDE, in the legislature, or on the board. The board is anxious to work with the Joint Education Committee on the interim topic titled “review of duties and processes of the State Board of

Education.”

Thank you for the opportunity to offer input on issues of statewide educational governance that involve the state board. Please contact Paige Fenton Hughes at 307.349.4506 or paige.fentonhughes@gmail.com if you have questions or need additional information.

DRAFT

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 11, 2014

ISSUE:

Chapter 10 Rules – Revised Standards for Social Studies, Physical Education, and Career/Vocational Education

BACKGROUND:

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

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to adopt the revised standards for Social Studies, Physical Education, and Career/Vocational Education.

SUPPORTING INFORMATION ATTACHED:

- MEMO to SBE – hold on promulgation of Ch. 10 Rules until May meeting
- SBE saw, at the March meeting for verbiage, the following:
 - Ch. 10 Rules Packet Included:
 - Governor’s Memo
 - Statement of Reasons
 - Notice of Intent
 - Proposed Ch. 10 Rules – Strike & Underline version
 - Proposed Ch. 10 Rules – Clean version

- PDF versions of the following were previously sent, reviewed, and presented for each of the aforementioned content areas:

- Revised Content and Performance Standards
- Crosswalks between the Revised Content and Performance Standards and the current
- PDF copies of the Responses from School District Questionnaires and Public Surveys

- PDF versions of the Implementation Plan, Communication Plan, and Professional Development Plan were previously sent, reviewed, and presented.

PREPARED BY:

Laurie Hernandez, Supervisor of Standards, WDE

ACTION TAKEN BY STATE BOARD: _____ DATE: _____

COMMENTS:



Standards & Accountability Division

Memo

To: State Board of Education

From: Laurie Hernandez, Standards Supervisor

cc: Chelsie Oaks, Paige Fenton-Hughes, Mackenzie Williams

Date: April 1, 2014

Re: WyCPS for Social Studies, Physical Education, and Career & Vocational Education

On April 11, 2014, the Standards Team from the Wyoming Department of Education (WDE) will present, for the SBE's approval, the proposed Wyoming Content and Performance Standards (WyCPS) for the following content areas:

- Social Studies
- Physical Education
- Career & Vocational Education

Upon a vote to proceed with the process for adoption, the WDE will also request the SBE hold on promulgating Ch. 10 Rules until they accept the following:

- Extended Standards for Math & English/Language Arts (ELA) for ALT Students
- Performance Level Descriptors (PLDs) for Math and ELA Standards

The Assessment and Special Programs Divisions plan to present these to the SBE at their May meeting. The adoption of the extended standards and PLDs will result in promulgation of Ch. 10 Rules, therefore, we would like to delay this process until all areas are ready to be promulgated together.

Thank you for your consideration.

Presented to the SBE on April 11, 2014

One Sheet Summary of Events to Date

Presented by WDE Standards Team

	10/8/2013	11/5/2013	1/24/2014	3/24/2014
Items Presented to SBE in Packet	*Proposed Standards for C/VE, S.S., P.E., & Science *Changes to Ch. 10 Rules	*Proposed Standards for C/VE, S.S., P.E., & Science *Changes to Ch. 10 Rules	*Crosswalks for C/VE, S.S., & P.E. *Plans for Implementation, Communication, & Professional Development	*Crosswalk for Science *Changes to Ch. 10 Rules *Responses from District Questionnaires *Responses from 2 Public Surveys
Presented in Presentation	*Shifts from the Current to the Proposed Standards *Formatting of Standards Docs	*Structure of proposed Standards for C/VE, S.S., P.E., & Science *Results from Initial Surveys	*Layout & Structure of Crosswalks & Plans *Feedback from Questionnaire *Feedback from Surveys	*One Sheeter with Data from Public Surveys (as seen below)

Combined Results (Surveys 1 & 2)

	Survey Dates	# of Participants Who Took Survey	% Agree Provide Clear Learning Progressions Across Grade Levels	% Agree Provide Clear Learning Progressions Throughout Each Standard	Do the CVE Standards Accomodate for the Diversity of Disciplines within CVE	% Who Rank Overall Structure as Favorable	% Who Rank Overall Structure as Impartial	% Who Rank Overall Structure as Dislike / Unfavorable	% Agree Standards are Appropriately Challenging, Yet Accessible for Students	% Who Agree Standrds Prepare Students for C&CR / Lifetime Physical Activities
C/VE	May 20, 2013 - March 2014	86	72/86 83%	-----	75/86 87%	53/86 61%	20/86 23%	13/86 15%	65/86 75%	68/86 79%
Science	Aug. 13, 2013 - March 2014	280	148/185 80%	121/152 79.6%	----	129/174 74.2%	*	45/174 25.8%	136/183 74.3%	*
Social Studies	Aug. 22, 2013 - March 2014	71	44/56 78.6%	39/56 69.6%	----	33/57 57.9%	*	19/57 33.3%	40/57 70.2%	*
Physical Education	Aug. 22, 2013 - March 2014	59	40/47 85.1%	40/48 83.3%	----	26/48 54.2%	*	7/48 14.6%	40/48 83.3%	38/48 79.2%

* did not ask

* did not ask

Combined Results (Surveys 1 & 2)

	# of Participants Who Took Survey	% of Participants Who are Educators / School Administrators (+)	% of Participants Who are Parents (+)	% of Participants Who are Business / Community Members (+)	% of Participants Who Are Other
C/VE	86	82/86 - 95%	10/86 - 11%	7/86 - 0.08%	1/86 - 0.01%
Science	280	184/244 - 75.4%	68/244 - 27.8%	72/244 - 29.5%	22/244 - 0.09%
Social Studies	71	60/71 - 84.5%	9/71 - 12.6%	10/71 - 14%	3/71 - 0.04%
Physical Education	59	50/59 - 84.7%	11/59 - 18.6%	11/59 - 18.6%	4/59 - 0.07%

(+) Participants were able to 'mark all that apply', therefore, numbers may exceed the total number of participants who took the survey.

State Board of Education Members,

For your review for discussion around the science standards at the April 11, 2014 meeting:

Below are the links to other states science standards which were rated with an (A) compared to the NGSS, according to the evaluation report by the Fordham Institute, found at <http://www.edexcellence.net/publications/final-evaluation-of-NGSS.html>.

If the SBE votes to reconvene the Science Standards Review Committee, we would like to have that committee look at these standards to help them revise and create the new WyCPS for Science.

State (Grade / Score) Score out of 10	Link	Grades of Standards	Year Adopted	Major (K-8) Headings	H.S. Headings
California (A / 10) *Adopted NGSS on Sept. 4, 2013	http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf	K, 1, 2, 3, 4, 5, 6, 7, 8, HS (9-12)	2009	<ul style="list-style-type: none"> Life Sciences Physical Sciences Earth Sciences Investigation & Experimentation 	<ul style="list-style-type: none"> Physics Chemistry Biology/Life Sciences Earth (includes CA geology) Invest. & Experiment.
D.C. (A / 10) *Adopted NGSS on Dec. 18, 2013	http://osse.dc.gov/service/dc-educational-standards	Pre- 1, 2 - 5, 6, 7, 8, HS	2010	<ul style="list-style-type: none"> Life Science Physical Science Earth Science Scientific Thinking Inquiry Science & Technology 	<ul style="list-style-type: none"> Earth Science Biology Chemistry Physics Environmental Science
Indiana (A- / 9)	http://www.indianascience.org/web/K-8_Science_Standards.pdf	K, 1, 2, 3, 4, 5, 6, 7, 8	2010	<ul style="list-style-type: none"> Life Science Physical Science Earth Science Science, Technology, & Engineering 	
Massachusetts (A- / 9)	http://www.doe.mass.edu/frameworks/scitech/1006.pdf	Pre-K – 2, 3- 5, 6-8, HS	2006	<ul style="list-style-type: none"> Earth & Space Science Life Science Physical Science Technology/Engineering 	<ul style="list-style-type: none"> Earth & Space Science Biology Chemistry Physics Technology/Engineering
	http://www.doe.mass.edu/STEM/review.html	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, HS	2013 Draft	<ul style="list-style-type: none"> Earth & Space Science Life Science Physical Science Technology/Engineering 	<ul style="list-style-type: none"> Earth & Space Science Biology Chemistry Introductory Physics Technology/Engineering

State (Grade / Score) Score out of 10	Link	Grades of Standards	Year Adopted	Major (K-8) Headings	H.S. Headings
South Carolina (A- / 9)	http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/sciencestandardsnov182005_001.pdf	K, 1, 2, 3, 4, 5, 6, 7, 8, HS	2005	<ul style="list-style-type: none"> Individual Units by Grade Level 	<ul style="list-style-type: none"> Physical Science Biology Chemistry Physics Earth Science
NAEP Framework (A- / 9)	http://www.nagb.org/content/nagb/assets/documents/publications/frameworkworks/science-09.pdf	4, 8, 12	2009	<ul style="list-style-type: none"> Earth & Space Science Life Science Physical Science 	<ul style="list-style-type: none"> Earth & Space Science Life Science Physical Science
Below are states that had the most recent adoption, therefore were not rated on the Fordham Report					
Ohio	http://education.ohio.gov/Topics/Academic-Content-Standards/Science	K, 1, 2, 3, 4, 5, 6, 7, 8, HS	2013	Unites Under Each of: <ul style="list-style-type: none"> Earth & Space Science Life Science Physical Science Integrated with Technology & Engineering Design	<ul style="list-style-type: none"> Physical Science Biology Chemistry Environmental Science Physical Geology Physics
Oklahoma	http://ok.gov/sde/science	Pre-K, 1, 2, 3, 4, 5, 6, 7, 8, HS	2014	<ul style="list-style-type: none"> Earth & Space Science Life Science Physical Science Technology/Engineering 	<ul style="list-style-type: none"> Physical Science Chemistry Physics Biology I Earth & Space Science Environmental Science

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