

**State Board of Education  
Work Session Agenda  
February 13, 2012**

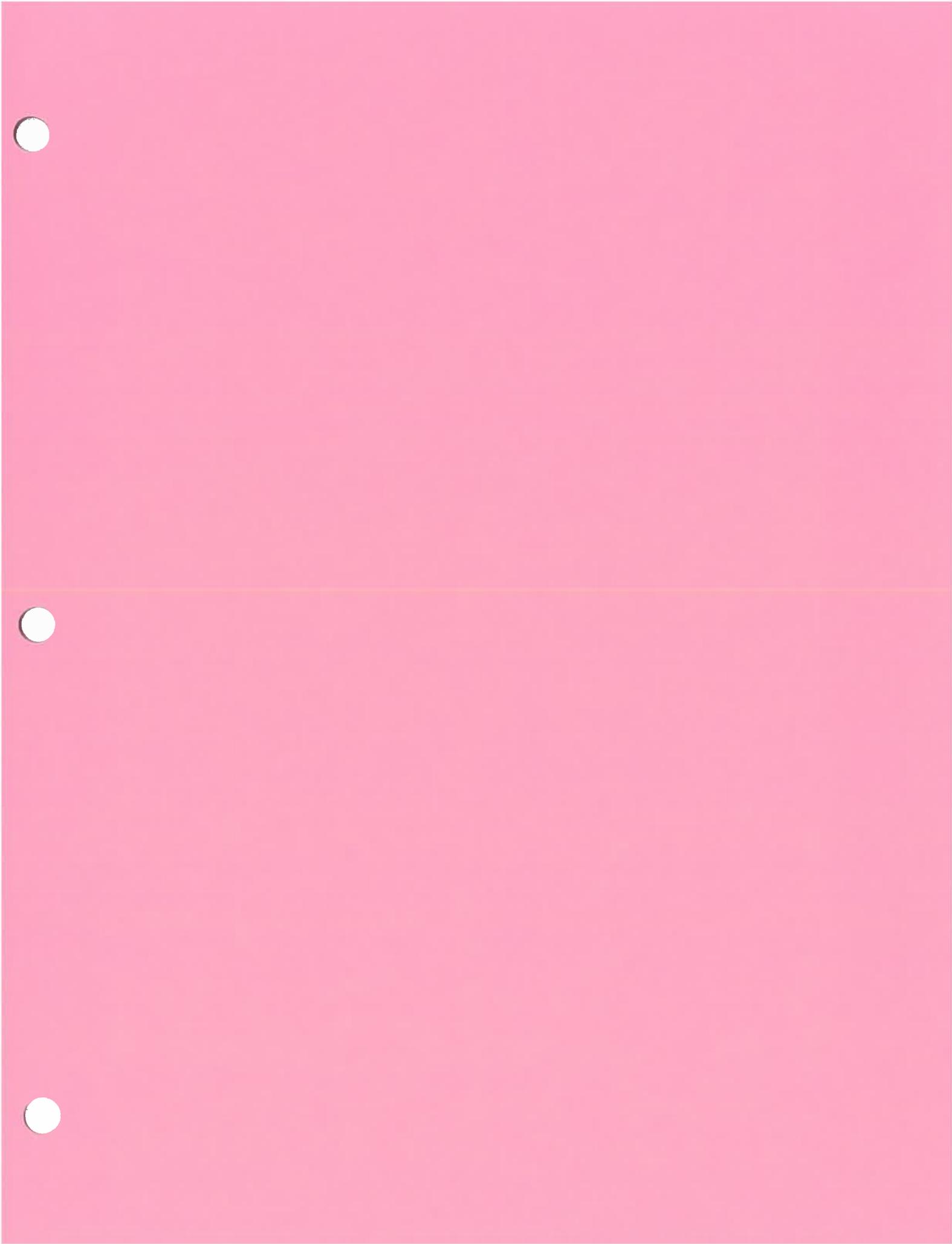
**Hathaway Building, Room 126  
2300 Capitol Avenue  
Cheyenne, Wyoming  
12:00 p.m. – 5:00 p.m.**

Breakfast		7:00 a.m.
Legislature		8:00 a.m.
LUNCH – Hathaway Building Room 126		12:00 p.m.
1. Legislative Subcommittee – Ron Micheli & Sue Belish	Tab A	1:00 p.m.
2. Education Duties – Joe Reichardt, Sue Belish, Cindy Hill & Mackenzie Williams	Tab B	1:30 p.m.
BREAK		3:00 p.m.
Continuation of Education Duties		3:15 p.m.
3. Honorable Governor Mead		3:45 p.m.
4. Wyoming Indian Schools Updates- Michelle Hoffman		4:15 p.m.
5. State Standardized Tests- Joseph Stepans	Tab C	4:45 p.m.
ADJOURNMENT		5:00 p.m.
Chapter 31 Rules Public Hearings- Room 181		6:00 p.m.

**T  
sa  
pb  
A**

Proposed		Assessments			End Course
PAWS	Readiness	Dist. Assess Graduation	3X Benchmark Adaptive (MAP)	End Course	
K		X	X		
1		X	X		
2		X	X		
3		X	X		
4		X	X		
5		X	X		
6		X	X		
7		X	X		
8	Explore	X	X		X
9	Explore	X	X		X
10	PLAN	X	X		X
11	ACT + ACT Writing	X	X		X
12	ACT	X	X		X

Current		Assessments			End Course
PAWS	Readiness	Dist. Assess Graduation	Benchmark Adaptive	End Course	
K		X	X		
1		X	X		
2		X	X		
3		X	X		
4		X	X		
5		X	X		
6		X	X		
7		X	X		
8		X	X		
9	Explore	BOE	Bridges only		
10		BOE	Bridges only		
11	ACT	BOE	Bridges only		
12		BOE	Bridges only		



**STATE BOARD OF EDUCATION RESPONSIBILITIES  
REGARDING IMPLEMENTATION OF EDUCATION ACCOUNTABILITY MEASURES**

State Board of Education Tasks Senate File 140 Copy 3	Effective Date	Reporting Requirements	Comments
<p><b>1. SBE through the State Superintendent and in consultation with school districts by rule and regulation will implement a statewide accountability system</b></p> <ul style="list-style-type: none"> <li>• Include a technically defensible approach to calculating achievement, growth, and readiness performance (State assessment; college readiness exam, college entrance exam, and graduation index)</li> <li>• Establish performance targets</li> <li>• Establish a progressive multi-tiered system of supports, interventions, and consequences</li> <li>• System shall conform to the January 2012 education accountability report</li> <li>• Comply with NCLB for annual determinations of adequate yearly progress measures required by federal law</li> <li>• Impose range of educational consequences and supports resulting from accountability determinations</li> <li>• State Board of Education shall administer accountability as part of school district accreditation</li> </ul>	<p>School year 2011-2012 data to be used calculate overall school and indicator level results for pilot</p> <p>Begins school year 2012-2013</p>	<p>Report to LSO on implementation of Phase I of the accountability system by <u>Aug. 15, 2012</u></p>	<p><b>Phase I</b> Report shall include: technically defensible approach to calculate achievement, growth, and readiness; use of professional judgment panels for establishing performance levels on various performance indicators; performance targets and levels of performance; inclusion requirements; identification and definition of students to be assessed; definition of minimum number of students and data elements to use in calculation of school, student, and group performance, definition of an academic year; attribution requirements for school configurations and linkage between a student and school; design document of multi-tiered system of supports.</p>
<p><b>2. Compile, evaluate, and determine target levels for overall school performance rating and for content level performance.</b></p> <ul style="list-style-type: none"> <li>• Develop with a broad based panel from education and community at large (Professional judgment panels)</li> <li>• Identify four levels of school performance (exceeding expectations, meeting expectations, partially meeting expectations, not meeting expectations)</li> <li>• Identify three levels of content targets (exceeding, meeting, or below)</li> </ul>			<p><b>Phase I</b></p>

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REGARDING IMPLEMENTATION OF EDUCATION ACCOUNTABILITY MEASURES**

State Board of Education Tasks  
Senate File 140 Copy 3

	Effective Date	Reporting Requirements	Comments
<p><b>3. Establish a system of support, interventions, and consequences as part of the accountability system</b></p> <ul style="list-style-type: none"> <li>Identify and prescribe the actions for each level of support, intervention and consequences.</li> <li>Based on overall level of school performance, require communication plans, improvement plans, work with WDE representatives</li> <li>Required plans should minimize duplication of information and burdens on schools and be available for public inspection</li> </ul>	<p>School Year 2013-2014</p>	<p>State superintendent will annually report to SBE on progress of each school in meeting annual goals, overall improvement targets and effectiveness of efforts to improve school performance</p>	<p><b>Phase II</b> System of supports and capacity building shall follow a comprehensive, systematic, intentional approach for teachers and administrators; increase instructional capacity or expertise in a content area; and lead to increasing instructional capacity.</p>
<p><b>4. Report an overall school performance rating measured by student performance on indicators</b></p> <ul style="list-style-type: none"> <li>Establish procedures for review of a school's final performance determination</li> <li>Establish review panel</li> <li>Establish rules and regulations governing an informal review process</li> </ul>	<p>School Year 2012-2013</p>		<p><b>Phase I</b></p>
<p><b>5. The statewide accountability system shall include a process for consolidating, coordinating, and analyzing existing performance data and reports</b></p> <ul style="list-style-type: none"> <li>Describe the performance of each school</li> <li>Include overall school performance rating and ratings for each indicator</li> <li>Supports overall school performance rating</li> <li>Provides detailed information for analysis of school performance on various components</li> <li>Be disaggregated by content level, target level, grade level, and appropriate subgroups of students</li> <li>Provide longitudinal information to track student performance at school, district, and statewide basis</li> <li>Develop student profiles</li> </ul>			<p><b>Phase I</b></p>

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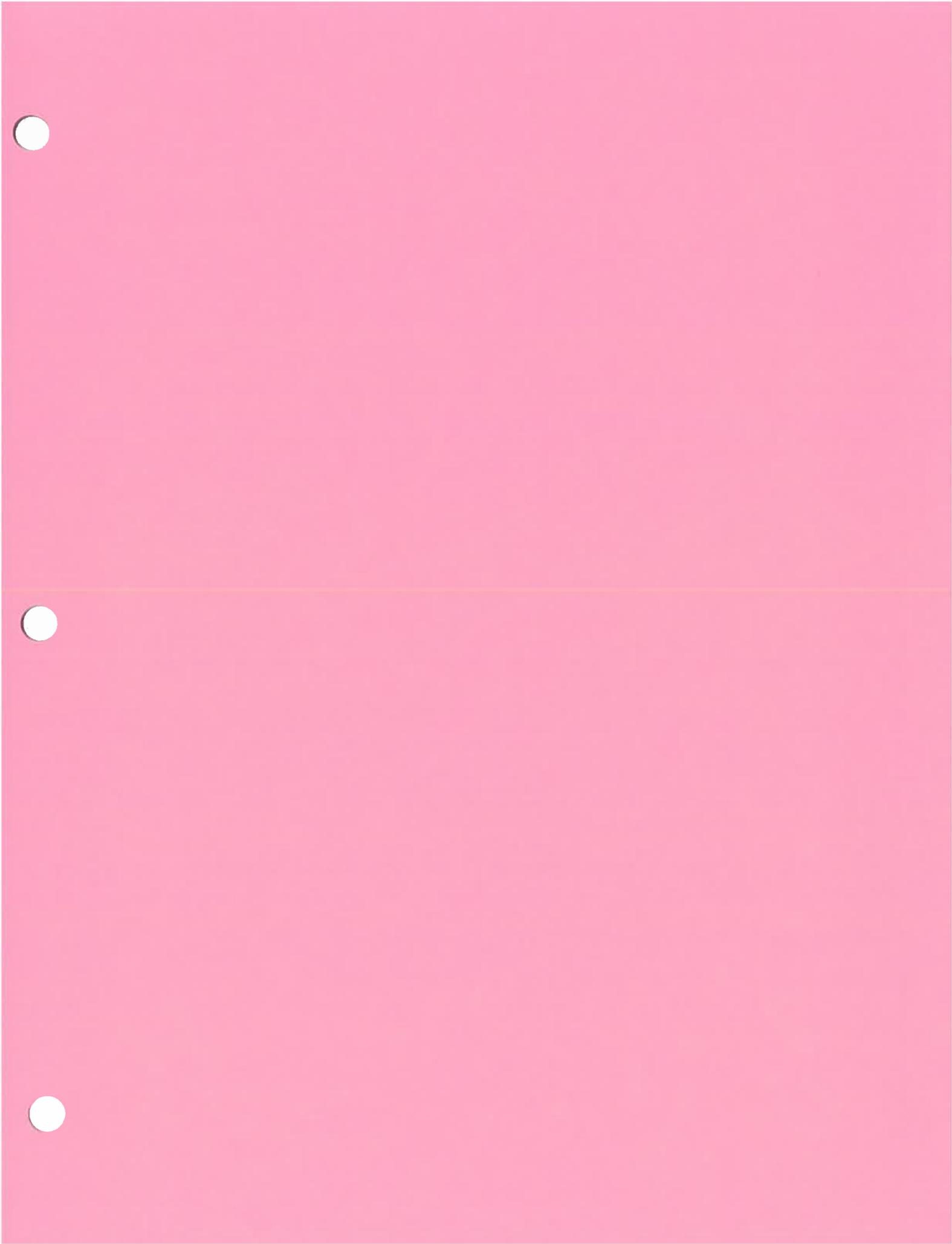
State Board of Education Tasks Senate File 140 Copy 3	Effective Date	Reporting Requirements	Comments
<p><b>6. SBE shall annually review the statewide education accountability system</b></p> <ul style="list-style-type: none"> <li>• Appropriateness of indicators</li> <li>• Measures used to demonstrate performance</li> <li>• Methods used to calculate school performance</li> <li>• Target levels and statewide, district, and school attainment of levels</li> <li>• System of support, intervention, and consequences</li> <li>• Results of the accountability system for each school</li> </ul>	<p>School year 2013-2014</p>	<p>Report to the Joint Education Interim Committee not later than Sept. 1, 2014 and every year thereafter.</p>	<p><b>Phase II</b></p>
<p><b>7. Implement a statewide assessment system comprised of coherent system of measures</b></p> <ul style="list-style-type: none"> <li>• Provide reliable and valid measure of individual student achievement for each school, district, and state as a whole</li> <li>• Purpose of system to improve teaching and learning, attain student achievement targets, and foster school program improvement</li> <li>• Align statewide assessment components with the Accountability System</li> <li>• Assess student performance in reading and math on state test at grades 3-7</li> <li>• Assess student performance in science on state test in grades 4, 8 (2012-13)</li> <li>• Add assessment of student performance in science in grades 3,5,6,7 (2013-14)</li> <li>• Delete assessment of student performance in science in grade 8 (2013-14)</li> <li>• Develop statewide writing and language assessment in grades 4, 6, 8</li> <li>• Administer a college entrance or a jobs skills assessment test in grades 11 (Reading, Math, English, Science, Writing); 12 (Reading, Math, English, Science)</li> </ul>	<p>School year 2012-2013 reading and math</p> <p>School year 2013-2014 writing / language</p> <p>School year 2013-14 science</p> <p>School year 2012-2013 college entrance test</p>	<p>Report to Select Committee by July 1, 2013 on progress of writing and language assessment</p> <p>Periodically report to the Select Committee on progress on assessment development</p> <p>Report to the Select Committee prior to issuing any request for proposal or contract amendment to commence assessment system development</p>	<p><b>Phase I and Phase II</b></p> <p>Develop a statewide writing / language assessment for grades 4, 6, and 8; use a two part rubric; aligned to content and performance standards; not to exceed 2.5 hrs. in length; given on one day</p> <p>Develop statewide science assessment for grades 3,5,6,7 which also entails reviewing the standards in science since they are currently written at grades 4, 8, and 11</p>

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REGARDING IMPLEMENTATION OF EDUCATION ACCOUNTABILITY MEASURES**

State Board of Education Tasks Senate File 140 Copy 3	Effective Date	Reporting Requirements	Comments
<ul style="list-style-type: none"> <li>Administer college readiness test in grades 8, 9, and 10 (Reading, Math, English, Science)</li> <li>Measure year to year changes in student performance and progress</li> <li>Link student performance and progress to teacher of record, school and district leaders</li> <li>Include multiple measures and item types to ensure alignment to statewide content and performance standards</li> <li>Report results to students, parents, schools, school districts, and public</li> <li>Use results to guide SBE and WDE in providing and directing system of support, intervention and consequences</li> <li>SBE review and evaluate the assessment system regularly and report to legislature.</li> </ul>	<p>School year 2013-2014 link student performance to teacher of record and school leaders</p>	<p>Report to legislature on review of assessment system September 1 each year</p>	
<p><b>8. SBE establish requirements for students to earn a high school diploma as measured by district assessment system</b></p> <ul style="list-style-type: none"> <li>Annually review and approve each district's assessment system</li> <li>Assessment system designed to determine the various levels of student performance</li> <li>Assessment system must include administration of common interim benchmark assessments statewide in grades 3-8</li> <li>System shall include common benchmark assessments administered for summer school and extended day interventions</li> <li>Investigate the use of end of course assessments to fulfill high school graduation requirements and as part of the accountability system, school district leader and teacher accountability systems, and student accountability system.</li> </ul>	<p>Beginning 2014-15 for district assessment systems</p> <p>Beginning 2013-14 for common interim assessments</p>	<p>Report to Select Committee by <u>September 2012</u> on use of end of course assessments</p>	<p>Phase II</p>

**STATE BOARD OF EDUCATION RESPONSIBILITIES  
REGARDING IMPLEMENTATION OF EDUCATION ACCOUNTABILITY MEASURES**

State Board of Education Tasks Senate File 140 Copy 3	Effective Date	Reporting Requirements	Comments
<p><b>9. Promulgate rules and regulations for implementation and administration of an annual teacher performance evaluation system</b></p> <ul style="list-style-type: none"> <li>• Based in part on student academic performance measures</li> <li>• Longitudinal data system linking student achievement with teachers of record</li> <li>• Clearly prescribe standards for highly effective, effective, and ineffective performance</li> <li>• Define teacher of record</li> <li>• Allow districts to tailor the system to meet needs of the district</li> <li>• Allow reasonable opportunity for state and district mentoring and professional development activities to be available to teachers performing unsatisfactorily</li> <li>• Be in accordance with the statewide education accountability system</li> </ul>	<p>By July 1, 2013</p>	<p>District must report school teacher performance by June 1, 2014 to WDE.</p>	<p><b>Phase II</b> System must include definition of an effective teacher; teacher of record; use of student performance results; identify 3 levels of teachers highly effective, effective, and ineffective; differentiated between novice and more experienced; more frequent evaluation of novice teachers.</p>
<p><b>10. Promulgate rules and regulations for implementation and administration of an annual performance evaluation system for school and district leadership including principals, superintendents, and other district or school leaders</b></p> <ul style="list-style-type: none"> <li>• Allow reasonable opportunity for state and district mentoring and professional development activities to be available to teachers performing unsatisfactorily</li> <li>• Be in accordance with the statewide education accountability system</li> </ul>	<p>By July 1, 2013</p>	<p>District must provide SBE written reports verifying school district leader performance by August 15, 2014 and each year thereafter.</p>	<p><b>Phase II</b> System must include definition of an effective leader; use of student performance results; identify 3 levels of leaders highly effective, effective, and ineffective; differentiated between novice and more experienced; more frequent evaluation of novice leaders.</p>



2012

STATE OF WYOMING

12LSO-0140.C3  
DRAFT ONLY

p36,



SENATE FILE NO. \_\_\_\_\_

Education accountability.

Sponsored by: SDraft

A BILL

for

1 AN ACT relating to the Wyoming Accountability in Education  
2 Act; generally modifying the act and modifying the  
3 statewide assessment system and assessments used for  
4 statewide accountability; modifying duties and tasks of  
5 implementation and administration; authorizing rulemaking  
6 and requiring reporting; continuing the select committee on  
7 statewide education accountability and advisory committee;  
8 providing additional duties and assigning additional areas  
9 of accountability system study and development; providing  
10 appropriations; and providing for effective dates.

11

12 Be It Enacted by the Legislature of the State of Wyoming:

13

1           Section 1. W.S. 21-2-202(a)(xiv) and (xxx),  
2 21-2-204(b)(intro), by creating new paragraphs (iii)  
3 through (ix), (c), (d)(intro), (e), (f)(intro), by creating  
4 new paragraphs (iii) through (viii), by amending and  
5 renumbering (iii) as (ix), (h) and by creating new  
6 subsections (j) and (k), 21-2-304(a)(iv)(intro),  
7 (v)(intro), (B), (D), (E), (H), (vi), (b)(xv), by creating  
8 a new paragraph (xvi) and by renumbering (xvi) as (xvii),  
9 21-3-110(a)(xvii) through (xix), (xxiv)(intro), (xxix),  
10 (xxx) and (b), 21-7-102(a)(ii)(A) and (B) and  
11 21-7-110(a)(vii) are amended to read:

12

13           21-2-202. Duties of the state superintendent.

14

15           (a) In addition to any other duties assigned by law,  
16 the state superintendent shall:

17

18           (xiv) For purposes of the statewide assessment  
19 of students and reporting student performance under W.S.  
20 21-2-304(a)(v), have authority to assess and collect  
21 student educational assessment data from school districts,  
22 community colleges and the University of Wyoming. All data  
23 shall be consolidated, combined and analyzed in accordance

1. with W.S. 21-2-204(h) and shall be provided within a  
2 reasonable time in accordance with rules and regulations of  
3 the state board; ~~In addition and pursuant to W.S.~~  
4 ~~21-2-204(a)(vii) and 21-3-110(a)(xxiv)(B), effective school~~  
5 ~~year 2012-2013, the state superintendent shall, through the~~  
6 ~~department, receive scores for each student assessed by~~  
7 ~~each school district under the benchmark adaptive~~  
8 ~~assessment administered under W.S. 21-3-110(a)(xxiv)(B),~~  
9 ~~with appropriate linkages to teachers, schools and~~  
10 ~~districts, reported in formats and schedules established by~~  
11 ~~rule and regulation of the state board,~~

12

✓ 13 (xxx) Effective school year ~~2006-2007~~ 2012-2013  
14 and each school year thereafter, in consultation and  
15 coordination with local school districts, by rule and  
16 regulation establish a program of administering a  
17 ✓ 18 standardized, curriculum based, achievement college  
19 entrance examination and a job skills assessment test  
20 selected by the state superintendent to all students in the  
21 eleventh ~~grade~~ and twelfth grades throughout the state as  
22 provided in W.S. 21-3-110(a)(xxix), except that any student  
23 with an individual education plan may be excused from  
taking either the college entrance examination or the job

1 skills test if the parent or guardian of the student  
2 submits a request for the excusal to the appropriate local  
3 school district authority. The examination and test  
4 selected by the state superintendent, shall be administered  
5 throughout the United States and shall be relied upon by  
6 institutions of higher education. The college entrance  
7 examination shall at a minimum test in the areas of  
8 English, reading, ~~writing and mathematics~~ and science, for  
9 both grades eleven (11) and twelve (12) additionally,  
10 writing in grade eleven (11). The jobs skills assessment  
11 test shall at a minimum test in the areas of applied math,  
12 reading for information and locating information. The  
13 state superintendent shall pay all costs associated with  
14 administering the college entrance examination and the jobs  
15 skills assessment test and shall schedule a day during  
16 which both examinations shall be provided to and one (1)  
17 shall be administered to all eleventh and twelfth grade  
18 students throughout the state. In addition, the college  
19 entrance examination may be administered to the twelfth  
20 grade students on a different day than administration to  
21 eleventh grade students. The date for administration in  
22 grade eleven (11) shall be selected so that following  
23 receipt of scores, students may timely register for senior

1 year classes which may be necessary to allow the student to  
2 qualify for a state provided scholarship. The state  
3 superintendent may enter into agreements with an  
4 administrator of the college entrance examination and an  
5 administrator of the jobs skills assessment test and adopt  
6 rules as necessary to ensure compliance with any  
7 requirements of an administrator, such as a secure  
8 environment;

9

10 21-2-204. Wyoming Accountability in Education Act;  
11 statewide education accountability system created.

12

13 (b) A statewide education accountability system shall  
14 be established in accordance with this section, which  
15 ~~considers use of~~ implements the components of the education  
16 resource block grant model as defined by W.S.  
17 21-13-101(a)(xiv) and as contained in Attachment "A" as  
18 defined under W.S. 21-13-101(a)(xvii). The first phase of  
19 this system shall be a school-based system that ~~includes is~~  
20 based on student performance as ~~measured~~ determined through  
21 multiple ~~indicators in these subjects for which students~~  
22 ~~are assessed as specified by this subsection, that are~~  
23 ~~reported in terms of student achievement at prescribed~~

1 ~~performance levels, and that are aggregated to the school~~  
2 ~~level. Core indicators of student performance under the~~  
3 ~~first phase of the statewide school based accountability~~  
4 ~~system for each applicable school shall be measures of~~  
5 ~~school performance. The goals of the Wyoming Accountability~~  
6 ~~in Education Act are to:~~

7

8 (iii) Become a national education leader among  
9 states;

10

11 (iv) Ensure all students leave Wyoming schools  
12 career or college ready;

13

14 (v) Recognize student growth and increase the  
15 rate of that growth for all students;

16

17 (vi) Recognize student achievement and minimize  
18 achievement gaps;

19

20 (vii) Improve teacher, school and district  
21 leader quality. School and district leaders shall include  
22 superintendents, principals and other district or school  
23 leaders serving in a similar capacity;

1

2

(viii) Maximize efficiency of Wyoming education;

3

4

(ix) Increase credibility and support for

5

Wyoming public schools.

6

7

(c) ~~School level performance in reading shall be~~

8

~~measured by the statewide assessment system implemented by~~

9

~~the state board of education under W.S. 21-2-304(a)(v).~~

10

~~Additional secondary school outcomes shall be measured in~~

11

~~accordance with subsection (d) of~~ shall be determined by

12

measurement of performance indicators and attainment of

13

student performance as specified by this section. To the

14

extent applicable, each measure shall be aggregated to the

15

school level based upon those grades served inclusive to

16

each school as reported by the respective school district

17

to the department of education. The indicators of school

18

level performance shall be:

19

20

(i) Student longitudinal academic growth in

21

reading and mathematics and academic achievement in

22

reading, writing and language, mathematics and science as

23

measured in grades three (3) through seven (7) by the

1 Wyoming statewide assessments administered pursuant to W.S.  
2 21-2-304(a)(v), and as measured by a standardized college  
3 readiness test in grades eight (8) and eleven (11);

4  
5 (ii) Readiness, as defined by a standardized  
6 college readiness test covering English, reading,  
7 mathematics and science, with school level results  
8 aggregated according to a procedure in which values and  
9 weights are determined by a deliberative method tied to  
10 specific definitions of post secondary readiness,  
11 administered as follows:

12  
13 (A) In the spring semester in grades eight  
14 (8) and nine (9);

15  
16 (B) In grade ten (10).

17  
18 (iii) Readiness, as defined by a standardized  
19 achievement college entrance examination administered  
20 pursuant to W.S. 21-2-202(a)(xxx) in grades eleven (11) and  
21 twelve (12), covering at a minimum English, reading,  
22 writing, mathematics and science in grade eleven (11), and  
23 English, reading, mathematics and science in grade twelve

1 (12), with school level results aggregated according to a  
2 procedure in which values and weights determined by a  
3 deliberate method are tied to specific definitions of post  
4 secondary readiness;

5  
6 (iv) Readiness, as defined by graduation or high  
7 school completion rates.

8  
9 (d) Beginning in school year ~~2011-2012~~ 2012-2013, and  
10 each school year thereafter, the department of education  
11 shall compute ~~a combined~~ and report an overall school score  
12 for performance rating measured by student performance in  
13 the score on those performance indicators specified under  
14 subsection ~~(b)~~ (c) of this section, as follows: Any school  
15 may through its school district, if that district was not  
16 provided a review of the school's performance determination  
17 by the panel established by the state board under  
18 subsection (e) of this section, <sup>may</sup> seek informal review of any  
19 overall school performance rating or other performance  
20 determination rendered by the state board under subsection  
21 (e) of this section by filing a request with the state  
22 board. The state board shall promulgate rules and

1 regulations governing an informal review process conducted  
2 under this subsection.

3  
4 (e) The state board shall compile, evaluate and  
5 determine the target levels for an overall school  
6 performance rating and for content level performance. This  
7 determination by the board shall be developed through a  
8 prescribed deliberative process informed by a panel  
9 comprised of broad based representation from both public  
10 education and the community at-large. The target level  
11 levels for ~~student school~~ performance under the first phase  
12 of the statewide accountability system shall be positive  
13 progress on all ~~core~~ performance indicators measured under  
14 subsection ~~(d)~~ (c) of this section shall conform to the  
15 January 2012 education accountability report as defined by  
16 subsection (k) of this section and shall be used by the  
17 state board to:

18  
19 (i) Identify four (4) levels of school  
20 performance tied to the overall school performance rating  
21 that demonstrate a range of performance levels as follows:

22

1                   (A) Exceeding expectations including those  
2 schools performing above standards in all measured areas;

3

4                   (B) Meeting expectations;

5

6                   (C) Partially meeting expectations; and

7

8                   (D) Not meeting expectations.

9

10                   (ii) Further measure performance specified under  
11 paragraph (i) of this subsection by identifying content  
12 level performance in all areas specified by subsection (c)  
13 of this section and from this analysis determine schools  
14 that are exceeding, meeting or are below targets in each  
15 content area;

16

17                   (iii) Coordinate the target levels, school and  
18 content level determinations with the availability of the  
19 system of support, interventions and consequences  
20 administered in accordance with subsection (f) of this  
21 section.

22

1       (f) A progressive multi-tiered system of support,  
2 intervention and consequences to assist schools shall be  
3 established by the state board and shall conform to the  
4 January 2012 education accountability report as defined by  
5 subsection (k) of this section. The system shall clearly  
6 identify and prescribe the actions for each level of  
7 support, intervention and consequence. Commencing with  
8 school year 2013-2014, and each school year thereafter, ~~any~~  
9 ~~school that fails to meet the computed school improvement~~  
10 ~~targets established under subsection (c) of this section~~  
11 ~~shall be subject to the state superintendent shall take~~  
12 action based upon system results according to the  
13 following:

14

15               (iii) Schools designated as exceeding  
16 expectations shall file a communication plan with the  
17 school district superintendent and the department to  
18 document effective practices and to communicate effective  
19 practices with other schools in the state;

20

21               (iv) Schools designated as meeting expectations  
22 shall file an improvement plan with the school district  
23 superintendent and the department. The plan shall be based

1 upon an evaluation of the strengths and deficiencies in  
2 specific indicator scores that identifies appropriate  
3 improvement goals with an explanation of the measures and  
4 methods chosen for improvement, the processes to be  
5 implemented to deliver the improvement measures,  
6 identification of relevant timelines and benchmarks and an  
7 articulation of the process for measuring success of the  
8 methods chosen to increase performance. The state  
9 superintendent shall appoint a representative from the  
10 department in accordance with paragraph (vii) of this  
11 subsection to monitor the school's progress towards meeting  
12 the specified goals and implementation of the processes,  
13 measures and methods as contained in the school's plan.  
14 The representative shall assist the district, if requested,  
15 in identifying and securing the necessary resources to  
16 support the goals as stated by the school and the district;

17  
18 (v) Schools designated as partially meeting  
19 expectations shall file an improvement plan in accordance  
20 with paragraph (iv) of this subsection that identifies and  
21 addresses all content areas where performance is below  
22 target levels. The state superintendent shall appoint a  
23 representative from the department in accordance with

1 paragraph (vii) of this subsection to monitor the school's  
2 progress towards meeting the specified goals and  
3 implementation of the processes, measures and methods as  
4 contained in the school's plan. The representative shall  
5 assist the district in identifying and securing the  
6 necessary resources to support the goals as stated by the  
7 school and the district. Failure to meet improvement goals  
8 as specified in the plan for two (2) consecutive years may  
9 require that the school be subject to paragraph (vi) of  
10 this subsection;

11

12 (vi) Schools designated as not meeting  
13 expectations shall file an improvement plan in accordance  
14 with paragraph (iv) of this subsection that identifies and  
15 addresses all content areas where performance is below  
16 target levels. The state superintendent shall appoint a  
17 representative from the department in accordance with  
18 paragraph (vii) of this subsection to assist in drafting  
19 the improvement plan, including the selection of programs  
20 and interventions to improve student performance. The  
21 representative shall perform duties as required by  
22 paragraph (v) of this subsection. The plan shall be  
23 approved by the local board of trustees and submitted to

1 the school district superintendent prior to submission to  
2 the department. The plan shall describe the personnel and  
3 financial resources within the education resource block  
4 grant model as defined by W.S. 21-13-101(a)(xiv) necessary  
5 for implementation of the measures and methods chosen for  
6 improvement and shall specify how resources shall be  
7 reallocated, if necessary, to improve student performance.  
8 Failure to meet improvement goals as specified in the plan  
9 for two (2) consecutive years may be grounds for dismissal  
10 of the school principal pursuant to W.S. 21-7-110;

11

12 (vii) A representative shall be appointed by the  
13 state superintendent for all schools designated under  
14 paragraphs (iv) through (vi) of this subsection to serve as  
15 a liaison between the school district leadership and the  
16 department. The representative shall be an employee of the  
17 department, an employee of a Wyoming school district or any  
18 combination, and may constitute more than one (1)  
19 individual for schools requiring substantial intervention  
20 and support. Additionally, one (1) representative may be  
21 assigned to more than one (1) school. Among other duties  
22 as may be requested by the district or department, the  
23 representative shall review and approve improvement plans

1 submitted by schools in accordance with paragraphs (iv)  
2 through (vi) of this subsection. Requested resources for  
3 improvement plan implementation, or the reallocation of  
4 existing resources for plan implementation, shall be based  
5 upon a comprehensive review of the available research.  
6 Justification for resource allocation or reallocation shall  
7 be incorporated within the written improvement plan. The  
8 representative shall possess expertise appropriate to  
9 particular strategies incorporated within improvement plans  
10 to enable necessary plan evaluation, and shall be  
11 commensurate with the level of intervention, support and  
12 consequences to be administered under this subsection. The  
13 state superintendent shall annually report to the state  
14 board on the progress of each school in meeting annual  
15 goals and overall improvement targets, fully describing the  
16 effectiveness and deficiencies of efforts to improve school  
17 performance in performance categories prescribed by this  
18 section; <sup>P</sup> including the efficacy of representatives  
19 <sup>S</sup> appointed under this paragraph;

20  
21 (viii) To the extent permitted by law and rule  
22 and regulation, plans submitted in compliance with  
23 paragraphs (iii) through (vi) of this subsection shall

1. serve to comply with similar requirements administered by  
2 the state superintendent and the department to minimize  
3 submission of duplicative information, material and the  
4 administrative burdens on schools. All plans submitted  
5 under this subsection shall be made available for public  
6 inspection through internet access as defined by W.S.  
7 9-2-1035(a)(iii);

8  
9       ~~(iii)~~(ix) In addition to ~~paragraph (ii)~~ paragraphs  
10 (iii) through (viii) of this subsection, the state board  
11 shall administer this subsection as part of school district  
12 accreditation required under W.S. 21-2-304(a)(ii), through  
13 appropriate administrative action taken in accordance with  
14 W.S. 21-2-304(b)(ii).

15  
16       (h) Measured performance results obtained and  
17 collected pursuant to this section, together with  
18 subsequent actions responding to results, shall be combined  
19 with other information and measures maintained and acquired  
20 under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H),  
21 21-3-110(a)(xxiv) and otherwise by law, to be used as the  
22 basis of a statewide system for providing periodic and  
23 uniform reporting on the progress of state public education

1 achievement compared to established targets. The statewide  
2 accountability system shall include a process for  
3 consolidating, coordinating and analyzing existing  
4 performance data and reports for purposes of aligning with  
5 the requirements of this section and for determinations of  
6 student achievement incorporated into the statewide system.  
7 The reporting system shall describe the performance of each  
8 public school in Wyoming and the performance report shall:

9  
10 (i) Include an overall school performance rating  
11 along with ratings for each of the indicators in the  
12 accountability system that:

13  
14 (A) Supports the overall school performance  
15 rating; and

16  
17 (B) Provides detailed information for  
18 analysis of school performance on the various components of  
19 the system.

20  
21 (ii) Be disaggregated as appropriate by content  
22 level, target level, grade level and appropriate subgroups  
23 of students. For purposes of this paragraph, reported

1 subgroups of students shall include at minimum,  
2 economically disadvantaged students, English language  
3 learners, identified racial and ethnic groups and students  
4 with disabilities; and

5  
6 (iii) Provide longitudinal information to track  
7 student performance on a school, district and statewide  
8 basis.

9  
10 (j) Reporting under subsection (h) of this section  
11 shall provide valid and reliable data on the operation and  
12 impact of the accountability system established under this  
13 section, for use by the legislature to analyze system  
14 effectiveness and to identify system improvements that may  
15 be necessary. Beginning school year 2013-2014 and each  
16 school year thereafter, the state board shall annually  
17 review the statewide education accountability system,  
18 including but not limited to a review of the  
19 appropriateness of the performance indicators, the measures  
20 used to demonstrate performance, the methods used to  
21 calculate school performance, the target levels and  
22 statewide, district and school attainment of those levels  
23 and the system of support, intervention and consequences.

1 Not later than September 1, 2014, and each September 1  
2 thereafter, the state board shall report to the joint  
3 education interim committee on the information required  
4 under this subsection and the results of the accountability  
5 system for each school in the state.

6  
7 (k) As used in this section, the "January 2012  
8 education accountability report" means the report prepared  
9 by legislative consultants submitted to and approved by the  
10 legislature that addresses phase one of the statewide  
11 accountability in education system and establishes the  
12 design framework for this system. The report is on file  
13 with and available for public inspection from the  
14 legislative service office.

15

16 21-2-304. Duties of the state board of education.

17

18 (a) The state board of education shall:

19

20 . (iv) Establish, in consultation with local  
21 school districts, requirements for students to earn a high  
22 school diploma as measured by each district's ~~body of~~  
23 ~~evidence~~—assessment system prescribed by rule and

1 regulation of the state board and required under W.S.  
2 21-3-110(a) (xxiv). Beginning school year 2013-2014, and  
3 each school year thereafter, the state board shall annually  
4 review and approve each district's assessment system  
5 designed to determine the various levels of student  
6 performance and effective school year 201<sup>3</sup>~~2~~-201<sup>4</sup>~~3~~, and each  
7 school year thereafter, shall require district  
8 administration of common interim benchmark assessments  
9 statewide in grades three (3) through eight (8). A high  
10 school diploma shall provide for one (1) of the following  
11 endorsements which shall be stated on the transcript of  
12 each student:

13

14 (v) Through the state superintendent and in  
15 consultation and coordination with local school districts,  
16 implement a statewide assessment system comprised of a  
17 coherent system of measures that when combined, provide a  
18 reliable and valid measure of individual student  
19 achievement for each public school and school district  
20 within the state, and the performance of the state as a  
21 whole. Statewide assessment system components shall be in  
22 accordance with requirements of the statewide education  
23 accountability system pursuant to W.S. 21-2-204.

1 Improvement of teaching and learning in schools, attaining  
2 student achievement targets for ~~core~~ performance indicators  
3 established under W.S. 21-2-204 and fostering school  
4 program improvement shall be the primary purposes of  
5 statewide assessment of student performance in Wyoming.  
6 The statewide assessment system shall:

7  
8 (B) Effective school year 2012-2013, and  
9 each school year thereafter, be administered at appropriate  
10 levels at in specified grades and at appropriate intervals  
11 aligned to the student content and performance standards,  
12 specifically assessing student performance in reading and  
13 mathematics at grades four (4), eight (8) and eleven (11),  
14 and effective school year 2005-2006, and each school year  
15 thereafter, assessing student performance in reading and  
16 mathematics at grades three (3) through eight (8) and at  
17 grade eleven (11) seven (7). In addition, and commencing  
18 school year 2007-2008 and each school year thereafter, the  
19 statewide assessment system shall assess student  
20 performance in science not less than once within each grade  
21 band for grades three (3) through five (5), grades six (6)  
22 through eight (8), and grades ten (10) through twelve (12).  
23 Effective school year 2013-2014 and each school year

1 thereafter, the statewide assessment system shall assess  
2 student performance in science at grades three (3) through  
3 seven (7). As a component of the statewide assessment  
4 system but separately administered, the statewide writing  
5 and language assessment shall be a valid and reliable  
6 measure of student writing and language according to the  
7 writing and language content and performance standards  
8 promulgated under paragraph (iii) of this subsection  
9 implementing the common core of knowledge and skills as  
10 required by W.S. 21-9-101, and shall allow for monitoring  
11 and evaluation of annual trends in student and school level  
12 writing and language performance. Effective school year  
13 2013-2014 and each school year thereafter, the statewide  
14 writing and language assessment shall be administered to  
15 grades four (4), six (6) and eight (8). The structure and  
16 design of the assessment system shall allow for the  
17 comprehensive measurement of student performance through  
18 assessments that are administered each school year  
19 simultaneously on a statewide basis, with the writing and  
20 language assessment administered separately statewide;

21

22 (D) Measure year-to-year changes in student  
23 performance and progress in the subjects specified under

1 subparagraph (a)(v)(B) of this section, and not later than  
2 school year 2013-2014, link student performance and  
3 progress to teachers of record ~~and compare and evaluate~~  
4 ~~student achievement during the process of student~~  
5 ~~advancement through grade levels and school and district~~  
6 leaders, including superintendents, principals and other  
7 district or school leaders serving in a similar capacity.  
8 The assessment system shall ensure the integrity of student  
9 performance measurements used at each grade level to enable  
10 valid year-to-year comparisons and shall be sufficient to  
11 ~~capture necessary data to enable application of measures of~~  
12 core performance indicators as required under W.S.  
13 21-2-204;

14

15 (E) Include multiple measures and item  
16 types to ensure alignment to the statewide content and  
17 performance standards, including grade appropriate open  
18 response tasks, constructed and extended response items as  
19 appropriate and multiple choice items; ~~to ensure alignment~~  
20 ~~to the statewide student content and performance standards,~~

21

22 (H) Provide a measure of accountability to  
23 enhance learning in Wyoming and in combination with other

1 measures and information, assist school districts in  
2 determining individual student progress as well as school  
3 level achievement, growth and readiness targets. In  
4 addition to reporting requirements imposed under W.S.  
5 21-2-204, the assessment results shall be reported to  
6 students, parents, schools, <sup>and</sup> school districts ~~and the public~~  
7 in an accurate, complete and timely manner. Assessment  
8 results shall be used in conjunction with a school  
9 district's annual assessment to design educational  
10 strategies for improvement and enhancement of student  
11 performance required under W.S. 21-2-204. Assessment  
12 results shall also be used to guide actions by the state  
13 board and the department in providing and directing a  
14 progressive multi-tiered system of support, intervention  
15 and ~~technical assistance consequences~~ to districts in  
16 developing school ~~turn-around~~ improvement plans in response  
17 to student performance to attain target indicators ~~levels~~  
18 measured and established under W.S. 21-2-204. In  
19 consultation and coordination with school districts, the  
20 board shall subject to W.S. 21-2-204, review and evaluate  
21 the assessment system regularly and based upon uniform  
22 statewide reports, annually report to the legislature not  
23 later than September 1 as required under W.S. 21-2-204.

1

2 (vi) Subject to and in accordance with W.S.  
3 21-2-204, through the state superintendent and in  
4 consultation and coordination with local school districts,  
5 by rule and regulation implement a statewide accountability  
6 system. The accountability system shall include a  
7 technically defensible approach to calculate achievement,  
8 growth and readiness as required by W.S. 21-2-204. The  
9 state board shall establish performance targets as required  
10 by W.S. 21-2-204(e) and establish a progressive multi-  
11 tiered system of supports, interventions and consequences  
12 as required by W.S. 21-2-204(f). The system created shall  
13 conform to the January 2012 education accountability report  
14 as defined by W.S. 21-2-204(k). In addition and for  
15 purposes of complying with requirements under the federal  
16 No Child Left Behind Act of 2001, the board shall by rule  
17 and regulation provide for annual accountability  
18 determinations based upon adequate yearly progress measures  
19 imposed by federal law for all schools and school districts  
20 imposing a range of educational consequences and supports  
21 resulting from accountability determinations;

22

1 (b) In addition to subsection (a) of this section and  
2 any other duties assigned to it by law, the state board  
3 shall:

4  
5 (xv) Not later than July 1, 2013, promulgate  
6 rules and regulations for the development, assessment and  
7 approval of implementation and administration of an annual  
8 school district teacher performance evaluation systems  
9 system based in part upon defined student academic growth  
10 performance measures as prescribed by law and upon  
11 longitudinal data systems linking student achievement with  
12 teachers of record. The evaluation system shall clearly  
13 prescribing prescribe standards for satisfactory highly  
14 effective, effective and unsatisfactory ineffective  
15 performance and define teacher of record for purposes of  
16 the teacher and school district leader evaluation and  
17 accountability system. Rules and regulations adopted under  
18 this paragraph shall to the extent ~~student achievement~~  
19 ~~measures are~~ the statewide accountability system is not  
20 compromised, provide district ability to include a portion  
21 of an evaluation system designed to address allow districts  
22 the opportunity to tailor the system to meet the individual  
23 needs of the district. The performance evaluation system

1 shall also include reasonable opportunity for state and  
2 district provision of mentoring and other professional  
3 development activities made available to teachers  
4 performing unsatisfactorily, which are designed to improve  
5 instruction and student achievement;

6  
7 (xvi) Not later than July 1, 2013, promulgate  
8 rules and regulations for implementation and administration  
9 of an annual performance evaluation system for school and  
10 district leadership, including superintendents, principals  
11 and other district or school leaders serving in a similar  
12 capacity. The performance evaluation system shall include  
13 reasonable opportunity for state and district provision of  
14 mentoring and other professional development activities  
15 made available to district administrative personnel  
16 performing unsatisfactorily, designed to improve  
17 leadership, management and student achievement;

18  
19 ~~(xvi)~~ (xvii) Through the state superintendent,  
20 implement, administer and supervise education programs and  
21 services for adult visually handicapped and adult hearing  
22 impaired persons within the state.

23

1           21-3-110. Duties of boards of trustees.

2

3           (a) The board of trustees in each school district  
4 shall:

5

6                   (xvii) Not later than school year 2013-2014 and  
7 each school year thereafter, require the performance of  
8 each initial contract teacher to be evaluated in writing at  
9 least twice annually based in part upon student achievement  
10 measures as prescribed by rule and regulation of the state  
11 board under W.S. 21-2-304(b)(xv). The teacher shall  
12 receive a copy of each evaluation of his performance;

13

14                   (xviii) Not later than school year 2013-2014 and  
15 each school year thereafter, establish a teacher  
16 performance evaluation system and require the performance  
17 of each continuing contract teacher to be evaluated in  
18 writing at least once each year based in part upon student  
19 achievement measures as prescribed by rule and regulation  
20 of the state board under W.S. 21-2-304(b)(xv). The teacher  
21 shall receive a copy of each evaluation of his performance;

22

1           (xix) Not later than school year 2013-2014 and  
2 each school year thereafter, based in part upon student  
3 achievement measures established by the state board of  
4 education under W.S. 21-2-304(b)(xv), performance  
5 evaluations shall serve as a basis for improvement of  
6 instruction, enhancement of curriculum program  
7 implementation, measurement of both individual teacher  
8 performance and professional growth and development and the  
9 performance level of all teachers within the school  
10 district, and as documentation for unsatisfactory  
11 performance for ~~dismissal, suspension and termination~~  
12 proceedings under W.S. 21-7-110;

13

14           (xxiv) Establish a student assessment system to  
15 measure student performance relative to the uniform student  
16 content and performance standards in all content areas for  
17 which the state board has promulgated standards pursuant to  
18 W.S. 21-2-304(a)(iii). To the extent required by W.S.  
19 21-2-204 and 21-2-304(a)(vii), the district assessment  
20 system shall be integrated with the statewide assessment  
21 system and the statewide accountability system. Components  
22 of the district assessment system required by this  
23 paragraph shall ~~include the following:~~ be designed and used

1 to determine the various levels of student performance and  
2 attainment of high school graduation as described in the  
3 uniform student content and performance standards relative  
4 to the common core of knowledge and skills prescribed under  
5 W.S. 21-9-101(b). Beginning school year 2013-2014 and each  
6 school year thereafter, the district shall on or before  
7 August 1, report to the state board in accordance with W.S.  
8 21-2-304(a)(iv) on its assessment system established under  
9 this paragraph. Beginning school year 2012-2013 and each  
10 school year thereafter, a component of the district  
11 assessment system shall include common interim benchmark  
12 assessments in grades three (3) through eight (8), common  
13 to all districts statewide, which are administered in  
14 grades three (3) through eight (8) at least three (3) times  
15 during any one (1) school year. An additional component of  
16 the district assessment system shall include common  
17 benchmark assessments administered for summer school and  
18 extended day intervention and remediation programs in  
19 accordance with W.S. 21-13-334(h)(iv);

20

21 (xxix) Beginning in the spring semester 2007  
22 2013, and each spring semester thereafter, administer a  
23 program where all students enrolled in the eleventh grade

1 and twelfth grades in the district shall be required to  
2 take, on a date specified by the state superintendent,  
3 either a standardized, curriculum based, achievement  
4 college entrance examination or a jobs skills assessment  
5 test in accordance with W.S. 21-2-202(a)(xxx). Each school  
6 district shall provide the opportunity for all home school  
7 and private school students in the eleventh ~~grade~~ and  
8 twelfth grades and residing within the district to take  
9 either the examination or the jobs skills assessment test  
10 one (1) time at no cost to the student on the same date the  
11 ~~examination and test are administered to all eleventh and~~  
12 twelfth grade public school students in the state. The  
13 results of the examination or jobs skills assessment test  
14 taken shall be included in each student's transcript;

15  
16 (xxx) Not later than school year 2013-2014 and  
17 each school year thereafter, in addition to paragraphs  
18 (xvii), (xviii) and (xix), require the performance of each  
19 school ~~principal~~ district leader, including superintendents  
20 and principals and other district or school leaders serving  
21 in a similar capacity to be evaluated by the district  
22 ~~superintendent~~ in accordance with the statewide education  
23 accountability system established under W.S. 21-2-204. Not

1 later than August 15, 2014 and each school year thereafter,  
2 in accordance with rules and regulations of the state  
3 board, the district board shall also provide the state  
4 board written reports verifying ~~principal~~ school district  
5 leader performance and providing performance scores  
6 necessary for continued employment;

7

8 (b) On or before April 15, ~~of each school year, 2014~~  
9 and each school year thereafter, each school district  
10 superintendent shall provide a report to the board of  
11 trustees identifying all teachers and school and district  
12 leaders within the district whose performance, through  
13 evaluations conducted under paragraphs (a)(xvii) through  
14 (xix) and (xxx) of this section, has been determined  
15 inadequate or unsatisfactory for that school year. The  
16 report shall include a summary of mentoring and other  
17 professional development activities made available to the  
18 identified school and district leaders and teachers to  
19 improve instruction and student achievement. Not later  
20 than June 1, ~~of each school 2014 and each school year~~  
21 thereafter, the board shall file a report with the  
22 department of education certifying compliance with this  
23 subsection.

1

2

## 21-7-102. Definitions.

3

4

(a) As used in this article the following definitions shall apply:

5

6

7

(ii) "Continuing Contract Teacher":

8

9

(A) Any initial contract teacher who has been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years, ~~has performed satisfactorily on performance evaluations implemented by the district under W.S. 21-3-110(a)(xvii) during this period of time and~~ has had his contract renewed for a fourth consecutive school year and, beginning school year 2013-2014 and each school year thereafter, has performed satisfactorily on performance evaluations implemented by the district under W.S. 21-3-110(a)(xvii) during this period of time; or

10

11

(B) A teacher who has achieved continuing contract status in one (1) district, and who without lapse of time has taught two (2) consecutive school years and has

12

13

1 had his contract renewed for a third consecutive school  
2 year by the employing school district, and, beginning  
3 school year 2013-2014 and each school year thereafter, has  
4 performed satisfactorily on performance evaluations  
5 conducted by both districts under W.S. 21-3-110(a)(xvii)  
6 during this period of time.

7

8 21-7-110. Suspension or dismissal of teachers;  
9 notice; hearing; independent hearing officer; board review  
10 and decision; appeal.

11

12 (a) The board may suspend or dismiss any teacher, or  
13 terminate any continuing contract teacher, for any of the  
14 following reasons:

15

16 (vii) Beginning school year 2013-2014 and each  
17 school year thereafter, inadequate performance as  
18 determined through annual performance evaluation tied to  
19 student academic growth completed in accordance with W.S.  
20 21-3-110(a)(xvii) through (xix);

21

22 Section 2. W.S. 21-2-204(b)(i), (ii), (d)(i) through  
23 (iii), (f)(i) and (ii), 21-2-304(a)(vii),

1 21-3-110(a) (xxiv) (A) and (B) and 2011 Wyoming Session Laws,  
2 Chapter 184, Section 4(g) and (h) and Section 5(a) and  
3 (b) (v) are repealed.

4

5 **Section 3.**

6

7 (a) Notwithstanding 2011 Wyoming Session Laws,  
8 Chapter 184, Section 5(b) (v), the state board shall, in  
9 accordance with and as a part of the statewide assessment  
10 system administered in accordance with W.S. 21-2-304(a) (v),  
11 ~~as amended under section 1 of this act, establish a~~  
12 separate writing and language assessment to be implemented  
13 and administered statewide in school year 2013-2014 and  
14 each school year thereafter. The assessment shall be a  
15 valid and reliable measure of student writing and language  
16 according to the writing and language content and  
17 performance standards adopted by the state board under W.S.  
18 21-2-304(a) (iii), shall allow for monitoring and evaluation  
19 of trends in writing and language performance on an  
20 individual student and school basis, and shall weight  
21 language, including conventions, spelling, punctuation and  
22 grammar, at twenty-five percent (25%) and grade the  
23 remaining seventy-five percent (75%) holistically to arrive

1 at a combined school score. The separate statewide writing  
2 assessment shall be administered in grades four (4), six  
3 (6) and eight (8) each year on one (1) day, not to exceed a  
4 total of two (2) hours thirty (30) minutes of assessment  
5 time for any grade specified in this subsection during any  
6 statewide administration. The state board shall report to  
7 the select committee on statewide education accountability  
8 not later than July 1, 201<sup>3</sup> on the status of the writing  
9 and language assessment required by this subsection and  
10 W.S. 21-2-304(a)(v), as amended by section 1 of this  
11 section.

12

13 (b) In addition to subsection (a) of this section,  
14 the state board, through the department of education, shall  
15 commence development of a statewide assessment system  
16 complying with the requirements imposed under W.S.  
17 21-2-304(a)(v), as amended by section 1 of this act. The  
18 state board shall periodically report to the select  
19 committee on progress on assessment development under this  
20 act, and shall at minimum report to the select committee  
21 prior to issuing any request for proposal or contract  
22 amendment to commence assessment system development and  
23 implementation.

1

2

**Section 4.**

3

4

(a) Notwithstanding 2011 Wyoming Session Laws, Chapter 184, Section 4, the select committee on statewide education accountability shall continue through December 31, 2013. The chairman of the senate education committee and the chairman of the house education committee shall continue to serve as cochairmen of the select committee. The members appointed under 2011 Wyoming Session Laws, Chapter 184, Section 4(b) shall continue to serve on the select committee through December 31, 2012. New members shall be appointed for terms commencing with the sixty-first legislature as provided in 2011 Wyoming Session Laws, Section 4(b). Select committee members shall receive compensation, per diem and travel expense reimbursement in the manner and amount prescribed under W.S. 28-5-101. The appointing authority for any member who vacates membership shall fill the vacancy.

20

21

(b) Notwithstanding 2011 Wyoming Session Laws, Chapter 184, Section 4, the advisory committee shall continue to assist the select committee as the select

22

23

1 committee deems necessary through December 31, 2013. The  
2 members appointed under 2011 Wyoming Session Laws, Chapter  
3 184, Section 4(d) shall continue to serve on the advisory  
4 committee. The appointing authority for any member who  
5 vacates membership shall fill the vacancy. Any member  
6 appointed to the advisory committee which is not an  
7 employee of a governmental subdivision or a member of a  
8 political subdivision board or commission shall receive per  
9 diem and travel expenses in the manner and amount provided  
10 state employees under W.S. 9-3-103.

11

12 (c) The legislative service office shall staff the  
13 select committee and the advisory committee. The  
14 department of education, the state superintendent and other  
15 state agencies shall provide information and other  
16 assistance as requested by the select committee or the  
17 advisory committee. The legislative service office may  
18 retain consultants as necessary to staff and advise the  
19 select committee in executing responsibilities prescribed  
20 by this act. The management council may expend funds  
21 appropriated by the legislature for approved contractual  
22 agreements between the council and professional consultants  
23 on behalf of the select committee.

1

2

**Section 5.**

3

4 (a) The state board, in consultation with the  
5 department of education, shall report to the legislative  
6 service office not later than August 15, 2012 on the  
7 implementation of phase one of the statewide education  
8 accountability system as amended by W.S. 21-2-204 and  
9 21-2-304(a)(vi), as amended by section 1 of this act.  
10 Except as provided under W.S. 21-2-304(a)(v), as amended  
11 under section 1 of this act, for delayed implementation of  
12 several components of the statewide assessment system, the  
13 report shall include the design and proposed business rules  
14 for implementation and administration of a fully  
15 operational phase one statewide education accountability  
16 system by school year 2012-2013. The department of  
17 education shall use available data from school year  
18 2011-2012 and all applicable prior years to demonstrate the  
19 operation of phase one of the system and application of the  
20 business rules as proposed by the state board. As  
21 subsequent data may become available, the department shall  
22 review the operation of phase one of the system and based

1 upon that review, report to the state board any revisions  
2 for system implementation.

3

4 (b) The system reported by the state to the  
5 legislative service office as required by subsection (a) of  
6 this section shall conform to the January 2012 education  
7 accountability report as defined by W.S. 21-2-204(k). For  
8 system indicators and data not yet collected but specified  
9 in the January 2012 report or otherwise required by this  
10 act, the state board shall, through the department of  
11 education, provide a specific plan describing how the  
12 indicators will be incorporated into accountability system  
13 computations and analysis upon becoming available. In  
14 addition, the department shall on behalf of the state  
15 board, calculate overall school and indicator level results  
16 for the 2012-2013 pilot school year based upon data  
17 available during the 2011-2012 school year and all  
18 applicable prior school years. The report by the state  
19 board as required under subsection (a) of this section  
20 shall incorporate business rules and a plan for  
21 administration and implementation which at a minimum  
22 includes the following elements:

23

1 (i) A technically defensible approach to  
2 calculate achievement, growth and readiness as required by  
3 W.S. 21-2-204(d), as amended by section 1 of this act;

4  
5 (ii) Use of a deliberative process informed by  
6 broad-based representation from areas of public education  
7 and the community at-large in developing and establishing  
8 performance levels on the various performance indicators  
9 and the overall process as required under W.S. 21-2-204(e),  
10 as amended by section 1 of this act. Initial membership on  
11 this representative panel to be established under this  
12 paragraph shall be comprised at minimum, of representatives  
13 of organizations and entities specified in this paragraph.  
14 The numbers of members appointed from each specified  
15 organization or entity shall be at least equal to and may  
16 exceed the number specified in this paragraph. The initial  
17 panel membership shall include:

18

19 (A) Three (3) members of the state board;

20

21 (B) Three (3) public school teachers, one  
22 (1) from an elementary school, one (1) from a middle or  
23 junior high school and one (1) from a high school;

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(C) Three (3) public school principals, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;

(D) Three (3) school district superintendents, one (1) representing a small district, one (1) a medium district and one (1) a large district;

(E) Three (3) members of the business community and the community at-large;

(F) Three (3) parents of children attending Wyoming public schools;

(G) Three (3) members of school district central office administration;

(H) Three (3) members of Wyoming school district boards of trustees;

(J) Three (3) representatives of Wyoming post-secondary education institutions.

1

2 (iii) Performance targets and levels of  
3 performance required by W.S. 21-2-204(e), as amended by  
4 section 1 of this act;

5

6 (iv) Inclusion requirements, including but not  
7 limited to:

8

9 (A) The identification and definition of  
10 students who shall be assessed to determine school  
11 performance and accountability with the expectation that  
12 all Wyoming students in eligible grades shall participate  
13 in the assessment and accountability system;

14

15 (B) Identification and definition of the  
16 minimum number of students and data elements acceptable for  
17 calculation of school, student and group performance and  
18 accountability; and

19

20 (C) Identification and definition of an  
21 academic year for purposes of determining school  
22 performance and accountability.

23

1           (v) Attribution requirements, including but not  
2 limited to the identification and definition of school  
3 configurations and the identification and definition of the  
4 linkage necessary between a student and a school that shall  
5 be used for determining school performance and  
6 accountability.

7  
8           (c) A separate component of the report required under  
9 this section shall include a design document and  
10 implementation plan describing the provision of a  
11 progressive multi-tiered system of supports, interventions  
12 and consequences administered by the department and the  
13 state board based upon the performance of each school at  
14 each level as required by W.S. 21-2-204(f), as amended by  
15 section 1 of this act. In administering the state system  
16 of supports, interventions and consequences established by  
17 the state board and in appointing representatives to assist  
18 schools, school districts and the department in developing  
19 school improvement plans and resourcing plan  
20 implementation, the state superintendent shall first  
21 consider the level of expertise appropriate for the  
22 development and implementation of a particular improvement  
23 plan and all associated education strategies. This

1 decision shall be followed by a consideration of the level  
2 of critical review and evaluation required for evaluating  
3 school improvement plans and the required level of  
4 evaluation of the accuracy of any research synthesis  
5 incorporated into plan implementation. The state  
6 superintendent shall, depending upon the level of expertise  
7 required, appoint a representative from the department or  
8 from a school district, or both, and may appoint a  
9 representative through contracted expertise. In those  
10 schools requiring substantial intervention and support, the  
11 ~~state superintendent may establish a support structure for~~  
12 that school comprised of distinguished educators possessing  
13 the necessary credentials, education and expertise to  
14 assist schools appropriately, who possess the necessary  
15 experience, education and expertise commensurate with the  
16 level of intervention, support and consequences to be  
17 administered. The state superintendent shall report the  
18 effectiveness of appointed representatives in improving  
19 school performance in the annual report to the state board,  
20 as required under W.S. 21-2-204(f)(vii), as amended by  
21 section 1 of this act.

22

1           (d) The legislative service office shall review the  
2 report submitted by the state board and department of  
3 education in accordance with this section and report  
4 findings and recommendations to the advisory committee  
5 reestablished under section 4(b) of this act regarding the  
6 proposed implementation and administration of phase one of  
7 the statewide education accountability system for school  
8 year 2012-2013. Not later than September 15, 2012, the  
9 advisory committee and the legislative service office shall  
10 report to the select committee on recommendations,  
11 conclusions and findings in response to the submission of  
12 the report.

13

14           Section 6.

15

16           (a) Notwithstanding 2011 Wyoming Session Laws,  
17 Chapter 184, Section 4(g), the select committee on  
18 statewide education accountability shall continue the study  
19 of phase one of the statewide education accountability  
20 system and initiate phase two of the statewide education  
21 accountability study in accordance with subsection (c) of  
22 this section. The select committee shall report to the  
23 legislature on its findings and include recommendations for

1 implementing legislation and a timeline for implementation  
2 when applicable.

3

4 (b) The select committee shall continue to study and  
5 develop recommendations as related to phase one of the  
6 education accountability act in the following areas:

7

8 (i) Additional measures of assessment and data  
9 elements at the secondary level that may account for  
10 students taking more than four (4) years to graduate or  
11 complete the general educational development ((GED)) tests or  
12 other appropriate measures of high school completion;

13

14 (ii) Additional post secondary and career  
15 information that may assist in the determination of growth  
16 and achievement as related to career or college readiness.  
17 The measures or data at a minimum shall include:

18

19 (A) Consideration of information related to  
20 college course completion;

21

1 (B) Remediation needs and rates at both  
2 Wyoming post secondary education institutions ~~and to the~~  
3 ~~extent possible, institutions from other states;~~

4

5 (C) Enrollment and academic performance in  
6 advance placement courses;

7

8 (D) Participation in joint enrollment or  
9 other post secondary courses while enrolled at the  
10 secondary level;

11

12 ~~(E) Qualitative data;~~

13

14 (F) Attainment of career or industry  
15 certification; and

16

17 (G) Achievement of post secondary outcomes.

18

19 (iii) Notwithstanding 2011 Wyoming Session Laws,  
20 Chapter 184, Section 4(f)(ii), the select committee shall  
21 continue the study of an end of course assessment systems  
22 that measure various levels of student performance as  
23 described in the uniform student content and performance  
24 standards as required by W.S. 21-2-304(a)(iv) and

1 21-3-110(a)(xxiv). Not later than September 1, 2012, the  
2 state board shall report and make recommendations to the  
3 select committee on the use of an end of course assessment  
4 system as a component of the statewide summative assessment  
5 and for district assessment systems that are designed and  
6 used to determine the various levels of student performance  
7 for purposes of fulfilling high school graduation  
8 requirements. Additionally, end of course assessment  
9 results shall be used in the statewide accountability  
10 system, the school district leader and teacher  
11 accountability system and the student accountability  
12 system. The recommendations shall conform to the January  
13 2012 education accountability report as defined by W.S.  
14 21-2-204(k);

15

16 (iv) A system of state supports and capacity  
17 building necessary to improve educational systems at a  
18 statewide level, to integrate with and execute the systems  
19 of support, intervention and consequences established under  
20 W.S. 21-2-204(f), as amended by section 1 of this act. The  
21 system of supports and capacity building shall at minimum  
22 follow a comprehensive, systematic, intentional approach  
23 for teachers and administrators, that increases the

1 collective instructional capacity or expertise around a  
2 particular content area and specific problems of practice,  
3 develops the organizational processes and systems to help  
4 support the ongoing development, coordination and  
5 deployment of instructional capacity and incorporates a  
6 research-based approach to increasing instructional  
7 capacity. The select committee shall implement this  
8 paragraph through the advisory committee, who may use a  
9 technical advisory committee appointed by the advisory  
10 committee chairman, to review the needs, capacity and  
11 design approaches to build the necessary capacity across  
12 the state. Recommendations developed under this paragraph  
13 by the advisory committee shall be reported to the select  
14 committee by September 15, 2012;

15

16 (v) Data requirements and systems necessary to  
17 support the statewide education accountability system and  
18 the goal of improved student and school performance.

19

20 (c) The select committee shall study and develop  
21 recommendations on phase two of the statewide education  
22 accountability system, including the performance of school  
23 and district leaders and teachers. For purposes of this

1 study, school and district leaders include superintendents,  
2 principals and other district or school leaders serving in  
3 a similar capacity. School district leader and teacher  
4 evaluation and accountability shall at a minimum include  
5 the following:

6

7 (i) A comprehensive definition of an effective  
8 school district leader and teacher;

9

10 (ii) A measurement system to evaluate school and  
11 district leaders' and teachers' performance relative to the  
12 definition of an effective school district leader or  
13 teacher, as appropriate;

14

15 (iii) Definition of school district leader or  
16 teacher of record;

17

18 (iv) The use of student performance results in a  
19 valid and reliable manner;

20

21 (v) At least three (3) levels of performance for  
22 school and district leaders and teachers, including highly  
23 effective, effective and ineffective;

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(vi) A differentiated system to account for differences between novice school and district leaders or teachers and more experienced school and district leaders or teachers;

(vii) More frequent evaluation of novice school and district leaders or teachers as compared to more experienced school and district leaders or teachers that receive effective or highly effective performance evaluations for consecutive periods.

(d) Related to the school district leader and teacher evaluation and accountability system, the select committee shall include a review of performance pay, which shall consider merit-based salary schedules, bonuses, incentive pay and differential staffing practices.

(e) In addition to subsections (c) and (d) of this section, the select committee shall study and provide recommendations on student and parental accountability, providing incentives and sanctions to promote increased student achievement, a review of existing statutes related to incentives fostering improved student performance,

1 develop recommendations on training needs of school district  
2 boards of trustees and shall explore different approaches  
3 and methods of providing school district leader development.  
4

5 **Section 7.**  
6

7 (a) For the period commencing on the effective date  
8 of this section and ending June 30, 2014, unexpended,  
9 unobligated amounts appropriated to the legislative service  
10 office under 2010 Wyoming Session Laws, Chapter 39, Section  
11 334(f)(ii), shall be available for expenditure by the  
12 legislative service office. Additionally and  
13 notwithstanding W.S. 9-2-1008, 9-2-1012(e) and 9-4-207(a),  
14 any unexpended, unobligated monies appropriated from the  
15 school foundation program account to the attorney general  
16 under 2010 Wyoming Session Laws, Chapter 39, Section 2,  
17 Section 015, for purposes of the school finance litigation  
18 law office, shall not revert on June 30, 2012 and shall be  
19 reappropriated for expenditure by the legislative service  
20 office for the period commencing July 1, 2012 and ending  
21 June 30, 2014. Expenditures of amounts appropriated and  
22 reappropriated under this section shall be for professional  
23 consulting expertise and other support necessary to carry  
24 out and execute the work of the select committee on

1 statewide education accountability as required under this  
2 act. Professional consulting expertise may be retained by  
3 the legislative service office only upon approval of the  
4 management council, and the unexpended, unobligated amounts  
5 may be expended for contractual agreements between the  
6 council and professional consultants.

7

8 (b) For the period beginning upon the effective date  
9 of this section and ending June 30, 2014, seventy-five  
10 thousand dollars (\$75,000.00) is appropriated from the  
11 unexpended, unobligated amounts appropriated to the  
12 legislative service office under 2010 Wyoming Session Laws,  
13 Chapter 39, Section 334(f)(ii) for necessary expenses of  
14 the select committee on statewide education accountability  
15 established under this act, as necessary to carry out this  
16 act.

17

18 (c) For the period commencing on the effective date  
19 of this section and ending June 30, 2014, up to eight  
20 hundred twelve thousand one hundred twenty-eight dollars  
21 (\$812,128.00) is appropriated from the school foundation  
22 program account to the department of education to provide  
23 for the statewide administration of the standardized

1 college readiness test in school years 2012-2013 and  
2 2013-2014, covering English, reading, mathematics and  
3 science in grades eight (8) through ten (10), as required  
4 by W.S. 21-2-204(c), as amended by section 1 of this act,  
5 and for the statewide administration of the standardized  
6 college entrance examination in grade twelve (12) and the  
7 expansion of this administration to include writing in  
8 grade eleven (11), all as required by W.S. 21-2-202(a) (xxx)  
9 and 21-2-204(c), as amended by section 1 of this act. Of  
10 this appropriation, thirty thousand dollars (\$30,000.00)  
11 shall be expended by the department for necessary  
12 professional development and data costs.

13

14 (d) For the period commencing on the effective date  
15 of this section and ending June 30, 2014, up to two hundred  
16 fifty thousand dollars (\$250,000.00) is appropriated from  
17 the school foundation program account to the department of  
18 education to provide the necessary support to the state  
19 board of education in carrying out duties imposed upon the  
20 board by this act. This appropriation may be expended for  
21 acquisition of necessary professional consulting expertise.  
22 The department shall report expenditures of amounts  
23 appropriated under this subsection to members of the select

1 committee on statewide education accountability, initially  
2 on or before December 1, 2012, and periodically thereafter  
3 until the amount appropriated is expended or the  
4 expenditure authority expires, whichever first occurs.

5

6 Section 8.

7

8 (a) Except as provided by subsection (b) of this  
9 section, this act is effective immediately upon completion  
10 of all acts necessary for a bill to become law as provided  
11 by Article 4, Section 8 of the Wyoming Constitution.

12

13 (b) Notwithstanding subsection (a) of this section,  
14 W.S. 21-2-304(a)(v)(B) and (E) and (b)(xv),  
15 21-3-110(a)(xvii), (xviii) and (xix) and (b),  
16 21-7-102(a)(ii)(A) and (B) and 21-7-110(a)(vii) are  
17 effective July 1, 2012.

18

19

(END)

**Trápá**

# State Board of Education Priorities

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The following are duties of the Wyoming State Board of Education that the Board may consider prioritizing in the future. Note that some duties may already be underway. In addition, the legislature may significantly alter the scope of Board duties during the 2012 budget session.

- Pilot a statewide benchmark adaptive assessment for school year 2011-12
  - Align with statewide summative assessment and performance targets for 2012-13
  - Report development of pilot to Select Committee (WDE Developing; Board must approve)
- Develop and implement a statewide benchmark adaptive assessment for school year 2012-13
  - Establish standards for student growth in K-8 math and reading
  - Separate from, but correlated with, statewide assessment
  - Prescribe growth by subject and grade level; align with 2011-12 as baseline; use results to design improvement strategies
- Review an alternative to the current body of evidence system
  - Provide district-level assessment of consistent, comparable and aligned measures
  - Provide opportunity for students to demonstrate proficiency at the student, teacher, school, and district levels
  - Consider end-of-course exams as an alternative
  - Replace current system in 2012-13 school year
- Develop annual teacher and leader performance evaluation system
  - Based in part on student academic growth
  - Use longitudinal data system; link student achievement with teachers of record

- Set standards for exceptional, satisfactory, unsatisfactory performance
- Allow opportunity for mentoring and professional development

# Education Duties

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Note: The classification of duties into different service areas is somewhat artificial, and there may be some overlap and duplication.

## SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE DEPARTMENT

### MAJOR / GENERAL DUTIES

- General supervision of public schools. *Art. 7, § 14, Constitution of the State of Wyoming*
- Act as administrative head and chief executive officer of the Department of Education ("Department"). *W.S. § 21-2-201*
- Supervise the Department and staff and organize it in a manner to discharge duties appropriately. *W.S. § 21-2-104*
- Make rules and regulations consistent with the Education Code. *W.S. § 21-2-202(a)(i)*
- Develop public support for a complete and uniform system of education. *W.S. § 21-2-202(a)(ii)*
- Enforce the Education Code and rules and regulations in accordance with the law. *W.S. § 21-2-202(a)(iv)*
- Make final agency decisions and hold administrative hearings in accordance with the law. *W.S. § 21-2-202(d) and § 21-2-101*
- Take appropriate administrative action with the State Board that may be necessary, including changing the accreditation status of any school or institution. *W.S. § 21-2-202(c)*
- Assist the State Board. *W.S. § 21-2-*

## STATE BOARD OF EDUCATION

### MAJOR / GENERAL DUTIES

- ◇ Establish polices for public education in the State consistent with the Constitution and the statutes. *W.S. § 21-2-304(a)(i)*
- ◇ Establish statewide goals for Wyoming public education. *W.S. § 21-2-304(e)*
- ◇ Promulgate rules necessary or desirable for the proper and effective implementation of the Education Code. *W.S. § 21-2-304(a)(i)*
- ◇ Initiate and facilitate discussions regarding the needs of and the means for improving education. *W.S. § 21-2-304(b)(v)*
- ◇ Perform an ongoing review of State Board duties and make recommendations to the Legislature on board duties. *W.S. § 21-2-304(c)*
- ◇ Report to the Governor and recommend education legislation and necessary appropriations for educational activities in conjunction with the Superintendent. *W.S. § 21-2-306*
- ◇ Require reports and other assistance from school boards and officials as necessary. *W.S. § 21-2-305(a)(ii)*
- ◇ Meet during the first quarter of a

202(a)(vii)

- Designate an employee to serve as liaison to the State Board, including providing information upon request. *W.S. § 21-2-202(b)*
- Assist the Professional Teaching Standards Board. *W.S. § 21-2-202(a)(xvi)*
- Serve on the School Facilities Commission. *W.S. § 21-15-113*
- Serve as an ex officio member of the University of Wyoming's Board of Trustees. *Art. 7, § 17, Constitution of the State of Wyoming*
- Serve on the Board of Land Commissioners. *Art. 18, § 3, Constitution of the State of Wyoming*
- Report to the Governor and recommend education legislation and necessary appropriations for educational activities in conjunction with the State Board. *W.S. § 21-2-306*
- Recommend appropriations from the school foundation program account, including the amount necessary to fund payments to the school districts and special programs in the budget request to the Governor. *W.S. § 21-2-202(a)(xvii)*
- Consult with and advise the State Board, local school boards, local school administrators, teachers and interested citizens. *W.S. § 21-2-202(a)(ii)*
- Print and distribute informative material to interested parties. *W.S. § 21-2-202(a)(ix)*
- Maintain files and records of matters related to the Department. *W.S. §*

calendar year and select a chairman; meet at the call of the Superintendent or the Governor or the Chairman and meet at regular intervals as required to carry out duties. *W.S. § 21-2-301(b)*.

- ◇ Evaluate and review, at least every five (5) years, the uniformity and quality of the educational program standards imposed by *W.S. § 21-9-101* and *§ 21-9-102* and the student content and performance standards and report findings and recommendations to the Joint Education Interim Committee. *W.S. § 21-2-304(c)*
- ◇ Through the evaluation and accreditation of school districts, implement and enforce the uniform standards for educational programs prescribed under *W.S. § 21-9-101* and *§ 21-9-102*.
  - ◆ Ensure the uniform standards provide students an opportunity to acquire sufficient knowledge and skills to enter the University and community colleges and/or the job market or post-secondary vocational and technical training and achieve the general purpose of educating students for their roles as citizens and participants in the political system. *W.S. § 21-2-304(a)(ii)*
- ◇ In consultation with local school districts, prescribe and enforce uniform student content and performance standards as specified by *W.S. § 21-9-101(b)*

21-2-202(a)(iii)

- Employ legal counsel to review contracts and perform other duties as assigned. *W.S. 21-2-202(a)(xix)(J)*
- Establish a program of administering a standardized college entrance examination or a job skills assessment test to all 11<sup>th</sup> graders by rule and regulation. *W.S. § 21-2-202(a)(xxx)*
- Develop and implement a statewide education technology plan in cooperation with interested shareholders. *W.S. § 21-2-202(a)(xx)*
- Prepare a summary of the law regarding the creation and operation of charter schools. *W.S. § 21-3-304(g)*
- Adopt rules and regulations prescribing standards and allowable costs for educational services provided to court ordered placement pupils and distribute appropriate payments for such services. *W.S. § 21-13-315(b)*
- Promulgate rules and regulations to implement and enforce standards for student transportation. *W.S. § 21-13-320(f)*
- Make rules and regulations establishing standards for driver education programs in consultation with the Department of Transportation and employ a state coordinator of driver education programs to provide oversight of all driver education programs throughout the State. *W.S. § 21-3-501(e) and (f)*
- Make guidelines regarding the proper storage and disposal of hazardous material and toxic chemicals for school districts in

and (c), including promulgation of uniform standards for programs addressing the special needs students specified by *W.S. § 21-9-101(c)*.

- ◆ Include standards for graduation from any high school and describe required performance levels in order to achieve proficiency of the common core of knowledge and skills.
- ◆ The standards must require successful completion of the following components, as evidenced by passing grades or successful performance on a competency-based exam: Four (4) years of English; Three (3) years of mathematics, science and social studies, including history, American government and economic systems and institutions. *W.S. § 21-2-304(a)(iii)*
- ◇ Establish requirements for high school diplomas as measured by each district's body of evidence assessment system and provide for advanced, comprehensive and general endorsements on diplomas in accordance with statute. *W.S. § 21-2-304(a)(iv)*
- ◇ Implement, review and evaluate a statewide assessment system for measuring student progress. The system must:
  - ◆ Utilize measures, that when combined, provide a reliable and valid measure of individual student

- cooperation with the Department of Environmental Quality. *W.S. § 21-2-202(a)(xxii)*
- Make rules and provide a biennial plan and budget for the maintenance and operation for the deaf school in Casper. *W.S. § 21-2-202(a)(xii)*
  - Collect and assess student educational assessment data from school districts, community colleges and the University of Wyoming in accordance with the rules promulgated by the State Board. *W.S. § 21-2-202(a)(xiv)*
  - Establish and maintain and a uniform statewide reporting system based upon the student assessment. *W.S. § 21-2-202(a)(xxi)*
  - Maintain a list of accredited schools in Wyoming. *W.S. § 21-2-202(a)(viii)*
  - Administer and enforce the statutes addressing private school registration and licensure. *W.S. § 21-2-401 and § 21-2-402*
  - Regulate the qualifications of and establish licensure fees for agents of private schools. *W.S. § 21-2-403(b)*
  - Revoke and suspend private school registrations and licenses in accordance with the Wyoming Administrative Procedures Act. *W.S. § 21-2-402(d)*
  - Establish rules and regulations for the implementation and administration of the Hathaway Scholarship Program, including providing for exceptions when appropriate in determining initial scholarship eligibility and continued eligibility. *W.S. § 21-16-1308*
  - Promulgate rules and regulations for the collection of data and annual achievement;
- ◆ Ensure the primary purpose is to improve teaching and learning in schools and fostering school program improvements;
  - ◆ Require administration in reading, writing and mathematics at grades four (4), eight (8) and eleven (11) and, beginning in 2007-2008, in science not less than once within the following grade bands: three through five (3-5), six through 8 (6-8) and ten through twelve (10-12);
  - ◆ Measure Wyoming students against a national rubric.
  - ◆ Measure changes in student performance and progress in each subject year-to-year;
  - ◆ Ensure a fair and unbiased assessment without regard to race, ethnicity, limited English proficiency and socioeconomic status; and,
  - ◆ Provide alternatives and appropriate assessments for students with disabilities. *W.S. § 21-2-304(a)(v)*
- ◇ Report assessment results to students, parents, schools, schools districts, the public and the legislature in an accurate manner and utilize results in conjunction with school district's annual assessment to design educational strategies for

reporting requirements for the Hathaway Scholarship Program. W.S. § 21-16-1308(c)

- Promulgate rules and regulations, in consultation with the State Board, and provide oversight for distance education programs in Wyoming. W.S. § 21-2-202(a)(xxxi) and § 21-13-330.
- Promulgate rules and regulations establishing a charter school application process, which includes a process for review by the district superintendent and mediation. W.S. § 21-3-307(d)

improvement and enhancement of student performance. W.S. § 21-2-304(a)(v)(H)

- ◇ Establish improvement goals for public schools assessment of student progress based upon the NAEP (National Assessment of Educational Progress) and the statewide assessment. W.S. § 21-2-304(b)(xiv)
- ◇ By rule and regulation establish a statewide accountability system imposing a range of educational consequences that increase in the degree of intensity over time, which ensures:

- ◆ Continuous improvement of student achievement;
- ◆ Accountability decisions and progress of improving student achievement are based on adequate yearly progress as defined by No Child Left Behind and the district's body of evidence;
- ◆ Ensure the focus of the system is teacher remediation, administrator quality and student remediation; and,
- ◆ A range of rewards are provided for those schools that meet the appropriate goals. W.S. § 21-2-304(a)(vi)

- ◇ Enforce the uniform content and performance standards imposed by statute and rule and regulation by taking appropriate administrative action with the Superintendent, including but not limited to changing the accreditation status. W.S. § 21-2-

304(b)(ii)

- ◇ Approve or disapprove alternative scheduling for districts requesting to operate for less than 175 days in a school year. *W.S. § 21-2-304(b)(viii)*

Promulgate rules for the development, assessment and approval of school district teacher performance evaluation systems which allows each district the flexibility to develop an evaluation system that meets the individual needs of the district. *W.S. § 21-2-304(b)(xv)*

- ◇ Through the Superintendent, implement, administer and supervise education programs and services for adult visually handicapped and hearing impaired persons within the State. *W.S. § 21-2-304(b)(xvi)*
- ◇ Grant or deny requests by charter schools for release from State statutes and rules, decide appeals from district board decisions related to charter schools. *W.S. § 21-3-310*
- ◇ Serve as the "State Committee" for purposes of district organization, reorganizations, and adjustment of boundaries of school districts. Duties include:
  - ◆ Providing aid to district boundary boards in carrying out their powers and duties in consultation with the Superintendent; and,
  - ◆ Receiving, filing and reviewing all proposals for organizations, reorganization and

boundary adjustments and making decisions as the approval or denial of the submission. *W.S. § 21-6-210(a) and § 21-6-211*

- ◇ Approve any agreement to form a board of cooperative educational services (BOCES) entered into by a school district. *W.S. § 21-20-104(a)*

### SPECIAL EDUCATION

- Make rules to assure disabled students receive a free and appropriate education.
- Promulgate rules and regulations that assure that each child with a disability receives a free and appropriate education in accordance with his capabilities. *W.S. 21-2-202(a)(xviii)*
- Establish statewide guidelines for special education staffing levels to be used in assessing programs and services provided by school districts. *W.S. § 21-2-202(a)(xxiii)*
- Monitor school district special education identification and service delivery practices, assess variations in services or delivery methods and assist districts in developing alternatives. *W.S. § 21-2-202(a)(xxiv).*
- Measure and track district special education programs based upon student performance and develop procedures to monitor student progress over time. *W.S. § 21-2-202(a)(xxv)*
- Promulgate rules and regulations to carry out the delivery of educational services of preschool children with disabilities. *W.S. § 21-2-703(c)*

### SPECIAL EDUCATION

- ◇ Prescribe content and performance standards for children with disabilities, limited English proficient children, economically disadvantaged youth and gifted and talented students.
  - ◆ Programs implemented by districts in accordance with these standards must identify special student populations in accordance with the rules and regulations of the State Board. *W.S. § 21-2-304(a)(iii) and § 21-9-101(c)*
- ◇ Monitor the proportion of students in each special needs category and compare to regional averages. *W.S. § 21-9-101(c)*
- ◇ Note: Many aspects of special education and educating children with disabilities are controlled and dictated by federal law. Any action or initiative undertaken by the State Board or the Superintendent in this area must coincide with the direction of the federal government as contained in the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq. and any subsequent amendments thereof.

- Insure that activities to deliver a proper education to preschool children with disabilities comply with the Education of the Handicapped Act, 20 U.S.C. §§ 1400 through 1485. *W.S. § 21-2-703(a)(iii)*
- Enter into an agreement with the Development Disabilities Division of the Department of Health defining the duties of each party with regard to the education of developmentally disabled preschoolers. *W.S. § 21-2-703(c)*
- Receive and expend funds from the federal government pursuant to § 611(d) and reserved by the State pursuant to § 611(e)(2) of the federal Individuals with Disabilities Education Act in accordance with the law. *W.S. § 21-2-705(c)*
- Promulgate rules and regulations to implement and administer reimbursement for special education services. *W.S. § 21-13-323(d)*
- Note: Many aspects of special education and educating children with disabilities are controlled and dictated by federal law. Any action or initiative undertaken by the State Board or the Superintendent in this area must coincide with the direction of the federal government as contained in the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq. and any subsequent amendments thereof.
- Establish requirements for school district policies on using seclusion and restraint; review district policies. *W.S. 21-2-202(a)(xxxii)*
- Develop a model protocol to assist districts to develop protocols assessing risks of head injuries from

Furthermore, because the implementation of federal programs and distribution of federal aid is within the control of the Superintendent and special education is governed by federal law, the Board's abilities are relatively limited in this area. *W.S. § 21-13-321(a)(ii) and § 21-2-202(a)(xviii) and (xix).*

school athletics

### VOCATIONAL EDUCATION

- Establish criteria and guidelines in the following areas:
  - Identification of vocational education courses by districts;
  - For computation of full-time equivalent (FTE) students participating in vocational education courses; and,
- Develop a process and procedure for granting district waivers from instructional and career-vocational education program requirements, which includes incentives for teacher certification and program sequencing compliance subject to the district submitting specific items as contained in statute. *W.S. § 21-2-202(a)(xxvii)*
- Establish procedural and monitoring requirements for implementation of the career-technical education demonstration project grant program authorized by W.S. 21-12-105, including coordination with the post-secondary and industry fields. *W.S. § 21-2-202(a)(xxviii)*
- Provide for the reporting for district vocational education expenditures by rule and regulation. *W.S. § 21-2-202(a)(xxix)*

### FEDERAL PROGRAMS

- Make rules for the acceptance and disbursement of federal funds for school lunch, milk and other commodities distributions. In

### VOCATIONAL EDUCATION

- ◇ Serve as the State Board of Vocational Education, promulgate rules and review career-vocational education programs offered by school districts to ensure the programs serve the needs of the students and are aligned with State content and performance standards. *W.S. §§ 21-2-307, 21-12-101(a).*

carrying out this duty the Superintendent may:

- Enter into agreements, employ personnel, direct disbursements of funds, assist in training personnel of programs and accept gifts in connect with such programs;
  - Audit and conduct reviews and inspections of accounts, records and operations of programs; and,
- Conduct studies to improve and expand school lunch programs and promote nutritional education in schools. *W.S. § 21-2-202(a)(x)*
  - Accept all federal funds distributed to aid education (except those provided under W.S. § 21-2-307 & § 21-2-601). *W.S. § 21-2-202(a)(xix)*
  - Administer and supervise any State Plan established or any federal funds subject to federal requirements, including:
    - Make agreements with federal agencies to secure benefits;
    - Establish a State Plan;
    - Provide reports to federal agencies and collect reports from local education agencies;
    - Conduct surveys and studies with other agencies to identify the needs of the State;
    - Establish standards for receipt of funds;
    - Give technical advice and assistance to local education agencies receiving federal funds; and,

- Take other action necessary to secure federal funds. *W.S. § 21-2-202(a)(xix)*
- Note: The authority of the Superintendent and the Department in the area of federal programs and distribution of funds has many programmatic implications, including in the area of special education.

### SCHOOL FINANCE

- Make rules and regulations governing the administration of the finance model, including:
  - Providing copies of the model as administered to the school districts;
  - Certifying the model is properly incorporated into the model as administered by the Department; and,
  - Implementing technical corrections to the model between legislative sessions. *W.S. § 21-2-202(e)*
- Administer the school finance, data management and reporting system for funding of the public schools, including the enforcement of rules for submission of uniform data. *W.S. § 21-2-203(c)(i) and § 21-13-309(m)*
- Calculate and distribute the funds associated with operational costs for school districts including, but not limited to, ADM, enrollment, at-risk population, alternative school funding, salaries for all school district level staffing categories, including extra compensation provided to teachers pursuant to statutes, vocational education, transportation and special

education, health insurance, routine building maintenance, tuition and isolation and maintenance payments and inflationary adjustments. *W.S. § 21-13-309(m), (o) and (p) and § 21-13-313*

- Collect the data necessary to administer the school finance model, including:
  - Coordinate the effort with other functions of the Department to consolidate reporting requirements and avoid duplication; and,
  - Consult with advisory committee on type and format of data to be reported. *W.S. § 21-2-203(a) and (c)(ii)*
- Specify formats, uniform accounting standards and procedures and processes for district accountability and data reporting. *W.S. § 21-2-203(c)(iii)*
- Make recommendations to improve the accuracy and reliability of data and the general efficiency of the operation of the school finance system. *W.S. § 21-2-203(c)(iv)*
- Provide training of district personnel regarding administration of the school finance model. *W.S. § 21-2-203(c)(v)*
- Cooperate with and consult with other State agencies which have responsibilities related to the school finance system. *W.S. § 21-2-203(c)(vi)*
- Ensure that comprehensive school finance information is available in a useful format to policymakers, schools districts and the general public. *W.S. § 21-2-203(c)(vii)*

- Establish a data advisory committee to provide guidance and suggestions on data collection and use by the Department. W.S. § 21-2-203(d)
- Pursuant to rules and regulations, conduct audits of data submitted by the school districts that are necessary to administer and perform computations pertaining to the cost components within the education block grant resource model. W.S. § 21-13-307(b)
- Provide for the storage, management, and reporting of information provided by the Wyoming professional teaching standards board. W.S. § 21-2-202(a)(xxxii).
  - Promulgate rules and regulations for data elements collected.
  - Report to JEIC on the expansion of the data repository. Report includes:
    - Action plans and funding necessary to implement completion of system transition of certified personnel records from PTSB to WDE, including implementing an online certification renew system and the completion and the completion of data migration to WDE's data repository. 2011 Sess. Laws ch. 185 § 4(c).
  - \$350,000 appropriated -- 2 FT positions (1 PTSB/1 existing WDE funds). 2011 Sess. Laws ch. 185 § 4(a), (b).
- Provide copies of the model and

model spreadsheets for public inspection. W.S. § 21-2-202(e).

- Approve reading assessment screening instruments. W.S. § 21-3-401(a).
- Annually update and compile information reported at the model component level, on school district allocation of model resources, as well as other information provided for the purposes of developing and completing the 2010 cost of education studies. W.S. § 21-13-309(u).

#### ACCOUNTABILITY

- Compute combined school score for student performance in the core indicators. W.S. § 21-2-204(d)
  - Establish matrix format for recording scores by rule and regulation. W.S. § 21-2-204(d)(iii)
- Performance Acceleration Plans. W.S. § 21-2-204(f)(i)
  - Format and criteria prescribed by rule and regulation
  - Discuss each plan with affected districts
  - Determine sufficiency of resources for implementation
  - Report to JEIC and JAIC on all plans
- Turn-around Strategies. W.S. § 21-2-204(f)(ii).
  - Technical Assistance Team to develop and assist district in implementing; may also impose criteria on allocation of resources necessary to

#### ACCOUNTABILITY

- ◇ Administer as part of school district accreditation. W.S. § 21-2-204(f)(iii).
- ◇ Implement and enforce the statewide education accountability system; require district adherence. W.S. § 21-2-304(a)(ii)
- ◇ Pilot a statewide benchmark adaptive assessment for school year 2011-12. 2011 Sess. Laws ch. 184 § 5(a).
  - Results of the pilot program used to establish student achievement level with the statewide summative assessment and performance target levels for school year 2012-13.
  - Report the development and implementation of the pilot program to the Select Committee with a final report on or before December 1, 2011.
- ◇ Develop and implement a

implement strategies

- Report to JEIC and JAIC on technical assistance rationale, evidence supporting strategies, and any criteria on district resource allocation imposed
- Statewide Accountability System. W.S. § 21-2-204(h).
  - Provide periodic and uniform reporting on the progress of achievement compared to established targets
  - Include process for consolidating, coordinating, and analyzing existing performance data and reports to align and incorporate into the statewide system.
  - Link student scores on the benchmark adaptive assessment to teachers, schools, and districts. W.S. § 21-2-202(a)(xiv)
    - Format and schedule established by rule and regulation of the SBE.
  - Use existing data to establish longitudinal data systems linking student achievement with teachers of record and relevant school principals. W.S. § 21-2-203(c)(ii)(C)
- Provide information and other assistance to the Select Committee on Accountability as requested. 2011 Sess. Laws ch. 184 at § 4(n).
- Administer a statewide benchmark adaptive assessment pilot during school year 2011-12. 2011 Sess. Laws ch. 184 § 5(a).

statewide benchmark adaptive assessment for school year 2012-13. W.S. § 21-2-304(a)(vii).

- Establish statewide standards for assessing student growth in math and reading for students in grades K-8.
- These standards must include: a uniform statewide benchmark testing system; prescribed growth by subject area and grade level; procedures for aligning benchmark assessment results with 2011-12 as the baseline year; use of assessment results to design educational strategies for improvement and enhancement of student performance.
- ◇ Align statewide assessment components with the accountability system. W.S. § 21-2-304(a)(v).
- ◇ Review an alternative to the current body of evidence system. 2011 Sess. Laws ch. 184 § 5(c).
  - The alternative shall: provide a district level of assessment enabling consistent, comparable, and aligned measures; provide multiple opportunities for students to demonstrate proficiency at the student, teacher, school, and district levels; consider end-of-course examinations as an alternative to body of evidence system.

- Start developing a statewide multiple choice, standardized summative assessment meeting the requirements of 20 U.S.C. § 6311. 2011 Sess. Laws ch. 184 § 5(b)
- Review the body of evidence component of student assessments required by law and provide an alternative---goal is to replace current body of evidence system by school year 2012-13. 2011 Sess. Laws ch. 184 § 5(c).
- Goal is to replace current body of evidence system for school year 2012-13.
- ◇ Develop a statewide multiple-choice, standardized summative assessment meeting the minimum requirements of No Child Left Behind (NCLB). 2011 Sess. Laws ch. 184 § 5(b).
  - Statewide assessment will no longer require the comprehensive and in-depth measurement of state content and performance standards.
  - Develop an authentic statewide assessment of student writing skills that is limited to one writing prompt in school year 2011-12, the initial year of implementation as a pilot assessment.
  - Assessment is to be: based on research and encourage rigor in the classroom; developed outside of and not as part of the requirements under NCLB; administered separately and at different times from the statewide summative assessment in other subject areas; and be fully implemented in the 2012-13 school year and each year thereafter.
  - At least 30 days prior to issuing RFP to start development and implementation of the assessment, the Superintendant is required to submit the RFP to the Select Committee for

review.

- ◇ Develop an annual teacher performance evaluation system. W.S. § 21-2-304(b)(xv)
  - Based in part on student academic growth measures.
  - Longitudinal data systems linking student achievement with teachers of record
  - Clearly prescribe standards for exceptional, satisfactory, and unsatisfactory performance.
  - Allow a reasonable opportunity for mentoring and professional development activities.

#### **CHARTER SCHOOLS**

- By rule and regulation, prescribe uniform application and renewal forms for charter schools.

**Trisiplo**

Joseph Stepans  
1191 Granite Springs Rd. # 25  
Cheyenne, WY. 82009  
October 27, 2011

To: Stake Holders in Public Education

This letter is written in hopes that the process for State standardized testing in schools be changed. We must assess what we value! Teachers, regardless of their content area or level, say that what they wish for their students, as future citizens, is that they:

- become critical thinkers;
- are able to apply their knowledge;
- can change their misconceptions for a more accurate understanding;
- are enthusiastic learners;
- are ethical decision makers;
- ask important questions and have the skill to find the answers;
- communicate effectively;
- are generous and responsible members of democratic community; and
- are reflective individuals.

The majority of teachers, however, say that the educational system does not encourage them to promote student development in such areas, that they are expected to prepare their students for the state standardized tests instead. Most of teachers and a large number of prominent educators and leaders believe that most standardized tests tend to measure what matters least about intellectual proficiency, quality of teaching, and curriculum.

Some educators further argue that the scores of standardized tests have shown to be INVERSELY related to deep thinking, problem solving, and creativity. There is a widespread cry among teachers in this country that when all the education of students is minimized to a number, there is agony among students in addition to fear and intimidation among educators. The “mathematical intimidation” and fear have caused a large number of teachers and school administrators across America either leave their positions or drive them to take dishonest steps by erasing errors and filling in correct test answers. Thousands have been discovered and fired from their

positions in places like Atlanta, Baltimore, Chicago, Los Angeles, New Jersey, Pennsylvania, and Washington D.C.

Recently, I surveyed members of the Wyoming Science and Mathematics Teachers' Association and asked their opinions and recommendations regarding state standardized tests. There were some additional unsolicited responses from professionals in other disciplines. (See attachment II for the survey questions, sample responses, and additional statements). Below, I summarized the themes that emerged from the comments about PAWS:

- PAWS has prevented teachers from being more effective, and has kept them from being creative and problem solvers; consequently making them less effective teachers.
- Most students don't see value in taking PAWS, they consider it long, tedious, painful, and worthless, and on the answer sheet, some draw pictures or patterns and can't wait to get out of the assessment;
- State standardized tests have changed a profession that teachers love and have devoted their lives to, to one of death by external testing. PAWS does not document quality of instruction of teachers in their classroom and what the students are really learning.
- State standardized tests have forced schools and teachers to focus only on things that are being tested, and have narrowed and weakened the curriculum.
- PAWS results have provided the media with ammunition to jump unfairly to negative conclusions about schools and education without understanding the complexity of assessing student learning and the teaching/learning process. This unfairly influences the Wyoming public's perception of the quality of our schools.

Based on the survey results and national educators' positions regarding state standardized tests, below are some recommendations.

1. Improving the quality of assessments of student learning would have a positive impact on curriculum, teaching, teacher's morale, and the education of students.

2. Instead of PAWS, spend the resources on multiple assessment strategies, including MAPS, NAEP, and teacher-made assessments, and on effective professional development for teachers.
3. Accept the fact that ALL students can learn, but not at the same rate. If standardized tests are used, select the ones that will document genuine GROWTH in students over time.
4. Put the emphasis on areas that really matter: on important concepts and skills, rather than on low-level knowledge and memorization.
5. Provide teachers opportunities to develop expertise to design and implement effective assessments that reflect contemporary state standards and public expectations. Encourage them to use the results of the assessments to improve their practice. Involve teachers in discussions on assessment and listen to them.
6. Don't intimidate teachers and their schools with standardized tests - support and encourage them, give them the respect they deserve as they do in many other societies- treat them as professionals.

High stakes testing has created chaos in our public schools. This can be addressed by changing the approach. "If we assess what we value, in time, our students will come to value what we assess."

Sincerely,

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Former Math and Science Teacher  
Pinedale, Wyoming

## Attachment II

Included in this attachment are the following:

- Information from experts in education related to the topic of standardized testing;
- Historical perspective from Dr. Stepan;
- Survey questions sent to Wyoming Science and Math Teachers Association September 2011. Sample survey responses and recommendations from respondents are also included.
- Dr. Joan James of the Albany County Schools studied State standardized testing and shared the results of the 2007 doctoral dissertation.
- Recommendations
- References

### **Information from experts in education related to the topic of standardized testing**

- In the August, 2011 issue of the Fair Test publication, under Tests, Cheating and Educational Corruption, we read about Campbell's Law, (1976.) " The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.... When test scores become the goal of the teaching process, they both lose their value as indicators of educational status and distort the educational process in undesirable ways." .....
- John Ewing, president of Math for America ( Notices of the AMS, May 2011), writes, "the most misuse of mathematics is when employed as a rhetorical weapon- an intellectual credential to convince the public that an idea or a process is "objective" and hence better than other competing ideas or processes. " This, he calls, MATHEMATICAL INTIMIDATION...." Ewing talks about value-added modeling (VAM) used to interpret test data. Some call this modern, " scientific" way to measure educational success in everything from school districts to individual teachers.

- Erasing errors and filling in correct test answers is just one of many ways to “cheat” on standardized tests. The scandals in Atlanta, Baltimore, Washington DC, Pennsylvania, New Jersey, Chicago, Los Angeles and many other jurisdictions are the tip of the iceberg. Thousands of teachers and administrators in these places were discovered and fired from their positions. In the August, 2011 issue of the National Center for Fair and Open Testing, the authors write that across the nation, strategies that boost scores without improving learning, including narrow teaching to the test and pushing out low-scoring students, are spreading rapidly. Widespread corruption that undermines educational quality is an inevitable consequence of the overuse and misuse of high-stake testing.

### **Historical perspective from Dr. Stepan**

- In the 80’s, a state-wide meeting was held in Rock springs to discuss state standards and standardized tests. Many prominent Wyoming educators, administrators, parents, and national education leaders like Diane Ravich were present.
  - In addition to addresses by individuals, there were various panels consisting of public school teachers, school administrators, and one composed of top high school seniors and juniors from Sweetwater County Schools.
  - Among the topics posed to the students panel was their attitudes toward taking the state standardized tests. The majority, if not all the students on this panel, stated that, along with their classmates, they considered the standardized tests to be “ a joke”. Some confessed that since they didn’t see a value in taking the test, they drew pictures and interesting patterns on the answer sheet and couldn’t wait to get out of there. Some were upset that the time spent on taking the test kept them from learning meaningful materials. Others were happy to be out of some of the classes that they didn’t care for.
  - No student said that he/she was convinced that state standardized tests had any educational value to them or to education in general.

**Survey questions sent to Wyoming Science and Math Teachers Association September 2011.** Sample survey responses and recommendations from respondents are also included. I received a number of responses, including a few from teachers in areas other than math and science. Below are the questions and results of the survey:

1. *Have the state standardized tests helped you to become a more effective teacher? How?*

84% of the respondents answered that state standardized tests have not helped them to become more effective teachers. Some of the reasons they gave included: keeping them and students from being creative and problem solvers; the tests have made them less effective teachers.

16% stated that state standardized tests have provided motivation to pay more attention to the standards and have held schools accountable.

2. *Have the state standardized tests motivated your students to want to learn more? Explain!*

92% of the respondents answered that the state standardized tests have not motivated students to want to learn more, some sample comments included: "my students don't see value in taking PAWS"; for students, PAWS is long, tedious, painful, and worthless; the scores come so late that by that time, students have forgotten about them; some students just give up on school because of their inability to do well on PAWS; the students don't see that results have any bearing to their lives; some students simply write "I don't care".  
"How would we feel if we had to spend weeks being tested?"

8% commented that their students want to do well to please the parents, or since are tied to graduation, or so that they don't have to do summer school or remedial courses.

3. *What have the state standardized tests accomplished?*

12% stated that the state standardized tests have had positive impacts on their curriculum and teaching. Some wrote comments like:

They have drawn attention to the need to teach better; if we access to the results, we can see what the trends are telling us; they have made me more aware where our students are weak; they give us a way to compare our students with other Wyoming students; they have helped in establishing the essential curriculum.

88% of teachers felt strongly that the state standardized tests either have accomplished nothing, very little, or have had profound negative effects on teacher, students, and curriculum and teaching. Some synthesis of their comments:

“ they take about 20 hours from instruction and additionally, kids are so fried and stressed for next 3 or 4 weeks that they are unfocussed and crazy for anything else that you try to do with them.”

“ they have increased stress among teachers and decreased trust in the standardized test.”

“ They have branded some of our teachers, programs, and students as failing when they are failing on the state standardized test, not in the overall teaching of their students.”

“They have boiled down everything to a number, there is no examination as to what the number means.”

“They have punished students and schools for their performance on the days of the test, ignoring and discouraging true learning which takes place over the school year.....”

“ They have made teachers and administrators nervous- results have been used against teachers.....”

“ They have provided the newspapers with ammunition to write how bad the schools are.....”

“ They have caused schools to focus only on things that are being tested, and have narrowed our curriculum and focus.....”

“They have forced teachers to put the emphasis on standardized tests rather how students learn best.....”

“ They have shown us that we can be sheep which should be herded.....”

“State standardized tests have created a whole new industry for publishers to meet the NCLB requirements. They have changed a profession that I have loved into one that is fraught with the dangers of administrative micromanaging and manipulation. In order to meet AYP, administrators have changed my focus from a love of kids and education to one of death by documentation.”

4. *What is your overall reaction to the state standardized tests?*

PAWS doesn't align with what we know is best for our students; results come too late to be useful; they primarily measure students' reading comprehension or recall of facts, rather than their understanding of concepts; they are politically motivated; they are ridiculous; they don't show what teachers are really doing in their classrooms or what students are really learning; they don't impact quality of teachers, good teachers do what is best for students, bad teachers are still bad teachers; they please politicians who are ignorant about education and how students learn.

A few teachers, however, commented that state standardized tests serve a purpose and can be important; it is necessary to measure our success against others; they sometimes offer some valuable help; there should be accountability; they are not a bad thing- can be valuable in identifying trends.

5. *What are your recommendations about the state standardized testing?*

Don't intimidate teachers and their schools- support, and encourage them. Give them the respect they deserve as it is done in other societies.

Teachers have been educated to be professional.

Improving the assessment system, would have a positive influence on curriculum and instruction.

Instead of PAWS, use multiple assessment strategies, including MAPS and NAEP, if data and results are needed.

Use the money spent PAWS on technology and other instructional materials and on effective professional development for teachers.

Accept the fact that all students can learn, but not at same rate. If we are going to use standardized testing, let's use the one(s) which show genuine improvement in students over time-PAWS doesn't do this..... Use assessments which show meaningful growth in students, PAWS does NOT do this, it is useless as far as helping schools to improve.

Get away from such standardized testing to more meaningful, student-centered assessment and tests that are formative.

Aspects of PAWS are fine.

Give students convincing reasons as to why they should take the test.

Place less time on the topics tested and more time on big ideas and skills and processes.

Not all students are interested in pursuing four-year degrees, what about those who want to go into a vocation? What about special ed. Students?

Students take PAWS, MAPS, NAEP, and ACT. Enough!!!! Does anyone know how much class time these take and the impact on student disposition?

Let's stop the madness of standardized testing, please!

Let's allow our teachers to assess their students' progress- they are trained to be professionals.

Use standardized tests whose results can help struggling schools.

**Dr. Joan James of the Albany County Schools shared the following results in her 2007 doctoral dissertation dealing with State standardized testing.** The following are some of her results:

“ The study showed most of the effects of the state standardized tests as influenced by NCLB on curriculum and instruction have been negative...”

“ Sanctions attached to low standardized test scores have had the effect of compromising the quality of teaching and weakening learning experiences.”

“ To avoid negative sanctions, schools and teachers have focused their attention on teaching to the test to raise student scores. This has resulted in the de-emphasis or elimination of untested and important areas.”

“ Superficial, watered down coverage of many concepts that might be on the standardized tests has become the focus rather than a rigorous, deep level understanding of a few key concepts. Much of the creativity, joy, and fun that has always been such an important part of teaching and learning has been replaced by stress, worry, and disillusionment as teachers teach to the test rather than to the students.”

“ As a result of these influences, teaching and learning has become less motivating, engaging, meaningful, and effective.”

“ An overwhelming number of educators believed that the education of students was being hurt rather than helped them when negative sanctions discouraged teachers from differentiating their instruction which had previously enabled each and every student to develop optimally in every academic subject.”

## **Recommendations**

Joining many of the Wyoming teachers who responded to the survey, some prominent national educational researchers and scholars, and California Governor Brown, the following recommendations are offered.

1. As a prominent educator from NY higher education commission recently stated on National Public Radio that if we wanted to check the health of a person, we take a blood sample, rather than drain the entire blood supply. As the majority of teachers have said, for various reasons, that NAEP & MAPS are better alternatives to PAWS.
2. Provide teachers the support and opportunity to design assessment strategies that connect student growth to instruction in a genuine way.
3. The millions of dollars spent and the time and efforts devoted to PAWS may effectively be used to improve the education of students by providing teachers time and expertise to reflect on their practices, work with colleagues, be involved in peer coaching, and conduct research on their practice.
4. Seriously involve teachers in discussions and seek their professional opinions. Provide release time for teachers to work with, develop and implement effective alternatives to standardized tests that they can implement in their own classes.
5. Insist that schools to set high standards to prepare literate and productive citizens, as given at the start of this piece, not just the ones that can be measured by PAWS.

6. Encourage teachers and schools to look at student growth from the time they walk into the classroom and school to the time that they leave.
7. Involve teachers in the conversations and seek their advice about standards and assessment, since they are the professionals who are responsible for the education of our students and know best.
8. Encourage schools to design effective assessment strategies to assess degree to which students are progressing toward meeting high and meaningful expectations and allow teachers to implement them.
9. There is no profession that is more challenging and demanding than being a good teacher. The stakeholders who make decisions about teachers and what they should be doing, need to spend some time in the classroom to observe the life of a teacher and understand the challenges and struggles that a teacher goes through on a daily basis. Make it possible for teachers to use the results of various assessment strategies to improve their classroom instruction and other experiences that they provide students.

### References

Deboer, George ( Summer, 2011). Assessment as a Tool for Improving Science Teaching and Learning . NSTA Reports.

Ewing, John ( May 2011). Notices of AMS. Mathematical Intimidation Driven by the Data.

Fair Test Publication-Tests, Cheating, and Educational Corruption (August, 2011). The National Center for Fair and Open Testing.  
<http://fairtest.org>

James, Joan (2007). State Standardized Testing. Ph. D. Dissertation. University of Wyoming.

Kim,Kyung Hee (August 12, 2011). Kids Today Really Are Less Creative.Today Parenting.

# Tripp D

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** February 14, 2012

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the February 14, 2012 State Board of Education Meeting meeting

**SUPPORTING INFORMATION ATTACHED:**

- Agenda

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

**APPROVED BY:** \_\_\_\_\_  
Christine Steele  
State Board of Education Liaison

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

**COMMENTS:**

**STATE BOARD OF EDUCATION MEETING**  
**Hathaway Building Room 126**  
**2300 Capitol Avenue**  
**Cheyenne, Wyoming**

**BUSINESS MEETING AGENDA**

**February 14, 2012**

	Breakfast			7:00 a.m.
	LEGISLATURE			8:00 a.m.
1.	Statewide Accountability Team- Geir Solvang		Information	10:00 a.m.
2.	UW School of Energy Resources- Don Roth		Information	10:30 a.m.
3.	State Superintendents Report- Cindy Hill		Information	11:00 a.m.
	WORKING LUNCH			12:00 p.m.
4.	Call to Order – Joe Reichardt <ul style="list-style-type: none"> <li>• Pledge of Allegiance</li> <li>• Roll Call</li> </ul>			12:30 p.m.
5.	Approval of Agenda – Joe Reichardt	Tab D	Action	
6.	Approval of Minutes – Joe Reichardt Approval of Minutes from January 10, 2012	Tab E	Action	
7.	Approval of Treasurer's Report – Larry McGarvin Approval of Treasurer's Report Ending December 30, 2011 Telecommunications Bill - Joe Reichardt	Tab F	Action	
8.	Board Updates and Public Comment		Information	1:00 p.m.
9.	Update on Wyoming State Content Standards Rules and Regulations- Mackenzie Williams & Julie Magee	Tab G	Information	1:30 p.m.
	Break			2:15 p.m.
10.	Technology- Paula Smith		Information	2:30 p.m.
11.	Election of Officers – Scotty Ratliff, Matt Garland, & Walt Wilcox	Tab H	Action	3:15 p.m.
12.	ADJOURNMENT			4:00 p.m.

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**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** February 14, 2012

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the January 10, 2012 State Board of Education teleconference meeting.

**SUPPORTING INFORMATION ATTACHED:**

- Minutes of January 10, 2012

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

**APPROVED BY:** \_\_\_\_\_  
Christine Steele  
State Board of Education Liaison

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

**COMMENTS:**

WYOMING STATE BOARD OF EDUCATION  
January 10, 2012  
Teleconference

Wyoming State Board of Education members present: Dana Mann-Tavegia, Cindy Hill, Ron Micheli, Pete Gosar, Joe Reichardt, Larry McGarvin, Hugh Hageman, Scotty Ratliff, Kathy Coon, Sue Belish, and Walt Wilcox

Members absent: Matt Garland

Also present: Paul Williams, WDE; John Masters; WDE; Chelsie Bailey, WDE; Sheryl Lain, WDE; Christine Steele, WDE; and Mackenzie Williams, Attorney General's Office (AG)

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#### CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 9:00 a.m.

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

#### APPROVAL OF AGENDA

Pete Gosar moved to approve the agenda, seconded by Cindy Hill, the motion carried.

#### APPROVAL OF MINUTES

Minutes from the December 8, 2011, State Board of Education teleconference meeting were presented for approval.

Hugh Hageman moved that the minutes be approved, seconded by Pete Gosar, the motion carried.

#### REVISED EDUCATION ACCOUNTABILITY BILL

Dr. Paul Williams presented three papers on the new proposed legislation on education accountability. The first paper regarded the benchmark adaptive testing. The second paper regarded the future of writing. The third paper was written on the Board's request regarding the amendment to draft legislation on the use of the ACT in place of 11<sup>th</sup> grade PAWS. Since Dr. Williams has prepared this document another version of the bill has been released.

Joe Reichardt suggested that the Board informally speak with the Select Committee on Statewide Education Accountability, it is suggested that the Board submits a written comment or could speak during the public comment section of the Select Committee meeting on January 16, 2012.

Dr. Williams has been working on putting together a comprehensive display of all of the requirements of the pending legislation for the WDE and the Board. Due to the amount of additional work that will fall on the Board, Dr. Williams asks that the board become familiar with the Scott Marion's document "The Wyoming Comprehensive Accountability Framework" that was included in their packet.

Trustee Belish requested an estimated cost of the 11<sup>th</sup> grade ACT. Sean Moore gave an estimate that the total cost per year would be \$840,000.00 to add the ACT to the 12<sup>th</sup> grade and include writing on the ACT testing for the 11<sup>th</sup> grade, along with other assessment requirements.

Sue Belish asked that when speaking in the public comment on January 16<sup>th</sup>, she would like to bring up the purpose of the assessment, the design of the assessment as well as cost. Sue Belish agreed to write a summary to the Select Committee.

The Chairman noted that the Board needs to be able to articulate to the legislative subcommittee its desires and its ideas on what needs to be addressed by the legislators. It is agreed that teleconferences are welcomed to keep the Board informed.

#### LETTER FROM THE GOVERNOR MEAD 12/14/2011

The letter received from the Governor has been responded to, both by the Board and the WDE. In a very brief email from Chairman, Joe Reichardt, the Governor was thanked and invited to join the February State Board of Education Meeting if he or his are available.

The next State Board of Education meeting will be on February 22 and 23, 2012 in Cheyenne, Wyoming.

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

**Top of F**

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE: February 14, 2012**

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

**BACKGROUND:** The State Board of Education budget for the period ending December 31, 2011 shows a balance of \$94,269.01

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Treasurer's Reports as submitted.

**SUPPORTING INFORMATION ATTACHED:**

- State Board Budget Summary from July 1, 2010 through December 31, 2011
- State Board Budget Expense Report from November 1, 2011 through December 31, 2011

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

**APPROVED BY:** \_\_\_\_\_  
Christine Steele  
State Board of Education Liaison

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

**COMMENTS:**

**WYOMING DEPARTMENT OF EDUCATION**  
 State Board of Education  
 FY11 Budget  
 July 1, 2010 thru Dec 31, 2011

<b>DESCRIPTION</b>	<b>BUDGETED</b>	<b>EXPENDED</b>	<b>REMAINING BALANCE</b>
<b>Supportive Services (200 series)</b>			
Teleconference (0203)	300.00	180.41	119.59
Communications (204)	5,625.00	394.31	5,230.69
Professional Development & Training (207)	33,558.00	33,076.98	481.02
Advertising (208)	3,700.00	3,319.09	380.91
State Employee In-State Travel Reimbursement (221)	51,127.00	32,988.41	18,138.59
State Employee Out-of-State Travel Reimbursement (222)	28,474.00	10,933.92	17,540.08
Supplies (230-239)	4,083.00	3,398.29	684.71
Computer Equipment (242)	2,200.00	1,978.82	221.18
Education, Recreational & Technical Equipment (246)	500.00	200.09	299.91
Awards, Prizes (257)	1,184.00	357.55	826.45
Room Rental (251)	200.00	90.00	110.00
<b>Data Processing Charges (400 series)</b>			
Data Processing (400-440)	1,432.00	1,133.71	298.29
<b>Professional Services (900 series)</b>			
Professional & Consulting Services (901)	68,091.00	18,153.41	49,937.59
encumbrances		(100.00)	
<b>TOTAL</b>	<b>200,474.00</b>	<b>106,104.99</b>	<b>94,269.01</b>

**State Board of Education Expenditures  
November 1, 2011 through December 31, 2011**

<b>DATE</b>	<b>DESCRIPTION OF EXPENSES</b>	<b>AMOUNT</b>
11/3/2012	Postage	\$8.80
11/3/2012	Vee Bar Ranch Meals and Lodging	\$3,996.50
11/3/2012	Business Cards/Dana & Chelsie	\$31.70
11/7/2012	Lodging, M&IE and Mileage Casper- Sue Belish	\$331.98
11/7/2012	Loding, Mileage, M&IE Atlanta- Joe Reichardt	\$823.16
11/16/2012	Education Law Books	\$490.00
11/23/2012	Telecom- 2 months	\$94.92
11/30/2012	Brent Pickett/Facilitator	\$1,200.00
11/30/2012	Afton Hall/Catering	\$540.00
12/7/2012	Kathy Coon/Cheyenne	\$309.10
12/7/2012	Joe Reichardt/Cheyenne	\$362.10
12/7/2012	Scotty Ratliff/Cheyenne	\$499.40
12/7/2012	Ron Micheli/Cheyenne	\$435.30
12/7/2012	Larry McGarvin/Cheyenne	\$509.06
12/7/2012	Walt Wilcox/Cheyenne	\$351.28
12/7/2012	Peter Gosar/Cheyenne	\$54.39
12/7/2012	Huge Hageman/Cheyenne	\$115.44
12/7/2012	Matt Garland/Cheyenne	\$268.62
12/7/2012	Sue Belish/Cheyenne	\$905.20
12/27/2012	Joe Reichardt/Cheyenne	\$155.40

TOTAL EXPENDITURES **\$11,482.35**

**Trip G**

LANGUAGE ARTS

Name	Email	District	Comment	Pos/Neg	Notes	SBE Response
Moses Hasenauer	M.Llectp@hotmail.com	Laramie #1	Teach kids to occupy and take responsibility for them selves teach the constitution say the pledge every day, honor the vetrans day. No federal core cariculum. No to gay and lesbian agendas. Keep control at the state level dont take federal money.	Neg	Duplicate; Inaccurate info	
Joan Laird	jblaird@hotmail.com	Goshen #1	Please do NOT take on the Common Core Curriculum. The best interests for properly educating our children comes from local standards NOT the federal government.	Neg	Duplicate	
Mltch Alderman	mitchald@mac.com	Carbon #1	The WDE missed a chance to actually do something substantial for the educational system in Wyoming by simply accepting the national Common Core standards without change. There are many areas in the language arts standarts that do not apply to Wyoming's unique status. But the WDE did not bother to correct those areas. The WDE simply put in the advice that teachers have the final responsibility for implementing the new standards. The WDE fell down on its responsibilities to the educational system in Wyoming. Perhaps the problem is that content area specialists have been removed from the WDE.	Neg		
Debra Surratt	d_surratt@hotmail.com	Goshen #1	I have some concerns about the writing standard and the fact that cursive writing is no longer considered important and part of the standard. I have worked for 25 years in the courthouse and I am an 5 term elected official. I simply could not do my job if I could not read cursive. All of the records in the courthouse are historically in cursive. That means that lawyers, paralegals, secretaries, clerks, assessors, sheriffs, etc. could not do their jobs if they could not write cursive! I recently had 2 openings in my office. I had several young candidates that apply with college degrees, that could not read cursive - I had to take a pass on hiring them. This seems ludicrous to me. Perhaps a little less time watching movies and a little more focus on things that will help them in the work force! Thank you for you time.	Neg		

LANGUAGE ARTS

Bob Brechtel	papa.nana.brechtel@gmail.com	Natrona #1	<p>I have a general comment regarding Common Core Standards: Whatever is considered wrong with the Wyoming Content and Performance Standards should be adjusted by Wyoming to meet Wyoming goals. Common Core Standards in themselves are not necessarily of themselves bad. What concerns me is what drives them and where our acceptance will someday lead. Common Core Standards is not yet a requirement, but will violate state rights when it is. Our adoption helps grow big government even bigger.</p>	Neg	Generalized to all content areas	
Jeff Hymas	hymasjeff@gmail.com	Natrona #1	<p>You're asking for input on the draft that is already in place. The problem is that there is no option to say, no, we don't like this nationwide plan, common core, P-16, or whatever you'd like to call it. So, by getting public opinion and then implementing it as best you can you are predetermining the outcome - some version of the plan that is already in place. A plan that has too many federal fingers in it and too many strings attached to an education system that was intended to be dealt with at a local level because that is where the education really occurs. Allowing the free market to determine the best system is the best policy. Not taking top-down solutions that invariably lead to more problems.</p>	Neg	Duplicate; Inaccurate info	
norma zieroff	charnorm@bresnan.net	Park #1	<p>from our experience standards do not matter. about six years ago when my grandson was in the seventh and eighth grades he did not pass one standard and he was promoted on to high school. ultimately when he got to be a senior he did not graduate. he now has trouble with gainful employment, his mother prodded him to get his standards done, telling him that he would not pass. teachers also warned him but they went back on their threats and passed him anyway. this taught my grandson that he could get away without doing his required work until it came time for graduation. i don't know if i checked the right school district. this happened in Powell. thank you</p>	Neg??		
Jeff Willoughby	jwill@gmail.com	none	<p>These standards are a veiled effort on the part of the Obama administration to push the role of the federal government further into the business of Wyoming residents. The federal government has blessed these standards and rewards states that adopt them. Wyoming is a proud and independent state with clear thinking people. We should</p>	Neg		

LANGUAGE ARTS

			<p>reject these standards and let a group of Wyoming residents come up with standards for our children! Please allow our school boards and citizens to have a meaningful say in what our children should learn and not just take what the feds hand out.</p> <p>These standards do in fact dictate curriculum regardless of what you say in your reasons! If the state of Wyoming adopts these standards they are telling schools, teachers and parents what to teach and how to teach it. Please read the standards closely, they take away our rights! This is wrong! Reject these standards and let the local people raise their own children. Trust the Wyoming residents and don't listen to Washington.</p> <p>I do not support the common core standards. Ask yourself this question, Was our educational system better 30 years ago then it is now? My answer is yes, it was better 30 years ago. Why? We trusted our teachers to teach and grade our kids. We trusted parents to raise their kids. We emphasized achievement rather than not getting "left behind." We taught the basics math, reading, science, and actual history rather than outcomes based education. We taught the basics and let the individual decide the outcome. I would ask you to take back control of our education system from the federal government and restore the lost art of teaching and learning. You need only to look to history and the Constitution to do the job right. Thank you. Cheri Steimetz</p>			
anony mous	none@gmail.com	none		Neg	Duplicate	
Cheri Steimetz	cherbeth88@yahoo.com	Goshen #1		Neg	Duplicate	
Julie Geving	Agevfam@tctwest.net	Park #16	<p>To the Wyoming State Board of Education: I do believe you have made a terrible mistake opening up the door of our state to the Common Core Curriculum Standards. On the outside they look most beneficial and good but after taking some time to research them, I sense they seem to be a deceptive ploy by certain special interests groups to influence the minds of the youth of America, changing our country as a whole. These special interest groups have already begun developing new curriculum to be used in all the classrooms of America. Textbooks, online courses and online teaching, funded with millions of dollars by Bill Gates, will be the tools for delivering their social propaganda. The control of public school curriculum has always been a very desirable prize for those who seek to control the future and now this opportunity has been handed over to them without many people realizing it. Soon we will see controversial societal issues being woven into language arts and math curriculums with the intent of normalizing such topics. Teachers who find the lessons objectionable will still have to teach them or else run the risk of losing their jobs. No longer will parents be able to opt-out their children from</p>	Neg	Duplicate	

LANGUAGE ARTS

			<p>teachings that go against their values because these lessons will now be given to students throughout all subject areas. The goal of these special interest "expert" groups is to start this training from the cradle and continue it to career. This new way of thinking will make future workers and citizens more acceptable to their global society. Watch as more states attempt to mandate preschool at age three as well as require all high school graduates to enroll in college whether they wish to do so or not, because the longer in the system, the better. It is little known that Common Core Curriculum Standards are a vehicle to put in place a national database of student data. This system, called the National Education Data Model, is partially in place already only with minimal information, but the datasets planned are to eventually include: hair color, eye color, gestational age at birth, blood type, blood test results, birth marks and even bus stop time. Wyoming is one of the few states in the country that have already begun to adopt this common functional model for P20 State Core Longitudinal Data System. The information in this system is not only for local or state school agencies to use but also for providing information to several different federal agencies. It is my belief that in this public and private education system reform there is a hidden agenda. I feel citizens and well-meaning school representatives are being lead astray. We must rise up and slow this thing down, taking a good look at it before we allow it to go any further. Sincerely, Julie Geving PO Box 282 Meeteetse, WY 82433 307-868-2472</p>			
<p>Brian Kaurno</p>	<p>kaurnob@sw1.k12.wy.us</p>	<p>Sweetwater #1</p>	<p>The rigor and consistency that come with adopting the common core state standards will be a benefit for Wyoming students. Not only will this tighten consistency between districts in the state, but as students move in from out of state there will be a guarantee of sorts as to what the students already know and are able to do. Furthermore, as states adopt, publishers of curriculum and assessments will align their products as well creating an aligned system across the country.</p>	<p>Pos</p>	<p>Duplicate</p>	

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Jeanle Barent	jbarent@jcsd1.us	Johnson #1	<p>Thank you for the opportunity to give input. The Common Core Language Arts standards are very well written and nicely aligned K-12. The appendices with writing exemplars and reading samples are especially helpful. Our district has been "unpacking" them and beginning to write formative assessments with great success. On behalf of our Language Arts teachers, we would like to encourage their adoption in their current form with nothing else added to them.</p>	Pos		
R.J. Kost	rjk@pcsd1.net	Park #1	<p>Park County School District 1 fully supports and are in the process of transitioning to the Language Arts Common Core State Standards. We would appreciate the State Departments support of these standards and the value they bring to the Districts and students.</p>	Pos		
Tony Anson	anson@bgh4.k12.wy.us	Big Horn #4	<p>If we are going to be consider a world class leader in education as the legislation want us, and if we are going to make it so that our students can be compared to the nation we have to adopt these standards.</p>	Pos		
Betsy Sell	bsell@park6.k12.wy.us	Park #6	<p>In having dialogue with K-12 staff, we have found the English Language Arts Standards to be rigorous in a comprehensive approach. Park 6 supports the adoption of the 2011 English Language Arts Common Core State Standards with the caveat that the Wyoming Department of Education support this adoption with professional development specific to the implementation of these standards. This would include the unpacking of the standards at the state level, suggestions for curriculum material adoption, and support with formative and summative assessments.</p>	Pos		
Layne Parmenter	parmenterl@uinta6.k12.wy.us	Uinta #6	<p>I strongly favor adopting the Common Core in all three areas for a variety of reasons. The Common Core are more detailed, coherent and comprehensive. I'm currently the Curriculum Coordinator for UCSD6 in Lyman. I've spent a lot of time since 2003 working on aligning standards/benchmarks. I've spent quite a bit of time looking at the Common Core. In my view, it's no contest. The Common Core are much better in every way. I have spoken with quite a few other curriculum directors in the state. Every single director I've spoken with, favors adoption of the Common Core. I urge you to support their adoption.</p>	Pos	And for math	

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Kim Dolezal	dolezalk@uinta4.com	Uinta #4	I believe Wyoming should adopt the English Language Arts Common Core Standards in their current form. Looking at the standards with teachers and having instructional discussions concerning these standards led us to the conclusion that this is a solid set of rigorous standards and we should focus instruction to meet these standards.	Pos		
Kevin Mitchell	KLM@pcsd1.net	Park #1	Park County School District 1 is very supportive of adopting the Common Core State Standards as the Wyoming English Language Arts Standards. We believe this is the best opportunity for our students to be competitive in the local and global job market. We need to focus on what is best for our students, not misinformed political agendas.	Pos		
Doug Van Alfen	dvanalfen@ccsd.k12.wy.us	Campbell #1	Comparing apples to apples makes sense. It is not fair to compare Minnesota who has lower standards that make great scores to Wyoming that has higher standards and lower scores.	Pos		
Craig Anderson	canderson@jcsd1.is	Johnson #1	I believe the Wyoming State Board of Education and the Wyoming State Legislature should adapt the Common Core Standards for Language Arts in their current form. This is good for education in Wyoming.	Pos		
Jenny Sorenson	jesorenson@ccsd.k12.wy.us	Campbell #1	I would like to communicate my support for the adoption of Common Core State Standard: for Wyoming's English Language Arts Standards. Common Core standards will add additional rigor to our state standards and also communicate the importance of literacy strands throughout all content areas. However, I do not support adding an additional 15% to the CCSS standards because it would create an impossible work load for teachers and students. Adding an additional 15% will defeat any attempt at achieving depth in instruction.	Pos	Includes caveat	
Diane Weiss	diane_weiss@natronaschools.org	Natrona #1	I find the standards to be very beneficial for Wyoming. I believe that we will rank very well when we can compare ourselves with other states. There are important skills like math facts that have been ignored too long. There are also life long skills like using primary sources	Pos	Math?	

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Amy Russell	amy_russell@natronaschools.org	Natrona #1	<p>I encourage you to support the adoption of these Standards. Being aligned in terms of content taught makes us stronger as a State and nation. While they clear up what needs to be taught, they do not dictate how things are taught. The solidarity they provide is so important.</p>	Pos		
Carle Raza	crzasa@csd1.us	Johnson #1	<p>Please adopt common core as is</p>	Pos		
Sara McGlinn	sara@sheridan.k12.wy.us	Sheridan #1	<p>I like the change from four to three proficiency levels (Adv., Prof., Basic) The common core standards appear to be organized, with a logical sequence of instruction and depth of knowledge. I was confused by the last paragraph on the History section before the CC standards. It stated: It should be noted, however, that the adoption of these standards are not to be interpreted as any attempt to dictate curriculum at the state or federal level. I thought the Wyoming State Standards helped us define our curriculum and instruction because of the alignment of the state test. So, the Incorporation of the CC standards in their entirety are replacing the WY state stancards. Don't the WY state standards dictate our curriculum? This part may need more clarification.</p>	Pos	Includes question	
Michael Bond	mbond1900@aol.com	Natrona #1	<p>The changes to the English Language Arts Standards make sense, particularly the Reading Foundation skills. They are well aligned to the current Wyoming Standards and raise the bar for high standards of achievement for Wyoming students. Parents, Teachers, and Administrators should be proud of the work that has been done to improve the standard. As a 30 year veteran educator, it is reassuring to know that our students. I applaud and support the improvements and believe that the state Board of Education should too!</p>	Pos		

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Alan Moore	moooreal@laramie1.org	Laramie #1	I strongly support the inclusion of the Common Core State Standards in English Language Arts in the Wyoming Content and Performance Standards. The Common Core Standards are appropriately challenging, comprehensive, and linked to college and career readiness. They should serve Wyoming well in the future, as assessments and published curriculum materials align to these. These are better than the pre-existing standards in Wyoming. Without these, Wyoming would be on an Island with weaker standards, necessitating the state to continue with expensive, customized assessments and curriculum materials. We would certainly put our students at a competitive disadvantage in both the short term for college and career training, and in the longer term for careers themselves.	Pos		
Darlene Hartman-Hallam	dhallam@sub1.k12.wy.us	Sublette #1	Common Core Standards (CCS) are aligned to College and Career Readiness Standards which are approved nationwide. CCS are aligned to EXPLORE, PLAN, AND ACT. If the goal of Wyoming Schools is to prepare kids for the next level of education or career, I support the adoption of these standards.	Pos	Generalized to all content areas	
Brenda Bosco	brenda_bosco@natronaschools.org	Natrona #1	Please adopt the Common Core standards as our standards. My district adopted them as part of our Essential Curriculum. If Wyoming chooses to go a different route, then all of the teachers' work will have been a waste. They never seem to have enough time with new changes which come their way. By adopting CC, you will have saved them much-needed time. Thank you!	Pos		
Kelly Tolman	ktolman@lcsd2.org	Lincoln #2	These standards are rigorous, well researched and coordinated with 48 other states. Why wouldn't we want this? The CCSS were developed by the states, not the federal government. Let's support the standards and move forward with a unified, rigorous set of standards. The standards do not dictate curriculum. This remains a local decision. Forward thinking districts in our state have already begun aligning their curriculum to these standards due to the breadth and transferability inherent in a common core.	Pos		
Carol Walker	walkerc@sw2.k12.wy.us	Sweetwater #2	I fully support the adoption of the ELA CCSS documents as proposed.	Pos		

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Jean Peterson	jmmjp@yahoo.com	Washakie #2	The common core standards need to be adopted. These are very well thought out and sequential for student learning.	Pos		
Matt Teterud	mteterud@yahoo.com	Natrona #1	Core Standards look great! There are a couple of changes I might make... to be continued.	Pos		
Matt Teterud	mteterud@yahoo.com	Natrona #1	<p>Some "tweaks" I would make to these awesome Core Standards are: 1) Add much more detail to what an "Advanced" score means. One teacher's idea of an "in-depth inference" or a "sophisticated application" is another teacher's idea of a basic understanding of the concept. We don't want descriptors that you could drive "a MAC truck through." Rather, it should be a laser. Drill down on a descriptor that leaves little room for interpretation or for grading disparity among Wyoming teachers. I would recommend adding a specific description for each of the individual skills so that teachers can grade more consistently on each standard. 2) The Informational Text section needs an application piece. I would add verbiage such as, "Evaluate informational text, and APPLY this information in order to form an opinion, build a structure, or synthesize information in order to solve a problem." 3) Given the explosion of information in our Internet world, and the fact that information will begin doubling every 7-10 years... The Informational Text section needs a piece about sifting through information. I might say, for instance, "Students will locate credible and useful information to solve a problem or gain understanding." Students should know where to go for reliable information, extract the parts that are useful for a given purpose, synthesize information and use it to help solve a problem. 4) Under the Speaking and Listening component, add the specific qualities of what superb public speaking involves. I might add, "Students will deliver a public address with excellence, as evidenced by: Eye contact, Voice projection, Credibility of the topic, and Correct posture." I don't see the actual qualities of excellent speaking anywhere. Other than those items, I think they look great. Thank you for your time! Matt Teterud 5th Grade Teacher Fort Caspar Academy (Casper, Wyoming)</p>	Pos	Same author as above; includes suggestions	

LANGUAGE ARTS

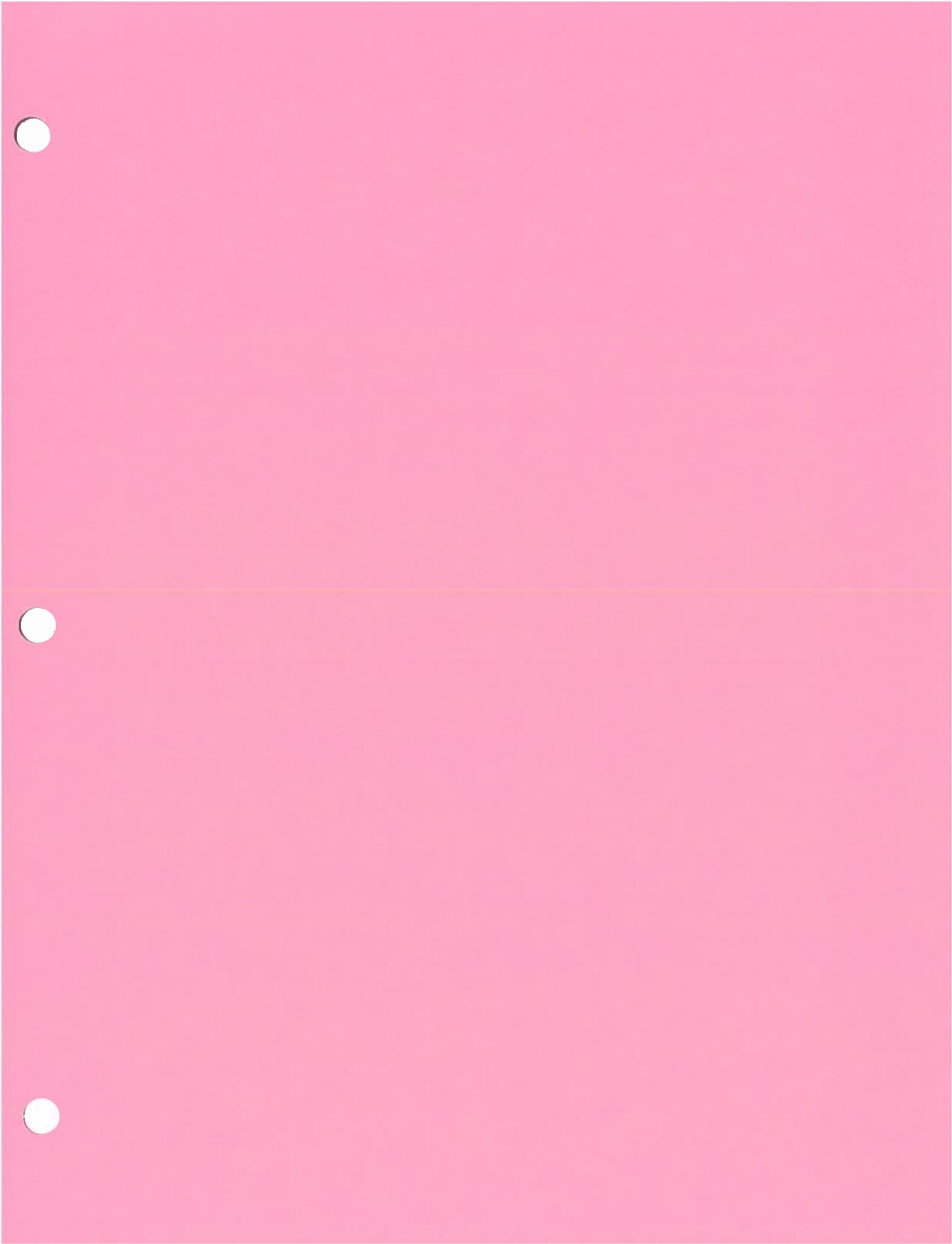
Shane Schaffner	schaffner@bgh4.k12.wy.us	Big Horn #4	<p>These Common Core State Standards (CCSS) provide very clear learning objectives for all students K-12. Additionally, the CCSS are more rigorous than our current Wyoming State Standards and will provide a solid platform for Wyoming School District and teachers to develop curriculum and daily lesson plans that allow our students to meet these higher standards. Please strongly consider the adoption of the Common Core State Standards.</p>	Pos		
Holly Thompson	hthompson7033@msn.com	Natrona #1	<p>Bravo for adopting the Common Core Standards in Language Arts. I was a reading teacher for 35 years in and found the state standards to be totally inadequate in addressing literacy. It was obvious they were written by English teachers. To see the State Department of Ed embracing these new standards is awesome. I am retired from the district now, but I went on to a new career with Scholastic's Education Division as a regional consultant. Their reading programs System 44, READ 180, Expert 21 are totally aligned with the Common Core Standards. These programs work. And the Common Core Standards and their research base, are huge advances in literacy for our kids.</p>	Pos		
Mary Seim	mseim@platte1.k12.wy.us	Platte #1	<p>I believe the CORE Standards for Language Arts are appropriate for Wyoming adoption. They are thorough and practical and achievable.</p>	Pos		
Sheryl Willson	wilsons@sw2.k12.wy.us	Sweetwater #2	<p>I support the adoption of the ELA Common Core Standards for the students of Wyoming. They add a level of rigor which will prepare our students for work or college in any state or country.</p>	Pos		
Debbie Cottonware	cottond@sw2.k12.wy.us	Sweetwater #2	<p>I believe that moving toward "national" standards and assessments is a good idea. This is one way that education can move toward equality and continuity in our expectations of children and academic progress all across the country. There is also nothing wrong with raising the bar and raising the expectations for our children. How the teacher reaches the standard is where academic freedom comes into play. It is also important to remember that not all children learn the same and that you cannot educate with a "one size fits all" mentality. Rather than having a "bar" that all must reach, it is imperative that we also look at academic growth. That is why reporting of assessment data needs to be two-fold. In order to keep steep with what is happening on a national basis, Wyoming SHOULD be adopting CCSS.</p>	Pos		

LANGUAGE ARTS

<p>Diana Barnett</p>	<p>barnetd@sw2.k12.wy.us</p>	<p>Sweetwater #2</p>	<p>I am excited about implementing the Common Core Standards for English language arts. I believe they raise the bar as far as cognitive level expectations, and add a more global perspective to what we're asking our kids to know and be able to do. I think the increased emphasis on informational text is mandatory to prepare kids adequately for the society in which they will live. I believe it is the right thing for our Wyoming kids to adopt these standards.</p>	<p>Pos</p>		
<p>Anne Marie Anderson</p>	<p>andersa1@sw2.k12.wy.us</p>	<p>Sweetwater #2</p>	<p>The 2011 Language Arts Standards with the inclusion of the Common Core Standards provide a rigorous set of standards that will prepare the students of Wyoming for the 21st Century, college and the workplace. The standards are a clear picture of what the students will need to know and be able to do in the areas of reading, writing, speaking and listening. The standards will also provide students with a high quality education which will allow them to build knowledge, think critically, gain insight, apply their knowledge and skills and prepare them for our globally competitive world.</p>	<p>Pos</p>		
<p>Bruce Palmer</p>	<p>bruce_palmer@nols.edu</p>	<p>Fremont #1</p>	<p>I strongly support the adoption of the Common Core by the state of Wyoming. Our young people can and should be in a position to compete with the best and the brightest from across the nation and the world. The high standards reflected by the Common Core will challenge our students with high expectations; that have already been proven in other parts of the country. The Common Core standards have been benchmarked against the expectations of top-performing nations worldwide. Educators, parents, content area experts and the general public have vetted them and to date more than forty states have adopted them. One needs only to look at communities like Gillette and Rock Springs to see the tremendous amount of interstate mobility of today's students. With our highly mobile population, having clear educational expectations that are consistent from state-to-state can only benefit our students. Fremont County School District 1, where I serve on the board of education, does not exist in a vacuum. Nor does the state of Wyoming. If we really wish to improve education in our communities and across our country we need to cooperate and collaborate. The standards represented by the Common Core aren't mysterious or specific to any region or state. They are what young people need to know to compete in a global economy. They are what our young people need to know to participate fully as citizens. They are skills that they need to live fulfilling, vibrant lives. Much progress has been made in improving the</p>	<p>Pos</p>	<p>Duplicate</p>	

LANGUAGE ARTS

			<p>educational system in our state. The Hathaway program has better defined what college-readiness means for our students and our teachers, positive movement is being made toward an accountability system that makes sense for Wyoming and we remain one of the few states with the resources to be a national educational leader. I believe that the adoption of the Common Core standards is another step forward.</p>			
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## HEALTH

Name	Email	District	Comment	Pos/Neg	Notes	SBE Response
Moses Hasenauer	M.Leectp@hotmail.com	Laramie #1	Teach kids to occupy and take responsibility for them selves teach the constitution say the pledge every day, honor the vetrans day. No federal core cariculum. No to gay and lesbian agendas. Keep control at the state level dont take federal money	Neg	Duplicate; Inaccurate information	
Joan Laird	jblaird@hotmail.com	Goshen #1	Please do NOT take on the Common Core Curriculum. The best interests for properly educating our children come from local standards NOT the federal government.	Neg	Duplicate; Irrelevant to Health Standards	
Bruce Perryman	wchs57@gmail.com	Laramie #1	Public education has unfortunately become an instrument of government policy. Social engineers, in concert with various interest groups, have been able to use the government schools as instruments of social change. Quite obviously, government has long considered public education their most important tool for indoctrinating and controlling the young. Chapter 31 acknowledges the above readily. It has long been proven that actual determination of a well-conceived program of education will be most successful if undertaken at the local school district level. We should have learned by now that it is quite clear that the difficulty of importing curriculum change and that the impact of recommendations and individuals has been minimal for some time now. Ur derstandably, in response to pressing problems of society, our schools have been asked to implement programs dealing with many topics. Does anyone ask what is to be excluded if one of these new curricular programs is introduced or where it should be placed in the total pattern of instruction? Has the question as to whether or not this is a legitimate role for the school to play or whether we really believe we can accomplish any lasting effects on students in either knowledge or attitude. As a result it appears Chapter 31 efforts are designed to badly overload our curriculum with a proliferation of non-sequential course offerings. With the rise of modern statism there are many concerns. The state has claimed vast areas which properly belong to the family and now the public education system is an indispensable part of the modern state-- even in Wyoming. Yes, this may well be an effort, hopefully, aimed at improving academic standards that have gotten dumbed-down by the year. Political correctness runs amuck as has "tolerance" in the name of progressive education. I fail to gain great confidence in light of it at this stage.	Neg	Irrelevant to Health Standards; Commented twice using different email addresses	

HEALTH

Bruce C Perryman	bcpgowyo@msn.com	Laramie #1	<p>Avoid the national sex ed guidelines. We don't need this bureaucratic crap exposed to our small children. They learn most of this stuff on the farm already and in FFA. There is overkill going on with the bullying discussion. You can't police this 24/7 and the schools should not be the prime curb. The parents, family, church etc. need to accept a much greater accountability. The early elementary schools do not need to be burdened with same sex relationships and sex education. Just stick to making sure each student can read, write and do basic math at a high level for openers. Push hard for more physical education K-12. Tell them not to smoke or use tobacco, drugs and alcohol (no chewing and no drinking!). The DARE program is very worthwhile. For a country that places high value on local control and privacy we are sure showing it down our throats in all aspects these days. I was glad to see the State Supt. take an opposition stand to the St. Board of Ed on the national core values approach being force fed. I also supported her on starting a process to make the SDE positions nontenured. A job should have no property right per se legally or via the NEA/NFT. I support all positions in education (SDE, school districts, community colleges, and UW) being devoid of tenure and with out property rights. All of the position should be at-will and nothing less — period.</p> <p>You're asking for input on the draft that is already in place. The problem is that there is no option to say, no, we don't like this nationwide plan, common core, P-16, or whatever you'd like to call it. So, by getting public opinion and then implementing it as best you can you are predetermining the outcome - some version of the plan that is already in place. A plan that has too many federal fingers in it and too many strings attached to an education system that was intended to be dealt with at a local level because that is where the education really occurs. Allowing the free market to determine the best system is the best policy. Not taking top-down solutions that invariably lead to more problems.</p>	Neg	<p>Inaccurate information; some irrelevant to health standards; Commented twice using different email addresses</p>	
Jeff Hymas	hymasjeff@gmail.com	Natrona #1	<p>I do not support the common core standards. Ask yourself this question, Was our educational system better 30 years ago then it is now? My answer is yes, it was better 30 years ago. Why? We trusted our teachers to teach and grade our kids. We trusted parents to raise their kids. We emphasized achievement rather than not getting "left behind." We taught the basics math, reading, science, and acutal history rather than outcomes biased education. We taught the basics and let the individual decide the outcome. I would ask you to take back control of our education system from the federal government and restore the last art of teaching and learning. You need only to look to history and the Constitution to do the job right.. Thank you. Cheri Steimez</p>	Neg	<p>Duplicate; Inaccurate information; some irrelevant to health standards</p>	
Cheri Steimez	cheribeth88@yahoo.com	Goshen #1	<p>I do not support the common core standards. Ask yourself this question, Was our educational system better 30 years ago then it is now? My answer is yes, it was better 30 years ago. Why? We trusted our teachers to teach and grade our kids. We trusted parents to raise their kids. We emphasized achievement rather than not getting "left behind." We taught the basics math, reading, science, and acutal history rather than outcomes biased education. We taught the basics and let the individual decide the outcome. I would ask you to take back control of our education system from the federal government and restore the last art of teaching and learning. You need only to look to history and the Constitution to do the job right.. Thank you. Cheri Steimez</p>	Neg	<p>Duplicate; irrelevant to health standards</p>	

HEALTH

<p>Linda Bergeron</p>	<p>lindyel@bresnan.net</p>	<p>Natrona #1</p>	<p>General Comment These are my concerns and comments about Common Core Standards As the temptation of Federal Grant Money overwhelms your sense of reason and moral honor to keep your Oath of Office the question before us today must be addressed. Common Core Standards is a Federal Grant developed in conjunction with Race to the Top and No Child Left Behind and, we must be honest, federal control through assessments rather than testing so that the parent is less and less involved in the outcome. Education is best when it grows at the local school districts where the family and community are involved. It is truly a lie to say that young parents do not care. I see the faces of those parents and they do care. Paying Federal taxes is the most destructive element that burdens our society and young families today. Lets keep the money in the family where the family may provide for the needs of nurturing their children and not be out working, working, working to pay the enormous tax burden that programs like Common Core Standards will necessary bring to pass. This is a Federal program. It is NOT technically a state program. Nor will it remain state controlled because the state cannot afford the process of continual assessments of every child and teacher that the program requires. Nor can the state afford the needed additional employees required to make this program function. I will be watching. I will attend. I will speak. Let us be sure that the comments are addressed in detail before the vote of the Wyoming legislature. Cindy Hill was elected because she ran on a three in one principle she felt was important. Communication between the parent, the child and the teacher. The public was tired of excessive government mandates upon our school system which Jim McBride represented. Truthfully, if the promise of returning to local control of processes in the school district is not kept the public WILL know. I will be sure to do my part to be sure that the public knows the outcome here, either way. The money trail must be exposed! I expect to ask for and receive this appropriation information. If this continues to be set in place without public input, I suggest, that perhaps it is not a bad idea, after all, to abolish federal public education and return it completely to the states but more specifically to the towns and counties. Education was never intended to be manipulated at the federal level nor to be inspired by the United Nations. This program is an abuse of power. Remember, we now sport a 15 TRILLION dollar national debt. Remember, we continually borrow more money to finance the federal debt. How will this be paid? It does matter that this question is addressed. Honor your Oath of Office. The people of Wyoming expect that of you. The people are, after all, a firm Check and Balance in our system of government. LIBERTY</p>	<p>Neg</p>	<p>General...common core; not related to health</p>	
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HEALTH

			all the Stimulus we need, Linda Bergeron 2352 South Coffman Avenue Casper, Wyoming 82604 3072598795 Please be sure that the Wyoming legislature is aware of my concerns.		
Linda Bergeron	linnye@bresnan.net	Natrona #1	Truthfully, we need to return to the basics. This is elaborate and delves excessively into the private lives of youth from pre-school to graduation. We are leaving the family circle and the local school district where these issues are able to significantly be resolve, and opting rather for a failed system. Do NOT be a run of the mill, vote with the crowd usurper of liberty. Keep education on the local school district level. "P-16. Proping Up U.N. School Reforms "P-16" reform is a current label for activity that furthers the decades-old UNESCO lifelong education plan to create what has been described in the past as a cradle-to-grave system of human resource development. Thus far, two decades of lifelong education activity — which requires merging general education with so-called vocational objectives for ALL students — has run parallel with U.S. education decline." <a href="http://www.eagleforum.org/educate/2006/sep106/UN-reforms.html">http://www.eagleforum.org/educate/2006/sep106/UN-reforms.html</a>	Neg	Second comment; Irrelevant to Health Standards
Jeanie Barent	jbarent@csdd1.us	Johnson #1	Thank you for the opportunity to comment on the Health Education Standards. Kudos to the committee that worked on these. We would like them adopted without any additional changes.	Pos	
R.J. Kost	rjk@pcsd1.net	Park #1	Park County School District 1 supports the 2011 Health Education Content and Performance Standards.	Pos	
Betsy Sell	bsell@park6.k12.wy.us	Park #6	In having dialogue with K-12 staff, we have found the Health Education Content and Performance Standards to be rigorous in a comprehensive approach. Park 6 supports the adoption of the 2011 Health Education Content and Performance State Standards with the caveat that the Wyoming Department of Education support this adoption with professional development specific to the implementation of these standards. This would include the unpacking of the standards at the state level, suggestions for curriculum material adoption, and support with formative and summative assessments.	Pos	Includes suggestions for PD
Kim Dolezal	dolezalk@uinta4.com	Uinta #4	The committee working with the Health Education standards has done good work with this set of standards.	Pos	
Kevin Mitchell	KLM@pcsd1.net	Park #1	Park County School District 1 approves of the revisions and subsequent adoption of the health education content and performing standards.	Pos	

HEALTH

Mary Kay Wardlaw	wardlaw@uwyo.edu	Albany #1	With the current issues around overweight and obesity, it might strengthen these standards if nutrition was identified more directly in the benchmarks, both in the benchmark language as well as in identifier codes at the end of each benchmark. Children make decisions and choices about food usually three or more times per day. All would benefit from a stronger educational emphasis on food and nutrition. The areas can be taught in ways that also enhance many other educational standards, i.e. science, language arts, and math.	Pos	Includes suggestions for improvement to standards	
Alan Moore	mooreal@laramie1.org	Laramie #1	I strongly support the revision of the Health Education Standards in the Wyoming Content and Performance Standards. The process of the revision was broadly inclusive of stakeholders from K-12, higher education, and the broader Wyoming community of stakeholders. Reducing the number of standards makes it easier for districts, schools, and teachers to implement the standards. Distributing the content across the standards helps make all the standards more authentic, rather than smoke-and-mirrors that is unfortunately possible with the old standards, where any curriculum and student activities could be seen to be addressing the standards.	Pos		
Darlene Hartman-Hallam	dhallam@sub1.k12.wy.us	Sublette #1	Health Standard revision are supported by this district's health teachers. Standards are application driven, which compliments 21st Century skills. I support the adoption of the 2011 Health Education Content and Performance Standards.	Pos		
James Huntington	huntingtongjs@hotmail.com	Laramie #1	I noted the emphasis on bullying/suicide prevention in the draft. Has there been any thought given to including basic firearms safety (NRA Eddie Eagle program) or basic self defense, when age appropriate, incorporated into PE? I realize these are subjects that are better suited and should be taught by families; however, many children do not have the family support of yesteryear and popular culture forces much of these issues upon kids through entertainment/music. Additionally, resist Federal control on health issues, in pursuit of funding. Respectfully, Jim Huntington	Pos	Includes questions and suggestions; federal concern may be irrelevant for this content area	
Jean Peterson	jimmjp@yahoo.com	Washakie #2	The health standards are more conducive to a quality health program for all students.	Pos		
Dana Howie	danahowie@msn.com	Natrona #1	Health standards are as important as any others, and I hope that they will be taught as such, i.e. Required, and tested.	Pos		

HEALTH

Valera Crofoot	vcrofoot@crb1.k12.wv.us	Carbon #1	Will teachers who teach Health classes be required to have an Endorsement for teaching Health and pass a Praxis II exam to obtain that Endorsement?	No comment	Poses a question	
Valera Crofoot	vcrofoot@crb1.k12.wv.us	Carbon #1	Will teachers who teach Health classes be required to have an Endorsement for teaching Health and pass a Praxis II exam to obtain that Endorsement?	No comment	Duplicate	



MATH

Name	Email	District	Comment	Pos/Neg	Notes	SBE Response
Moses Hasenauer	M.Leectp@hotmail.com	Laramie #1	Teach kids to occupy and take responsibility for them selves teach the constitution say the pledge every day, honor the vetrans day. No federal core curriculum. No to gay and lesblian agendas. Keep control at the state level dont take federal money	Neg	Duplicate; Inaccurate info	
JANET GEETING	geethn@sw1.k12.wy.us	Sweetwater #1	Looks beautiful on paper - but is too massive to cover without teaching Math all day - every day at the sixth grade level. Do these goals translate into best practice for students at the sixth grade level? Could anything be deleted/combined/adjusted to make this into goals that could be met by ALL LEARNERS? Thanks, Janet G.	Neg		
Joan Laird	jblaird@hotmail.com	Goshen #1	Please do NOT take on the Common Core Curriculum. The best interests for properly educating our children come from local standards NOT the federal government.	Neg	Duplicate	
Dean Dupree	deandupree@hotmail.com	Washakie #1	It appears in math there are abstract reasoning skills introduced before students are likely to have developed those skills. I would like to see how the state is going to handle accountability of the student. What is to keep John from just randomly marking answers on PAWS? I know that some do now. The school district and John's teachers' face consequences for John's actions but John does not. Retention and ability grouping of students is currently frowned upon. How does the state envision "putting John back on track"?	Neg	Some comments irrelevant	

MATH

Clyde Tucker	discipleabct@yahoo.com	none	<p>I have read all 93 pages of the Math Standards and notice that starting a grade 3 through high school a terrible waste of time is still being taught, "fractions". I am 60 years old and have been in the construction business for over 35 years and was trained as a machinist at Brown University at the age of 16 due to my advanced mathematical skills. In my sixty years I have never used fractions, I have always used metrics as does the rest of the world including Asia. From the third to the ninth grade is critical for learning. Wasting young minds on U.S. fractions, weights and measures because of the status quo will only serve to keep the U.S. lagging behind the rest of the world.</p>	Neg		
Jeff Hymas	hymasjeff@gmail.com	Natrona #1	<p>You're asking for input on the draft that is already in place. The problem is that there is no option to say, no, we don't like this nationwide plan, common core, P-16, or whatever you'd like to call it. So, by getting public opinion and then implementing it as best you can you are predetermining the outcome - some version of the plan that is already in place. A plan that has too many federal fingers in it and too many strings attached to an education system that was intended to be dealt with at a local level because that is where the education really occurs. Allowing the free market to determine the best system is the best policy. Not taking top-down solutions that invariably lead to more problems.</p>	Neg	Duplicate; Inaccurate Info	

MATH

Jeff Willoughby	jwill@gmail.com	none	<p>These standards are a veiled effort on the part of the Obama administration to push the role of the federal government further into the business of Wyoming residents. The federal government has blessed these standards and rewards states that adopt them. Wyoming is a proud and independent state with clear thinking people. We should reject these standards and let a group of Wyoming residents come up with standards for our children! Please allow our school boards and citizens to have a meaningful say in what our children should learn and not just take what the feds hand out.</p>	Neg	Duplicate	
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MATH

anony mous	none@gmail.com	none	<p>These standards do in fact dictate curriculum regardless of what you say in your reasons! If the state of Wyoming adopts these standards they are telling schools, teachers and parents what to teach and how to teach it. Please read the standards closely, they take away our rights! This is wrong! Reject these standards and let the local people raise their own children. Trust the Wyoming residents and don't listen to Washington.</p>	Neg	Duplicate	
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MATH

Cheri Steinmetz	cheribeth88@yahoo.com	Goshen #1	<p>I do not support the common core standards. Ask yourself this question, Was our educational system better 30 years ago then it is now? My answer is yes, it was better 30 years ago. Why? We trusted our teachers to teach and grade our kids. We trusted parents to raise their kids. We emphasized achievement rather then not getting "left behind." We taught the basics math, reading, science, and acutal history rather then outcomes biased education. We taught the basics and let the individual decide the outcome. I would ask you to take back control of our education system from the federal government and restore the lost art of teaching and learning. You need only to look to history and the Constitution to do the job right. Thank you. Cheri Steinmetz</p>	Neg	Duplicate	
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MATH

<p>Nancy Cerroni</p>	<p>ncerroni@bgh2.k12.wy.us</p>	<p>Big Horn #2</p>	<p>As a district, we have two main concerns regarding the 2011 math standards. The first area of concern is about the grade level appropriateness of the proposed math standards. The backwards mapping of the standards from a college/career perspective has pushed mathematical concepts and processes to lower levels that cause us to ask if this is developmentally appropriate for children. For example, using a grade level progression of fractions, the differences between current standards and the proposed standards emphasizes the shift in expectations. In fourth grade fractions move from a recognition of basic fractions as part of a whole (2008 Standards) to computational processes to add, subtract, and multiply fractions (2011 Standards). In fifth grade, students will be expected to both multiply and divide fractions while the 2008 Standards required students to add and subtract fractions with like denominators. This brief example using fractions is seived to illustrate the compression of concepts and processes into earlier grades. As stated earlier, we do question if these standards provide a realistic expectation for children. The second concern is the timeline to assess the 2011 Standards using a statewide assessment. If the standards are adopted, a transition plan must allow for adequate time for implementation and instruction before using a large-scale assessment linked solely to the new learning expectations.</p>	<p>Neg</p>	
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MATH

<p>Angela Schanke</p>	<p>taralkariel@yahoo.com</p>	<p>Carbon #1</p>	<p>Developing our own standards is a waste of time. Many districts in Wyoming have already adopted the Common Core Standards. They were developed by college professors who knew exactly what kinds of skills students needed to excel at the college level. They are well-thought out and are accessible to teachers in the field by describing skills in detail. Also, since many families (especially in my district) move in and out of Wyoming frequently, it would be wonderful if we were on the same page as the rest of the country in terms of what we were teaching each year. The Common Core standards also usually have an appropriate amount of rigor to stretch students without daunting them. These standards are often too low, too high, or not specific enough to be helpful. If the state wants mathematical standards, they MUST be developed by professionals in mathematics, preferably by those who have taught the subject.</p>	<p>Pos</p>		
<p>Brian Kaumo</p>	<p>kaumob@sw1.k12.wy.us</p>	<p>Sweetwater #1</p>	<p>The rigor and consistency that come with adopting the common core state standards will be a benefit for Wyoming students. Not only will this tighten consistency between districts in the state, but as students move in from out of state there will be a guarantee of sorts as to what the students already know and are able to do. Furthermore, as states adopt, publishers of curriculum and assessments will align their products as well creating an aligned system across the country.</p>	<p>Pos</p>	<p>Duplicate</p>	

MATH

Jeanie Barent	jbarent@csd1.us	Johnson #1	<p>Thank you for the opportunity to comment on the Common Core Math Standards. On behalf of our Mathematics teachers, we would like to encourage their adoption in their current form with nothing else added to them at this time. We have been working with them since last summer, and are ready to take on the challenge of ramping up our mathematics curriculum to become world class.</p>	Pos		
R.J. Kost	rjk@pcsd1.net	Park #1	<p>Park County School District 1 fully supports and are in the process of transitioning to the Mathematics Common Core State Standards. We would appreciate the State Departments support of these standards and the value they bring to the Districts and students.</p>	Pos		
Betsy Sell	bsell@park6.k12.wy.us	Park #6	<p>In having dialogue with K-12 staff, we have found the Math Standards to be rigorous in a comprehensive approach though not attending to developmental levels for elementary students. Park 6 supports the adoption of the 2011 Math Common Core State Standards with the caveat that the Wyoming Department of Education support this adoption with professional development specific to the implementation of these standards. This would include the unpacking of the standards at the state level, suggestions for curriculum material adoption, and support with formative and summative assessments.</p>	Pos		
Klm Dolezal	dolezalk@uinta4.com	Uinta #4	<p>We would like to see these standards also approved in their current form.</p>	Pos		
Kevin Mitchell	KLM@pcsd1.net	Park #1	<p>Park County School District 1 is very supportive of adopting the Common Core State Standards as the Wyoming Math standards. We believe this is the best opportunity for our students to be competitive in the local and global job market. We need to focus on what is best for our students, not misinformed political agendas.</p>	Pos		

MATH

Doug Van Alfen	dvanafen@ccsd.k12.wy.us	Campbell #1	Comparing apples to apples makes sense. It is not fair to compare Minnesota who has lower standards that make great scores to Wyoming that has higher standards and lower scores.	Pos		
Craig Anderson	canderson@jcsd1.is	Johnson #1	I believe the Wyoming State Board of Education and the Wyoming State Legislature should adopt the Common Core Standards for Mathematics in their current form. This is good for education in Wyoming.	Pos		
Carrie Rzasa	crzasa@jcsd1.us	Johnson #1	please adopt common core as is	Pos		
Sara McGinnis	sara@sheridan.k12.wy.us	Sheridan #1	I like the change from four proficiency levels to three (Adv., Prof., Basic) It looks like the common core math standards are replacing the Wyoming State standards in their entirety. I think the common core math standards are organized in a logical sequence of instruction, even though it looks like content area is pushed down a grade level for the most part.	Pos		

MATH

<p>Marcie Scarlett</p>	<p>mascarlett@jcsd1.us</p>	<p>Johnson #1</p>	<p>I have reviewed the Math Common Core State Standards. We have begun the process of unpacking the standards in our district. I believe these expectations are rigorous, challenging, and appropriate for our students. We can achieve what is expected if we receive support from the State of Wyoming through professional development and direction. Our students can handle the material in the CCSS. The teachers can deliver the material if they know what is expected of them. We will need important conversations to happen at all levels in order for the teacher expectations to make sense. Along with those conversations, there will need to be trainings on how to deliver the material - it will be challenging! But well worth the effort. Students will benefit from this level of curriculum. I also believe that all school districts in our state will benefit from these Common Core Standards because all states will be having the same concerns and conversations. We will all be working on important mathematics in a cohesive attempt to articulate the curriculum. Thank you for letting me comment!</p>	<p>Pos</p>	
<p>Michael Bond</p>	<p>mbond1900@aol.com</p>	<p>Natrona #1</p>	<p>I am particularly pleased with the improvements to the Wyoming state Math standards! As a 30 year veteran educator, these changes raise the standards and expectations for student achievement. High levels of achievement in Math are gateways to challenging and important careers that would be valuable to the economy of the state of Wyoming! Let's keep our graduates in Wyoming, cultivate their knowledge and skills and develop a broad base of economic stability in our state! The state Board of Education should support and fully adopt these standards!</p>	<p>Pos</p>	

MATH

<p>Alan Moore</p>	<p>mooreal@laramie1.org</p>	<p>Laramie #1</p>	<p>I strongly support the inclusion of the Common Core Standards in Mathematics in the Wyoming Content and Performance Standards. The Common Core Standards are appropriately challenging, comprehensive, and linked to college and career readiness. They should serve Wyoming well in the future, as assessments and published curriculum materials align to these. These are better than the pre-existing standards in Wyoming. Without these, Wyoming would be on an island with weaker standards, necessitating the state to continue with expensive, customized assessments and curriculum materials. We would certainly put our students at a competitive disadvantage in both the short term for college and career training, and in the longer term for careers themselves.</p>	<p>Pos</p>		
<p>Sonya Tysdal</p>	<p>tysdals@weston1.k12.wy.us</p>	<p>Weston #1</p>	<p>I think that having the Common Core Standards for Mathematics is the only way to go. In Wyoming, we pride ourselves on giving quality education to all students and being on the forefront of what is best for students. I believe incorporating the Common Core Standards for Mathematics will keep us in that position. One reason that they are so powerful is that they are well aligned K-12. It gives us as teachers a chance to really focus on a few Big Ideas and teach them more in depth. The unique part about these standards is the emphasis on the 8 Mathematical Practices. I really value emphasizing the "HOW" to teach math and specifically calling attention to what type of experiences students are supposed to experience. Kudos to the math standards committee members who put together a nice preface to the Common Core Standards. I LOVE that there are only 3 performance descriptors! I would not change a thing.</p>	<p>Pos</p>	<p>Second Comment</p>	

			<p>After taking a more in depth look at the "Draft" that is on the WDE website, I have a few things that I noticed: 1) The "Draft" that is listed above has the introduction/rationale work that the Standards Review Committee worked on followed by the exact document for the Common Core Standards for Mathematics. I have no problem with how this is laid out because the document includes each grade level's critical areas (as a summary), a grade level overview, and the specific benchmarks. Another benefit is that the glossary as well as the appendix tables from the CCSM are included. I think this is very beneficial. 2) On the WDE Standards Review link, the "Draft" versions of L.A., Mathematics, and Health are available. The "Draft" for Mathematics is the original one the Mathematics Standard Review Committee submitted - being it has coding of the CCSM that would follow the format of the current Wyoming Mathematics Standards. This one leaves off the grade level overview, the critical areas for each grade level, the glossary, and the appendix tables. Main questions: Are the two "Draft" versions supposed to be different? I would suggest coding the benchmarks exactly like the original CCSM would be beneficial. Not only is this format easier to read, but alignment with any book publisher would already be done because of the other states doing the exact same coding system.</p>	Pos		
<p>Sonya Tysdal</p>	<p>tysdals@weston1.k12.wy.us</p>	<p>Weston #1</p>	<p>Common Core Standards (CCS) are aligned to College and Career Readiness Standards which are approved nationwide. CCS are aligned to EXPLORE, PLAN, AND ACT. If the goal of Wyoming Schools is to prepare kids for the next level of education or career, I support the adoption of these standards.</p>	Pos		
<p>Darlene Hartman-Hallam</p>	<p>dhallam@sub1.k12.wy.us</p>	<p>Sublette #1</p>				

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Kelly Tolman	ktoiman@lcsd2.org	Lincoln #2	<p>These standards are rigorous, well researched and coordinated with 48 other states. Why wouldn't we want this? The CCSS were developed by the states, not the federal government. Let's support the standards and move forward with a unified, rigorous set of standards. The standards do not dictate curriculum. This remains a local decision. Forward thinking districts in our state have already begun aligning their curriculum to these standards due to the breadth and transferability inherent in a common core.</p>	Pos		
Carol Walker	walkerc@sw2.k12.wy.us	Sweetwater #2	<p>I fully support the adoption of the Math CCSS documents as proposed. Of particular value are the Math Practices standards, which are a critical factor in student learning.</p>	Pos		
Jean Peterson	jmmrjp@yahoo.com	Washakie #2	<p>The common core standards need to be adopted. These are very well thought out and sequential for student learning.</p>	Pos		
Matt Teterud Teterud	mteterud@yahoo.com	Natrona #1	<p>Wow...these are pretty detailed. A team has certainly done much work. The skills are clear, progress beautifully through the grade levels, and are appropriate for preparing students to thrive in the real world. The only addition I would make is that somewhere in high school we need to add a core standard and class on Financial literacy.... how to make money, manage money, invest money, and grow money. This is a huge part of each citizen's daily thinking and survival. Most Americans don't understand our economy, our banking system, or how credit works. Many are drowning in credit card debt and become slaves to debt. We need to educate people on the front end on how money works. This should not be just an elective class, but a required class, along with "Life 101." Thanks for you time! Matt Teterud 5th Grade Teacher Fort Caspar Academy (Casper, Wyoming)</p>	Pos	Includes suggestions	

MATH

<p>Shane Schaffner</p>	<p>schaffner@bgh4.k12.wy.us</p>	<p>Big Horn #4</p>	<p>These Common Core State Standards (CCSS) provide very clear learning objectives for all students K-12. Additionally, the CCSS are more rigorous than our current Wyoming State Standards and will provide a solid platform for Wyoming School District and teachers to develop curriculum and daily lesson plans that allow our students to meet these higher standards. Please strongly consider the adoption of the Common Core State Standards.</p>	<p>Pos</p>		
<p>Bernie Schnorenberg</p>	<p>berneschnorenberg@gmail.com</p>	<p>none</p>	<p>The new standards provide an excellent road map that can help our teachers prepare Wyoming students to actually be college/career ready by the time they graduate. That is something our old standards lacked. They were so vague that they offered teachers little support in helping students reach the goal of being college/career ready. Because of that lack, teachers became guided by the PAWS test instead of the standards. Our teachers and students are definitely able to be successful under the proposed new standards, and to think differently would be to sell both our teachers and students short. I believe that teaching to the new standards would go a long way in solving the "lack of success" problem our students have at the University, especially if the Standards of Mathematical Practice are stressed as much as the Content Standards. Give our students and teachers the opportunity show how good they really are by allowing them to meet the challenge of a rigorous set of mathematical standards.</p>	<p>Pos</p>		

MATH

Jane Lynn	jlynn@crb1.k12.wy.us	Carbon #1	<p>I do not know how much money was spent on the Mathematics Content and Performance standards, but as a taxpayer and a mathematics teacher I object these needless plethora of paper that was sent out. The Common Core Standards should have been adopted without delay. Teachers have these at their disposal and text books publishers are already issuing texts with grade level Common Core Standards. I'm appalled that when the legislature is looking at flat revenues for several years that this needless expense was incurred. The Common Core Standards are excellent and did not need to be tweaked; they are mathematically sound. Tier 1 education is fine in our state. What our state needs to focus on is funneling some funds into a rigorous Tier 2 and Tier 3 curriculum (which if you look at the research is as simple as hiring really good teachers with a strong mathematics background) to give our at-risk students a chance at success in mathematics.</p>	Pos		
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MATH

<p>Rachel Glesmann</p>	<p>rglesmann@landerschools.org</p>	<p>Fremont #1</p>	<p>I think that the Common Core Mathematics Standards are the right direction for Wyoming to go. I think these are rigorous standards that will push and challenge our students. I think that adopting them is a great step forward. Another benefit is that schools will have a large selection of textbooks to choose from.</p>	<p>Pos</p>	
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MATH

Sheryl Wilson	wilsons@sw2.k12.wy.us	Sweetwater #2	I support the adoption of the Math Common Core Standards for the students of Wyoming. They add a level of rigor which will prepare our students for work or college in any state or country.	Pos		
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MATH

Diana Barnett	barnetd@sw2.k12.wy.us	Sweetwater #2	<p>I appreciate the rigor in the Common Core Standards for mathematics. Moving some of the instruction back to let K-1 students master number sense is a great idea. The standards will force instructors to provide more rigorous learning opportunities for students.</p>	Pos	
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<p>Michael Busch</p>	<p>mbusch@acsdi.org</p>	<p>Albany #1</p>	<p>In my current job as the District Math Coordinator my role will be to prepare the teachers in Albany County to meet these proposed rigorous mathematics standards presented in the Common Core State Standards. In the time before and since the State Board of Education decided Wyoming should be part of this initiative, I have educated myself on the implications and inner-workings of the Mathematics Common Core Standards. I have attended multiple national conferences with a focus of learning as much as possible about the common core standards over the last 3 years. Wyoming is being misled by any current leadership that is encouraging us not to be part of this unprecedented opportunity to improve mathematics curriculum, teaching, and assessment which we all know influence - student learning. I believe our current mathematics standards for the state of Wyoming are weak at best - they do not include current research in Mathematics education and are not rigorous enough to help or students succeed in post K-12 settings. In addition we do not have enough in-state expertise in mathematics education to create a comprehensive enough document that is needed to guide the learning of our future leaders. The Common Core Mathematics Standards Initiative did an excellent job setting students up for post K-12 mathematical success. The process initially involved allowing ACHIEVE, the College Board, and ACT to develop a set of college and career readiness standards. These organizations decided to assign three highly recognized individuals as the lead writers who employed a writing team on the mathematics standards writing project. The product from this highly talented and well-respected team of writers was published and individuals along with national organizations such as the National Council of Teachers of Mathematics and the National Council for Supervisors of Mathematics were provided with chances of formal review and feedback. The writers revisited their product with the review and feedback in mind and made changes where appropriate, but made no concessions from what current and past research said was important. The process of creating this set of standards was not political like so many in the past, and sound. The content and classroom practices laid out in the document are important to the mathematical education of all students. Equity is the major issue for me when examining the use of this new set of standards for Wyoming students. Students in other states that have adopted the Common Core Mathematics will receive education in a system aiming for the new Common Core Mathematics Standards, while Wyoming students will be at a severe disadvantage aiming for our current standards. Our educational leadership should be embracing the work done to create these new standards and the assessment consortia who have been charged with creating ways to measure and</p>	<p>Pos</p>	
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MATH

			<p>achievement. This would allow our state to focus on how to implement this new level of rigor in our schools. Instead our current leadership seems to be focusing on spending needless time and money to write our own standards and assessments that will have trouble standing up to what was created on a national level. Our time and money as a state would be better spent on how to train and then training our educational personal to help students meet these new rigorous standards. As you can tell I'm passionate about our states education system, as both professional educator and a parent I have to be. The above information needs to be known in order to make decisions on this very important topic. Lack of knowledge or misinformation can be dangerous when making decisions. Thank you for your time and please don't hesitate to let me know if you need any support or have any questions on this topic.</p>			
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MATH

<p>Anne Marie Anderson</p>	<p>andersa1@sw2.k12.wy.us</p>	<p>Sweetwater #2</p>	<p>The 2011 Math Standards with the inclusion of the Common Core Standards provide a solid set of standards that will prepare the students of Wyoming for the future. The standards stress procedural as well as conceptual understandings which will allow the students to understand math and succeed in math not just repeat memorized steps to a problem. The inclusion of the mathematical practices will build the thinking and reasoning students will need to be successful in the 21st Century.</p>	<p>Pos</p>		
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MATH

Bruce Palmer	bruce_palmer@nois.edu	Fremont #1	<p>I strongly support the adoption of the Common Core by the state of Wyoming. Our young people can and should be in a position to compete with the best and the brightest from across the nation and the world. The high standards reflected by the Common Core will challenge our students with high expectations that have already been proven in other parts of the country. The Common Core standards have been benchmarked against the expectations of top-performing nations worldwide. Educators, parents, content area experts and the general public have vetted them and to date more than forty states have adopted them. One needs only to look at communities like Gillette and Rock Springs to see the tremendous amount of in-state mobility of today's students. With our highly mobile population, having clear educational expectations that are consistent from state-to-state can only benefit our students. Fremont County School District 1, where I serve on the board of education, does not exist in a vacuum. Nor does the state of Wyoming. If we really wish to improve education in our communities and across our country we need to cooperate and collaborate. The standards represented by the Common Core aren't mysterious or specific to any region or state. They are what young people need to know to compete in a global economy. They are what our young people need to know to participate fully as citizens. They are what they need to live fulfilling, vibrant lives. Much progress has been made in improving the educational system in our state. The Hathaway program has better defined what college-readiness means for our students and our teachers, positive movement is being made toward an accountability system that makes sense for Wyoming and we remain one of the few states with the resources to be a national educational leader. I believe that the adoption of the Common Core standards is another step forward.</p>	Pos	Duplicate	
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MATH

	Dana Howie danahowie@msn.com	Natrona #1	<p>These standards appear to be vertically coordinated. They are also comprehensively detailed. My concern is that if a child falls behind at some point, what will happen? Getting from basics to high level concepts seems to happen very quickly, and I question whether. The majority of children can retain this math information as thoroughly as they need to in order to be prepared for the next level. I hope that sufficient time is allowed at each grade level to thoroughly grasp the concepts, and that if this doesn't happen, something must be done to help students keep up. The speed at which math is taught makes me anxious.</p>	Pos	Includes questions	
James Huntington	huntington6js@hotmail.com	Laramie #1	<p>Will a review of basic financial obligations that students are going face after High School(student/home/car loans,interest, balancing bank accounts,income taxes, projected spending etc.)be part of Senior graduation requirements or electives? I agree that a review of the basics covered in 6-8 grades are important for Seniors. Respectfully, Jim Huntington</p>	n/a	Question	

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**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** February 14, 2012

**ISSUE:** Election of Board Officers

**BACKGROUND:** In accordance with Wyoming Statute §21-2-301, a meeting shall be held in the first quarter of the calendar year at which a chairman will be elected.

**SUGGESTED MOTION/RECOMMENDATION:** It is recommended that the Wyoming State Board of Education offer nominations and vote for the positions of Chairman, Vice-Chairman and Treasurer at the February 14, 2012 meeting of the Wyoming State Board of Education.

**SUPPORTING INFORMATION ATTACHED:**

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

**APPROVED BY:** \_\_\_\_\_  
Christine Steele  
State Board of Education Liaison

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

**COMMENTS:**