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**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** March 20, 2012

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the March 20, 2012 State Board of Education 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

## Teleconference

March 20, 2012 2:00 p.m.-3:30 p.m.

1. Call to Order- Joe Reichardt *Roll Call	Action
2. Approval of Agenda- Joe Reichardt	Action- Tab A
3. Approval of Minutes- Joe Reichardt *February 14, 2012	Action- Tab B
4. SBE Staff Description and Employment Options- Mackenzie Williams	Information- Tab C
5. Wyoming Accountability In Education Act, Enrolled Act 65- Geir Solvang	Information- Tab D
6. Wyoming Content and Performance Standards Comment Review- Julie Magee	Information- Tab E
7. Letter and Response on SF0057- Carol Illian	Information- Tab F
8. ADJOURNMENT	

# Test Prep



**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** March 20, 2012

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the February 14, 2012 State Board of Education meeting.

**SUPPORTING INFORMATION ATTACHED:**

- Minutes of February 14, 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  
February 14, 2012  
Hathaway Building, Room 126  
Cheyenne, Wyoming

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

Members absent: Dana Mann-Tavegia, Matt Garland and Hugh Hageman

Also present: John Masters, WDE; Chelsie Bailey, WDE; Paula Smith, WDE; Julie Magee, WDE; Sheryl Lain, WDE; Christine Steele; Carol Illian, WDE; Laurie Hernandez, WDE; and Mackenzie Williams, Attorney General's Office (AG)

Members of the Press and Public Present: Kathy Scheurman, WEA; and Kelly Pelissier- WY P-16.

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#### CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 12:35 p.m.

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

#### APPROVAL OF AGENDA

Sue Belish moved to amend the presented agenda to include a discussion on the pending legislation after the Board Updates and Public Comment. Pete Gosar seconded motion, the motion carried.

Kathy Coon moved to include a discussion on the letter that Mackenzie Williams had to present to the Board after the pending legislative agenda item. Sue Belish seconded, the motion carried.

Pete Gosar moved to approve the amended agenda, seconded by Sue Belish, the motion carried.

#### APPROVAL OF MINUTES

Minutes from the January 10, 2012, State Board of Education teleconference was presented for approval.

Sue Belish moved that the minutes be approved, seconded by Scotty Ratliff, the motion carried.

#### APPROVAL OF TREASURER'S REPORT

Treasurer Larry McGarvin presented the treasurer's report ending December 30, 2011, with an ending balance of \$94,269.01. Larry McGarvin noted that there are only five months left in the fiscal year.

Chairman, Joe Reichardt, extended an invitation to the Board members to attend the NASBE legislative conference on March 22-23, 2012. If any members wished to attend to contact Chelsie.

Joe Reichardt thanked Larry McGarvin for his ten years of working on the Wyoming State Board of Education.

Joe Reichardt moved to approve the treasurer's report as submitted, seconded by Ron Micheli, the motion carried.

Chairman, Joe Reichardt explained to the Board that he was contacted by Jerry Zellars, at the WDE, and agreed to pay half of a telecommunication bill that was incurred to advertise the Chapter 31 hearings.

Scotty Ratliff moved a motion in support of the Chairman's decision on the bill, Cindy Hill seconded, the motion carried.

#### BOARD UPDATES AND PUBLIC COMMENT

Joe Reichardt addressed the Board and asked them to attend a NASBE conference. He also discussed a conference that was being held in New York City that has already been paid for, that would take place on March 11-12, 2012. Cindy Hill indicated that she would like to attend and planned on taking a staff member with her, leaving a slot for Board members. If any members were interested in attending to please contact Chelsie.

Kathy Coon had not attended a P16 meeting since the last Board meeting. The group is currently defining what P16 is and what their appropriate roles. Kelly Pelissier discussed the STEM conference, and that she hoped to hold more conferences like STEM. The next P16 meeting will be on February 20, 2012.

Scotty Ratliff would like to have a subcommittee from the Board to meet a subcommittee from the Community College Commission. He would like the Board to consider this partnership.

The new Board member orientation conference hosted by NASBE is coming up; Joe Reichardt encouraged Board members to sign up by contacting Chelsie.

#### PENDING LEGISLATION

Ron Micheli thanked Mackenzie and Chelsie for their work on the letter for the legislature. John Masters will be responsible for getting the letter sponsored and distributed. The Board should use this letter as a guide when discussing the pending Education Accountability Bill, SF0057, with legislators. John Masters will also be responsible for giving the Board legislative updates.

Pete Gosar asked when the best time to contact legislators would be. Scotty Ratliff suggested between 8 a.m.-10 a.m., but that they will probably not be reached on the initial call.

Scotty Ratliff notified the Board that SF0044, regarding parental responsibilities, had died. He would like to extend an invitation to Senator Cale Case to the Board's summer meeting and also

invite Representative Matt Teeters and Senator Hank Coe to revisit the proposed HB0039 bill, regarding graduation rates, which did not pass this session.

#### LETTER ON TEACHER EVALUATIONS AND STUDENT ACHIEVEMENT MEASURES

Mackenzie Williams presented the Board a letter from Tracy Copenhaver from Copenhaver, Kath, Kitchen, and Kolpitcke, LLC that was addressed to John Masters, the legal counsel to the Superintendent of Public Instruction. The letter described the district's concerns that there is not enough guidance on teacher accountability. Chapter 29 of the education rules does not have all the guidelines for the district to use in their evaluation systems for their employees. In 2011 the legislature made changes which required the Board to pass rules that would link student achievement with teachers of record; the Board also needs to include in the rules academic growth measures that clearly prescribe standards for satisfactory performance. This will need to be in place by July 2012. Mackenzie cannot see the Board having these rules prepared before that date. The pending education accountability bill, SF0057, gives the Board another year to establish these rules. Emergency rules can be put into place, but that requires the Governor's approval. If these rules are not put in place within the deadlines this would have an impact on the relationships between the Board and the districts.

Joe Reichardt requested that Christine Steele, Mackenzie Williams, and John Masters work with the appropriate person at WDE to create a pathway of the previous bill for the Board.

Ron Micheli moved that Sue Belish take a copy of the letter to the members of the Select Committee, Kathy Coon seconded, the motion carried.

Walt Wilcox would like to get in front of issues and have a systematic approach on how to handle issues, and asked the Board if they had any suggestions on how to do this.

Joe Reichardt noted that the Board needs someone to work full time for them and who is qualified to deal with these kinds of things.

#### UPDATE ON WYOMING STATE CONTENT STANDARDS RULES AND REGULATIONS

Julie Magee reviewed the handout that was included in the Board packet. She hoped to have all the responses by March 15, 2012. Ron Micheli suggested that the Board collect and meet on the comments before the April board meeting. It is important for the board to ensure that any substantial changes are justified.

Cindy Hill requested that Mackenzie Williams find out if the standards can be voted on individually or if they are a packaged deal.

#### TECHNOLOGY

Paula Smith presented to the Board different options on technology to receive the Board packets and how to use the new device. Scotty Ratliff made a motion that each Board member should meet with Paula on what their needs are but vote collectively on what device the Board should purchase. Ron Micheli commented that he already has a computer and laptop and does not wish to have the Board buy him one.

Scotty Ratliff moved that the Board should get the Apple iPads, Pete Gosar seconded, Ron Micheli opposed, the motion carried.

#### ELECTION OF OFFICERS

Joe Reichardt agreed to be chair for another term. Ron Micheli agreed to be the Vice-Chair and Pete Gosar agreed to be the Board's treasurer.

Sue Belish moved to elect proposed officers, Larry McGarvin seconded, the motion carried.

The State Board of Education adjourned at 4:50 p.m.

The next Board meeting is scheduled for April 25-26, 2012 in Gillette.

# Tripp Corp

(ii) Up to three hundred thirty-one thousand two hundred fifty-four dollars (\$331,254.00) to the state chief information officer, for two (2) full-time positions, including position support costs, one (1) of which shall serve as a database analyst and one (1) position shall serve as a business analyst.

(f) The department of education, the University of Wyoming, the Wyoming community colleges, the Wyoming community college commission, the Wyoming professional teaching standards board, the department of workforce services and other state agencies shall provide information and other assistance to the state chief information officer as necessary to carry out the duties and requirements of this section.

(g) On or before December 31, 2012, and on or before December 31, 2013, the state chief information officer shall report to the joint appropriations committee and the joint education interim committee on expenditures under this section, progress on education data systems implemented under this section and recommendations on future development and implementation of the data systems. In addition, the report shall include a separate reporting of expenditures and recommendations from the department of workforce services for work undertaken pursuant to subsection (d) of this section.

(h) This section is effective immediately.

[LIVESTOCK ANIMAL REIMBURSEMENT PROGRAM]

**Section 327.**

(a) If 2012 Senate File 18 is enacted into law, up to five hundred thousand dollars (\$500,000.00) of the unexpended, unobligated funds remaining on June 30, 2012 in the general fund appropriation for brucellosis testing in 2011 Wyoming Session Laws, Chapter 88, Section 2, Section 003 shall not revert and are hereby reappropriated to the animal reimbursement account created by W.S. 11-19-106(g). Notwithstanding any other provision of law, this appropriation shall not be transferred or expended for any other purpose.

(b) This section is effective immediately.

[EDUCATIONAL LIAISON]

**Section 328.**

(a) An educational liaison shall coordinate efforts by the legislature, the advisory committee to the select committee on statewide education accountability, the state superintendent of public instruction, the state board of education, and the Wyoming department of education as required by the Wyoming Accountability in Education Act, W.S. 21-2-204 and Section 326 of this act. The educational liaison shall:

(i) Coordinate, collect and review all information, data and reports required by the Wyoming Accountability in Education Act to be submitted to a legislative committee or the legislature and compile feedback and suggestions for the legislature;

(ii) Provide periodic status reports on the execution of the Wyoming Accountability in Education Act by the state superintendent of public instruction, the state board of education and the Wyoming department of education;

(iii) Review all requests for proposals or information, contracts and agreements executed or proposed for execution for the purposes of carrying out the duties required by the Wyoming Accountability in Education Act;

(iv) Review applicable rules, regulations and policies related to implementation and administration of the Wyoming Accountability in Education Act; and

(v) Identify and request necessary background and supporting information from appropriate educational and state agencies to provide feedback and recommendations to the legislature.

(b) All state agencies, boards, personnel, officials, Wyoming school districts and contractors shall cooperate with and provide all requested information to the education liaison in the most expedited manner possible.

(c) The education liaison shall be treated as an employee of the Wyoming department of education and a school official with a legitimate educational interest evaluating education programs for purposes of requesting and receiving access to data and information. Notwithstanding W.S. 9-1-603(a)(vi), the attorney general shall resolve any question related to the receipt, distribution or sharing of information obtained by the education liaison in fulfilling his duties under this section.

(d) Funds made available to the legislative service office under 2012 Senate File 57, Section 7(a), as enacted into law, and 2012 Senate File 90, Section 6, as enacted into law, may be used by that office to retain an at-will contract employee or consultant as determined by the management council to implement the purposes of this section.

[EFFECTIVE DATE]

**Section 400.**

(a) As used in this act, "effective immediately" means effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution. Any appropriation contained in this act which is effective immediately shall not lapse until June 30, 2014, unless otherwise specified.

(b) Except as otherwise provided, this act is effective July 1, 2012.

Approved March 8, 2012.

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ENROLLED ACT NO. 65, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING  
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AN ACT relating to the Wyoming Accountability in Education Act; generally modifying the act and modifying the statewide assessment system and assessments used for statewide accountability; modifying duties and tasks of implementation and administration; authorizing rulemaking and requiring reporting; continuing the select committee on statewide education accountability and advisory committee; providing additional duties and assigning additional areas of accountability system study and development; providing appropriations; and providing for effective dates.

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

**Section 1.** W.S. 21-2-202(a)(xiv), (xxx) and (xxxiv), 21-2-204(b)(intro), by creating new paragraphs (iii) through (ix), (c), (d)(intro), (e), (f)(intro), by creating new paragraphs (iii) through (viii), by amending and renumbering (iii) as (ix), (h) and by creating new subsections (j) and (k), 21-2-304(a)(iv)(intro), (v)(intro), (B), (D), (E), (H), (vi), (b)(xv), by creating a new paragraph (xvi) and by renumbering (xvi) as (xvii), 21-3-110(a)(xvii) through (xix), (xxiv)(intro), (xxix), (xxx) and (b), 21-7-102(a)(ii)(A) and (B), 21-7-110(a)(vii), 21-13-307(a)(iv) and 27-3-607(d) are amended to read:

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

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

(xiv) For purposes of the statewide assessment of students and reporting student performance under W.S. 21-2-304(a)(v), have authority to assess and collect student educational assessment data from school districts,

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community colleges and the University of Wyoming. All data shall be consolidated, combined and analyzed in accordance with W.S. 21-2-204(h) and shall be provided within a reasonable time in accordance with rules and regulations of the state board; ~~In addition and pursuant to W.S. 21-2-204(a)(vii) and 21-3-110(a)(xxiv)(B), effective school year 2012-2013, the state superintendent shall, through the department, receive scores for each student assessed by each school district under the benchmark adaptive assessment administered under W.S. 21-3-110(a)(xxiv)(B), with appropriate linkages to teachers, schools and districts, reported in formats and schedules established by rule and regulation of the state board;~~

(xxx) Effective school year ~~2006-2007~~ 2012-2013 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination, computer-adaptive college placement assessment and a job skills assessment test selected by the state superintendent to all students in the eleventh grade and twelfth grades throughout the state ~~as provided in W.S. 21-3-110(a)(xxix), except that any student with an individual education plan may be excused from taking either the college entrance examination or the job skills test if the parent or guardian of the student submits a request for the excusal to the appropriate local school district authority~~ in accordance with this paragraph. The ~~examination and test~~ examinations and tests selected by the state superintendent, shall be administered throughout the United States and shall be relied upon by institutions of higher education. The college entrance examination shall at a minimum test in the areas of English, reading, writing, and mathematics and science for grade eleven (11). The jobs skills assessment test shall at a minimum test in

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the areas of applied math, reading for information and locating information. The state superintendent shall pay all costs associated with administering the college entrance examination, the computer-adaptive college placement assessment and the jobs skills assessment test and shall schedule a day during which ~~both~~ examinations shall be provided ~~to~~ and one (1) shall be administered to all eleventh and twelfth grade students throughout the state. The date for administration in grade eleven (11) shall be selected so that following receipt of scores, students may timely register for senior year classes which may be necessary to allow the student to qualify for a state provided scholarship. All students in grade twelve (12) shall take the computer-adaptive college placement assessment in the spring. The state superintendent may enter into agreements with an administrator of the college entrance examination and the computer-adaptive college placement assessment and an administrator of the jobs skills assessment test and adopt rules as necessary to ensure compliance with any requirements of an administrator, such as a secure environment. Waivers may be granted for the examinations and tests required by this paragraph for students with disabilities in accordance with the provisions of the federal No Child Left Behind Act of 2001 and the federal Individuals with Disabilities Education Act. Alternative assessments and accommodations may be offered by the state superintendent in accordance with rule and regulation;

(xxxiv) ~~In consultation~~ With the office of the chief information officer, ~~and through a single repository,~~ establish criteria ~~and guidelines~~ for the collection, storage, management and reporting of department of education data related to teacher certification and the administration of the school finance system.

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

(b) A statewide education accountability system shall be established by the state board in accordance with this section, which ~~considers use of~~ implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that ~~includes~~ is based on student performance as ~~measured-determined~~ through multiple ~~indicators in those subjects for which students are assessed as specified by this subsection, that are reported in terms of student achievement at prescribed performance levels, and that are aggregated to the school level. Core indicators of student performance under the first phase of the statewide school based accountability system for each applicable school shall be~~ measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

(iii) Become a national education leader among states;

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

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

(vi) Recognize student achievement and minimize achievement gaps;

(vii) Improve teacher, school and district leader quality. School and district leaders shall include

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superintendents, principals and other district or school leaders serving in a similar capacity;

(viii) Maximize efficiency of Wyoming education;

(ix) Increase credibility and support for Wyoming public schools.

(c) ~~School level performance in reading shall be measured by the statewide assessment system implemented by the state board of education under W.S. 21-2-304(a)(v). Additional secondary school outcomes shall be measured in accordance with subsection (d) of~~ shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:

(i) Student longitudinal academic growth in reading and mathematics as measured by assessments administered under paragraph (ii) of this subsection, beginning in grade four (4);

(ii) Student academic achievement in reading, mathematics, science and writing and language as measured by:

(A) The statewide assessment administered under W.S. 21-2-304(a)(v) in:

(I) Reading and mathematics in grades three (3) through eight (8);

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(II) Science in grades four (4) and eight (8);

(III) Writing and language in grades three (3), five (5) and seven (7).

(B) A standardized college readiness test in grade eleven (11).

(iii) Readiness, as defined by a standardized college readiness test covering English, reading, mathematics and science, with school level results aggregated according to a procedure in which values and weights are determined by a deliberative method tied to specific definitions of post secondary readiness, administered in grades nine (9) and ten (10);

(iv) Readiness, as defined by a standardized achievement college entrance examination or the computer-adaptive college placement assessment administered pursuant to W.S. 21-2-202(a)(xxx) in grades eleven (11) and twelve (12), with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specific definitions of post secondary readiness;

(v) Readiness, as defined by graduation or high school completion rates;

(vi) Readiness, as defined by ninth grade credit accumulation.

(d) Beginning in school year ~~2011-2012~~ ~~2012-2013~~, and each school year thereafter, the department of education shall compute ~~a combined~~ and report an overall school ~~score~~

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for performance rating measured by student performance in the core on those performance indicators specified under subsection (b)-(c) of this section. as follows: Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

(i) Not later than thirty (30) days after a school receives its final rating or other performance determination from the department of education, the school district may seek informal review with the panel established under subsection (e) of this section. The panel shall review the determination and issue a decision based upon its review no later than sixty (60) days after receipt of the request for review;

(ii) Not later than thirty (30) days after a determination has been issued by the panel under paragraph (i) of this subsection, the school district may seek an informal review with the state board. The state board shall make a final determination as to the performance rating or other performance determination within sixty (60) days after receipt of the request for review;

(iii) The state board shall promulgate rules and regulations governing the informal review process before both the panel and the board as conducted under this subsection.

(e) The state board shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target level

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levels for student-school performance under the first phase of the statewide accountability system shall be positive progress on all core performance indicators measured under subsection ~~(d)~~ (c) of this section, shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board to:

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

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

(B) Meeting expectations;

(C) Partially meeting expectations; and

(D) Not meeting expectations.

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

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

(f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be

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established by the state board and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013-2014, and each school year thereafter, ~~any school that fails to meet the computed school improvement targets established under subsection (c) of this section shall be subject to~~ the state superintendent shall take action based upon system results according to the following:

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

(iv) Schools designated as meeting expectations shall file an improvement plan with the school district superintendent and the department. The plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district, if requested,

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in identifying and securing the necessary resources to support the goals as stated by the school and the district;

(v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content areas where performance is below target levels. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content areas where performance is below target levels. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be approved by the local board of trustees and submitted to the school district superintendent prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary

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for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

(vii) A representative shall be appointed by the state superintendent for all schools designated under paragraphs (iv) through (vi) of this subsection to serve as a liaison between the school district leadership and the department. The representative shall be an employee of the department, an employee of a Wyoming school district or any combination, and may require more than one (1) individual for schools requiring substantial intervention and support. Additionally, one (1) representative may be assigned to more than one (1) school. Among other duties as may be requested by the district or department, the representative shall review and approve improvement plans submitted by schools in accordance with paragraphs (iv) through (vi) of this subsection. Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan. The representative shall possess expertise appropriate to particular strategies incorporated within improvement plans to enable necessary plan evaluation, and shall be commensurate with the level of intervention, support and consequences to be administered under this subsection. The state superintendent shall annually report to the state board on the progress of each school in meeting annual goals and overall improvement targets, fully describing the effectiveness and deficiencies of efforts to improve school

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performance in performance categories prescribed by this section;

(viii) To the extent permitted by law and rule and regulation, plans submitted in compliance with paragraphs (iii) through (vi) of this subsection shall serve to comply with similar requirements administered by the state superintendent and the department, and the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools. All plans submitted under this subsection shall be made available for public inspection through internet access as defined by W.S. 9-2-1035(a)(iii);

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

(h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system.

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In establishing a reporting system under this subsection, the state board shall describe the performance of each public school in Wyoming. The performance report shall:

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

(A) Supports the overall school performance rating; and

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

(ii) In a manner to maintain student confidentiality, be disaggregated as appropriate by content level, target level, grade level and appropriate subgroups of students. For purposes of this paragraph, reported subgroups of students shall include at minimum, economically disadvantaged students, English language learners, identified racial and ethnic groups and students with disabilities;

(iii) Provide longitudinal information to track student performance on a school, district and statewide basis;

(iv) Include, through the use of data visualization techniques, the development of longitudinal student-level reports of assessment and other relevant readiness indicators that provide information to parents, teachers and other school personnel regarding student progress toward college and career readiness and other relevant outcomes. These reports shall be maintained by

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the district in each student's permanent record within the district's student data system; and

(v) Provide valid and reliable data on the operation and impact of the accountability system established under this section for use by the legislature to analyze system effectiveness and to identify system improvements that may be necessary.

(j) Beginning school year 2013-2014 and each school year thereafter, the state board shall annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, 2014, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

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

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

(a) The state board of education shall:

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(iv) Effective school year 2013-2014, and each school year thereafter, require district administration of common benchmark adaptive assessments statewide in grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's ~~body of evidence~~ assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Beginning school year 2014-2015, and each school year thereafter, the state board shall annually review and approve each district's assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(v) Through the state superintendent and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for ~~core~~ performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

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(B) Effective school year 2012-2013, and each school year thereafter, be administered at appropriate levels at in specified grades and at appropriate intervals aligned to the student content and performance standards, specifically assessing student performance in reading and mathematics at grades four (4), eight (8) and eleven (11), and effective school year 2005-2006, and each school year thereafter, assessing student performance in reading and mathematics at grades three (3) through eight (8) and at grade eleven (11). In addition, and commencing school year 2007-2008 and each school year thereafter, the statewide assessment system shall assess student performance in science not less than once within each grade band for grades three (3) through five (5), grades six (6) through eight (8) and grades ten (10) through twelve (12) in grades four (4) and eight (8). As a component of the statewide assessment system but separately administered, the statewide writing and language assessment shall be a valid, reliable and robust measure of student writing and language according to the writing and language content and performance standards promulgated under paragraph (iii) of this subsection implementing the common core of knowledge and skills as required by W.S. 21-9-101, and shall allow for monitoring and evaluation of annual trends in student and school level writing and language performance. Effective school year 2013-2014 and each school year thereafter, the statewide writing and language assessment shall be administered to grades three (3), five (5) and seven (7). The structure and design of the assessment system shall allow for the comprehensive measurement of student performance through assessments that are administered each school year simultaneously on a statewide basis, with the writing and language assessment administered separately statewide;

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

(E) Include multiple measures ~~and item types~~ to ensure alignment to the statewide content and performance standards, including multiple choice items. For the writing and language assessment only, include multiple measures and item types to ensure alignment, which may include grade appropriate multiple choice to ensure alignment to the statewide student content and performance standards open response tasks, constructed and extended response items as appropriate;

(H) Provide a measure of accountability to enhance learning in Wyoming and in combination with other measures and information, assist school districts in determining individual student progress as well as school level achievement, growth and readiness targets. In addition to reporting requirements imposed under W.S. 21-2-204, the assessment results shall be reported to students, parents, schools, school districts and the public in an accurate, complete and timely manner. Assessment results shall be used in conjunction with ~~a~~ each school

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district's ~~annual assessment~~ assessments to design educational strategies for improvement and enhancement of student performance required under W.S. 21-2-204. Assessment results shall also be used to guide actions by the state board and the department in providing and directing a progressive multi-tiered system of support, intervention and technical assistance consequences to districts in developing school ~~turn-around~~ improvement plans in response to student performance to attain target indicators levels measured and established under W.S. 21-2-204. In consultation and coordination with school districts, the board shall subject to W.S. 21-2-204, review and evaluate the assessment system regularly and based upon uniform statewide reports, annually report to the legislature as required under W.S. 21-2-204.

(vi) Subject to and in accordance with W.S. 21-2-204, through the state superintendent and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth and readiness as required by W.S. 21-2-204. The state board shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi-tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of

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educational consequences and supports resulting from accountability determinations;

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

(xv) Not later than July 1, 2013, promulgate rules and regulations for the development, assessment and approval of implementation and administration of an annual school district teacher performance evaluation systems system based in part upon defined student academic growth performance measures as prescribed by law and upon longitudinal data systems linking student achievement with teachers of record. The evaluation system shall clearly prescribing prescribe standards for satisfactory highly effective, effective and unsatisfactory ineffective performance and define teacher of record for purposes of the teacher and school district leader evaluation and accountability system. Rules and regulations adopted under this paragraph shall to the extent student achievement measures are the statewide accountability system is not compromised, provide district ability to include a portion of an evaluation system designed to address allow districts the opportunity to refine the system to meet the individual needs of the district. The performance evaluation system shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to teachers performing unsatisfactorily, which are designed to improve instruction and student achievement;

(xvi) Not later than July 1, 2013, promulgate rules and regulations for implementation and administration of an annual performance evaluation system for school and district leadership, including superintendents, principals

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and other district or school leaders serving in a similar capacity. The performance evaluation system shall include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to district administrative personnel performing unsatisfactorily, designed to improve leadership, management and student achievement;

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

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

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

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

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

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

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304(a)(iii). To the extent required by W.S. 21-2-204 and 21-2-304(a)(vii), the district assessment system shall be integrated with the statewide assessment system and the statewide accountability system. Components of the district assessment system required by this paragraph shall ~~include the following:~~ be designed and used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101(b). Beginning school year 2014-2015 and each school year thereafter, the district shall on or before August 1, report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system established under this paragraph. Beginning school year 2013-2014 and each school year thereafter, a component of the district assessment system shall include common benchmark adaptive assessments in grades two (2) through eight (8), common to all districts statewide, administered at least two (2)

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times during any one (1) school year and administered once in grade one (1). An additional component of the district assessment system shall continue the longitudinal study of summer school program effectiveness which uses a single common benchmark adaptive assessment administered for summer school and extended day intervention and remediation programs in accordance with W.S. 21-13-334(h) (iv);

(xxix) Beginning in ~~the spring semester 2007 school year 2012-2013~~, and each ~~spring semester school year~~ thereafter, administer a program where all students enrolled in the eleventh ~~grade and twelfth grades~~ in the district shall be required to take, on a date specified by the state superintendent, ~~either~~ a standardized, curriculum based, achievement college entrance examination, a computer-adaptive college placement assessment or a jobs skills assessment test in accordance with W.S. 21-2-202(a) (xxx). Each school district shall provide the opportunity for all home school and private school students in the eleventh ~~grade and twelfth grades~~ and residing within the district to take ~~either~~ the examination examinations or the jobs skills assessment test ~~one (1) time~~ at no cost to the student on the same date ~~the examination and test are administered~~ to all eleventh and twelfth grade public school students in the state. The results of the ~~examination examinations~~ or jobs skills assessment test taken shall be included in each student's transcript;

(xxx) Not later than school year 2013-2014 and each school year thereafter, in addition to paragraphs (xvii), (xviii) and (xix), require the performance of each school ~~principal district leader, including superintendents and principals and other district or school leaders serving in a similar capacity to be evaluated by the district superintendent~~ in accordance with the statewide education

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accountability system established under W.S. 21-2-204. Not later than August 15, 2014 and each school year thereafter, in accordance with rules and regulations of the state board, the district board shall also provide the state board written reports verifying principal-school district leader performance and providing performance scores necessary for continued employment;

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

**21-7-102. Definitions.**

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

(ii) "Continuing Contract Teacher":

(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

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~~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

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

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

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

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

**21-13-307. Eligibility to share in distribution of money from foundation account; mandatory financial reporting.**

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(a) Each district which meets the following requirements is eligible to share in the distribution of funds from the foundation account:

(iv) The district shall provide evidence to the state superintendent that the district has maintained an average student-teacher ratio of not greater than sixteen (16) to one (1) for the aggregate of all classes in kindergarten through grade three (3) in the district in the preceding school year. The requirement of this paragraph may be waived by the department of education for any district that demonstrates insufficient school facility capacity, positive school performance, positive student achievement or for other reasons related to the delivery of the education program to students. This paragraph shall not apply to charter schools established under W.S. 21-3-301 through 21-3-314 or schools designated as exceeding expectations pursuant to W.S. 21-2-204(e)(i)(A). Schools designated as exceeding expectations pursuant to W.S. 21-2-204(e)(i)(A) shall notify the department annually of the student teacher ratios for the aggregate of all classes in kindergarten through grade three (3) in the district in the preceding year. The department shall compute the student-teacher ratio and report it to each district not later than March 1 of each year. To obtain a waiver under this paragraph, a school district shall apply to the department not later than March 15 of each year. The application shall be based on the student-teacher ratio reported by the department of education, together with any other information required by the department. The department shall approve or deny an application for a waiver under this paragraph not later than April 10 of that year. A waiver approved under this paragraph shall be effective for the school year immediately following the application and approval.

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**27-3-607. Cooperation by department with federal, state and local agencies; disclosure and submission of specified information; limitations.**

(d) The department may conduct and publish statistical analysis of payroll and employment of state agencies in the executive branch and of school districts, which may reveal the identity of state agency and school district employing units.

**Section 2.** W.S. 21-2-204(b)(i), (ii), (d)(i) through (iii), (f)(i) and (ii), 21-2-304(a)(vii), 21-3-110(a)(xxiv)(A) and (B) and 2011 Wyoming Session Laws, Chapter 184, Section 4(g) and (h) and Section 5(a) are repealed.

**Section 3.**

(a) The state superintendent shall immediately apply to the United States department of education for a waiver allowing the use of the standardized achievement college entrance examination administered in grade eleven (11) pursuant to W.S. 21-2-202(a)(xxx), as amended by section 1 of this act, to fulfill the requirements of the federal No Child Left Behind Act of 2001. The state superintendent shall report each month to the select committee on the status of this waiver. Not later than August 15, 2012, the state board shall report to the select committee on any action taken under this subsection.

(b) Notwithstanding 2011 Wyoming Session Laws, Chapter 184, Section 5(b)(v), the state board shall, in accordance with and as a part of the statewide assessment system administered in accordance with W.S. 21-2-304(a)(v), as amended under section 1 of this act, establish a separate writing and language assessment to be implemented

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and administered statewide in school year 2013-2014 and each school year thereafter. The assessment shall be a valid, reliable and robust measure of student writing and language according to the writing and language content and performance standards adopted by the state board under W.S. 21-2-304(a)(iii), shall allow for monitoring and evaluation of trends in writing and language performance on an individual student and school basis. More specifically, the writing and language assessment shall require objective measurement of written responses to informational and literary text and shall include writing tasks of varying length. The separate statewide writing assessment shall be administered in grades three (3), five (5) and seven (7) each year, not to exceed a total of three (3) hours of assessment time for any grade specified in this subsection during any statewide administration. The state board shall report to the select committee on statewide education accountability not later than July 1, 2013 on the progress of the writing and language assessment required by this subsection and W.S. 21-2-304(a)(v), as amended by section 1 of this section.

(c) For school year 2012-2013 only, the department of education shall administer the writing assessment in accordance with 2011 Wyoming Session Laws, Chapter 184, Section 5(b)(v).

(d) Subject to subsection (a) of this section and in addition to subsections (b) and (c) of this section, the state board, through the department of education, shall commence development of a statewide assessment system complying with the requirements imposed under W.S. 21-2-304(a)(v), as amended by section 1 of this act. The state board shall periodically report to the select committee on progress on assessment development under this act, and shall at minimum report to the select committee

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prior to issuing any request for proposal or contract amendment to commence assessment system development and implementation.

**Section 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.

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

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

**Section 5.**

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

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pilot system and based upon that review, report to the state board any revisions for system implementation.

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

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

(ii) Use of a deliberative process informed by broad-based representation from areas of public education and the community at-large in developing and establishing performance levels on the various performance indicators and the overall process as required under W.S. 21-2-204(e), as amended by section 1 of this act. Initial membership on this representative panel to be established under this paragraph and to be known as the Wyoming education accountability professional judgment panel, shall be

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comprised at minimum, of representatives of organizations and entities specified in this paragraph. The numbers of members appointed from each specified organization or entity shall be at least equal to and may exceed the number specified in this paragraph. The state board shall appoint members to the panel, shall fill any vacancy and may remove any member. The initial panel membership shall include:

- (A) Three (3) members of the state board;
- (B) Three (3) public school teachers, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;
- (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.

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

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

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

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

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

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

(c) A separate component of the report required under this section shall include a design document and implementation plan describing the provision of a progressive multi-tiered system of supports, interventions and consequences administered by the department pursuant to direction of the state board based upon the performance of

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each school at each level as required by W.S. 21-2-204(f), as amended by section 1 of this act. As part of this design document, and in administering the state system of supports, interventions and consequences established by the state board and in appointing representatives to assist schools, school districts and the department in developing school improvement plans and resourcing plan implementation, the state superintendent shall document procedure which, in accordance with W.S. 21-2-204(f)(vii), as amended by section 1 of this act:

(i) First considers the level of expertise appropriate for the development and implementation of a particular improvement plan and all associated education strategies;

(ii) Following paragraph (i) of this subsection, considers the level of critical review and evaluation required for evaluating school improvement plans and the required level of evaluation of the accuracy of any research synthesis incorporated into plan implementation;

(iii) Depending upon the level of expertise required, provides for appointment of a representative from the department or from a school district, or both, and may provide for appointment of a representative through contracted expertise;

(iv) In those schools requiring substantial intervention and support, establishes a support structure for that school comprised of distinguished educators possessing the necessary credentials, education and expertise to assist schools appropriately, who possess the necessary experience, education and expertise commensurate with the level of intervention, support and consequences to be administered;

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(v) Provides for a report on the effectiveness of the use of appointed representatives in improving school performance within the annual report to the state board, as required under W.S. 21-2-204(f)(vii), as amended by section 1 of this act.

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

**Section 6.**

(a) Notwithstanding 2011 Wyoming Session Laws, Chapter 184, Section 4(g), the select committee on statewide education accountability shall continue the study of phase one of the statewide education accountability system and initiate phase two of the statewide education accountability study in accordance with subsection (c) of this section. The select committee shall report to the legislature on its findings and include recommendations for implementing legislation and a timeline for implementation when applicable.

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

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

(ii) Additional post secondary and career information that may assist in the determination of growth and achievement as related to career or college readiness. The measures or data may include:

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

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

(C) Enrollment and academic performance in advanced placement courses;

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

(E) Attainment of career or industry certification; and

(F) Achievement of post secondary outcomes.

(iii) Notwithstanding 2011 Wyoming Session Laws, Chapter 184, Section 4(f)(ii), the select committee shall continue the study of an end of course assessment system that measures various levels of student performance as described in the uniform student content and performance

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standards as required by W.S. 21-2-304(a)(iv) and 21-3-110(a)(xxiv). Not later than November 15, 2012, the state board shall report and make recommendations to the select committee on the use of an end of course assessment system as a component of the statewide summative assessment and for district assessment systems that are designed and used to determine the various levels of student performance for purposes of fulfilling high school graduation requirements. Additionally, end of course assessment results shall be used in the statewide accountability system, the school district leader and teacher accountability system and the student accountability system. The recommendations shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k);

(iv) A system of state supports and capacity building necessary to improve educational systems at a statewide level, to integrate with and execute the systems of support, intervention and consequences established under W.S. 21-2-204(f), as amended by section 1 of this act. The system of supports and capacity building shall at minimum follow a comprehensive, systematic, intentional approach for teachers and administrators, that increases the collective instructional capacity or expertise around a particular content area and specific problems of practice, develops the organizational processes and systems to help support the ongoing development, coordination and deployment of instructional capacity and incorporates a research-based approach to increasing instructional capacity. The select committee shall implement this paragraph through the advisory committee, who may use a technical advisory committee appointed by the advisory committee chairman, to review the needs, capacity and design approaches to build the necessary capacity across the state. Recommendations developed under this paragraph

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by the advisory committee shall be reported to the select committee by November 15, 2012;

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

(c) The select committee shall study and develop recommendations on phase two of the statewide education accountability system, including the performance of school and district leaders and teachers. For purposes of this study, school and district leaders include superintendents, principals and other district or school leaders serving in a similar capacity. School district leader and teacher evaluation and accountability shall at a minimum include the following:

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

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

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

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

(v) At least three (3) levels of performance for school and district leaders and teachers, including highly 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, parental and community accountability, providing incentives and sanctions to promote increased student achievement, a review of existing statutes related to incentives fostering improved student performance, develop recommendations on training needs of school district boards of trustees and shall explore different approaches and methods of providing school district leader development.

**Section 7.**

(a) For the period commencing on the effective date of this section and ending June 30, 2014, unexpended, unobligated amounts appropriated to the legislative service office under 2010 Wyoming Session Laws, Chapter 39, Section 334(f)(ii), shall be available for expenditure by the legislative service office. Additionally and notwithstanding W.S. 9-2-1008, 9-2-1012(e) and 9-4-207(a),

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any unexpended, unobligated monies appropriated from the school foundation program account to the attorney general under 2010 Wyoming Session Laws, Chapter 39, Section 2, Section 015, for purposes of the school finance litigation law office, shall not revert on June 30, 2012 and shall be reappropriated for expenditure by the legislative service office for the period commencing July 1, 2012 and ending June 30, 2014. Expenditures of amounts appropriated and reappropriated under this section shall be for professional consulting expertise and other support necessary to carry out and execute the work of the select committee on statewide education accountability as required under this act. Professional consulting expertise may be retained by the legislative service office only upon approval of the management council, and the unexpended, unobligated amounts may be expended for contractual agreements between the council and professional consultants.

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

(c) For the period commencing on the effective date of this section and ending June 30, 2014, up to eight hundred twelve thousand one hundred twenty-eight dollars (\$812,128.00) is appropriated from the school foundation program account to the department of education to provide for the statewide administration of the standardized college readiness test in school years 2012-2013 and 2013-2014, covering English, reading, mathematics and

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science in grades nine (9) and ten (10), as required by W.S. 21-2-204(c), as amended by section 1 of this act, and for the statewide administration of the standardized college entrance examination and the computer-adaptive college placement assessment in grade twelve (12) and the expansion of this administration to include writing in grade eleven (11), all as required by W.S. 21-2-202(a)(xxx) and 21-2-204(c), as amended by section 1 of this act. Of this appropriation, thirty thousand dollars (\$30,000.00) shall be expended by the department for necessary professional development and data costs.

(d) For the period commencing on the effective date of this section and ending June 30, 2014, up to two hundred fifty thousand dollars (\$250,000.00) is appropriated from the school foundation program account to the department of education to provide the necessary support to the state board of education in carrying out duties imposed upon the board by this act. This appropriation may be expended for acquisition of necessary professional consulting expertise. The department shall report expenditures of amounts appropriated under this subsection to members of the select committee on statewide education accountability, initially on or before December 1, 2012, and periodically thereafter until the amount appropriated is expended or the expenditure authority expires, whichever first occurs.

(e) In addition to amounts appropriated under subsection (d) of this section, two hundred fifty thousand dollars (\$250,000.00) is appropriated from the school foundation program account to the department of education for expenditure by the state board in contracting with necessary staff support in carrying out duties imposed under this act. The board may obtain the services of staff expertise for direct assistance to the board in implementing responsibilities imposed by this act. The

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department of education shall expend amounts appropriated under this subsection only as directed by the state board. Notwithstanding any other provision of law, this appropriation shall not be transferred or expended for any other purpose. The appropriation under this subsection shall be for the period commencing on the effective date of this section and ending June 30, 2014. The department shall be subject to the reporting requirements imposed under subsection (d) of this section for expenditures made from funds appropriated under this subsection.

(f) Any requests for proposals issued by the department of education to execute contracts for the acquisition of professional expertise and staff support for the state board under subsections (d) and (e) of this section shall include the advice of consultants to the legislature that prepared the January 2012 accountability report as defined under W.S. 21-2-204(k), as amended by section 1 of the act.

**Section 8.**

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

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

(END)

\_\_\_\_\_  
Speaker of the House

\_\_\_\_\_  
President of the Senate

\_\_\_\_\_  
Governor

TIME APPROVED: \_\_\_\_\_

DATE APPROVED: \_\_\_\_\_

I hereby certify that this act originated in the Senate.

\_\_\_\_\_  
Chief Clerk

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**CHAPTER 31 PUBLIC COMMENTS  
UPDATED SUMMARY**

Prepared by Julie Magee

3/15/12

HEALTH

- Negative: 4
- Positive: 13
- Negative based on confusion with National Health Standards, of which Wyoming is NOT a part.

COMMON CORE STATE STANDARDS (CCSS) for MATH & LANGUAGE ARTS

- Negative: 37
- Positive: 98
- Negative based primarily on belief that CCSS is a federal initiative and tied to federal mandates & dollars; fear loss of local control; confuse standards with curriculum

All of the **negative** comments for both Health and CCSS are included in the pages that follow.

MOVING FORWARD

- Create "canned" responses based on types of comments:
  - **Federal government/curriculum/local control issues:** Thank you for your comment. The Common Core State Standards were developed independent of the federal government. It was created by consortium of governors and educators across the states. These standards provide only a framework for education; states and local school districts still determine the scope and sequence of the curriculum grade by grade, subject by subject.
  - **National Health Standards:** Thank you for your comment. The Wyoming Content and Performance Standards for Health were created by Wyoming educators for Wyoming students. These should not be confused with the National Health Standards, of which Wyoming has no part.
  - **Irrelevant comments:** Thank you for your comment.
- Options:
  - If vote is to adopt, we will continue with the rules promulgation process outlined in the *Rules on Rules*.
  - If vote is to adopt with substantive changes, a new rules promulgation process will need to occur.
  - If vote is to deny, content committees will need to be reconvened to begin a brand new standards revision process or we may choose to stick with current standards which have not been revised since 2003 (except for formatting changes made in 2008).

**HEALTH**

Name	District	Comment	Notes
Moses Hasenauer	Laramie #1	Teach kids to occupy and take responsibility for themselves teach the constitution say the pledge every day, honor the veterans day. No federal core curriculum. No to gay and lesbian agendas. Keep control at the state level don't take federal money	Duplicate; confusing WY Health Standards with NATIONAL Health Standards
Bruce C Perryman	Laramie #1	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 shoving 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.	Inaccurate information; confusing WY Health Standards with NATIONAL Health Standards; of this comment irrelevant to health standards
Gail Cruse	Gillette Hearing	She is concerned about the health curriculum: 7 <sup>th</sup> grade they start teaching sexuality. Teachers should take an oath to at least not harm as doctors do. Homosexuality is being taught as an acceptable lifestyle and that lifestyle comes with a smorgasbord of diseases. Who is going to pay for the repercussions? The standards are too broad, especially for health. Anyone can teach anything. Who is going to say yes? And who is going to say no? Alcoholics have a predisposition but we don't teach children to be alcoholics. We shouldn't teach homosexual students how to be safe in that alternative lifestyle. It compromises their health and opens them to terrible, terrible diseases. We need to teach what is good for the kids and pure. The standards are too broad and give the ability to teach anything.	Confusing WY Health Standards with NATIONAL Health Standards

 Linda Bergeron	Casper Hearing	Cited WyWatch article in Casper Star Tribune dated 1/15/2012 regarding the National Sex Standards....very concerned about gay and lesbian agendas	Confusing WY Health Standards with NATIONAL Health Standards
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**COMMON CORE STATE STANDARDS FOR MATH & LANGUAGE ARTS**

Name	District	Comment	Notes
Moses Hasenauer	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 cariculom. No to gay and lesbian agendas. Keep control at the state level dont take federal money.	Duplicate; Inaccurate info based on National Health Standards and belief that CCSS is federal initiative.
 Joan Laird	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.	Duplicate; based on belief that CCSS is federal initiative.
Mitch Alderman	Carbon #1	The WDE missed a chance to actually do something substantial for the educational system in Wymong by simply accepting the national Common Core standards without change. There are many areas in the language arts standards 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.	Believes CCSS should be modified to fit Wyoming's educational needs. Alluded to former personnel leaving.



Debra Surratt	Goshen #1	<p>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.</p>	<p>Comment mostly irrelevant to CCSS; concerned that cursive writing is not included</p>
Bob Brechtel	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 governemnt even bigger.</p>	<p>Generalized to all content areas; CCSS should be modified to meet Wyoming's educational needs.</p>
Jeff Hymas	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>	<p>Duplicate; Inaccurate info; based on belief that CCSS is federal initiative.</p>

norma zierolf	Park #1	from our experiences 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	Irrelevant to CCSS
Jeff Willoughby	none	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.	Comment based on belief that CCSS is federal initiative.
anony mous	none	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.	Duplicate; based on belief that CCSS dictates curriculum.
Cheri Steinmetz	Goshen #1	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 Consitution to do the job right. Thank you. Cheri Steinmetz	Duplicate; based on belief that CCSS is federal initiative.

<p>Julie Geving</p>	<p>Park #16</p>	<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 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 <i>already begun to adopt this common functional model for P20 State Core Longitudinal Data System</i>. 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</p>	<p>Duplicate; based on belief that CCSS reflects special interests groups.</p>
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		<p>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>Clara Powers</p>	<p>Goshen #1</p>	<p><b><i>I would like to present my personal opinion as a retired teacher/Title 1 Director, mother and grandmother. This is my personal opinion and does not reflect on any organization or public office in which I am involved.</i></b></p> <p><u>I would like to present a solution</u>, as I feel that if we are in opposition to something, we should present a way to solve the problem. As you are probably aware, the superintendents like the <b>Revised Common Core Standards</b>. They could use it so that they are on the same playing field and have the same evaluation system for their students as other states and that way the apples and oranges philosophy of comparing our students with others disappears. However, I feel that rather than compare our students to others as a means of increasing scores, just to satisfy the federal government, is labor intensive and causes teachers to leave the classroom, directly effecting student learning.</p> <p><u>I will use Title 1 as my example of one of the present federally funded programs.</u> Title 1 is a wonderful program for struggling children. The money is directly tied to scores. Federal mandates and regulations take much of the effectiveness away, however. There were many times that, as a Title 1 teacher, I was hamstrung by regulations when trying to work with children. I also spent a large amount of my time on paper work, justifying my existence. All this could disappear without the federal government involvement. Mandating regulations and change with every new philosophical change that comes down the educational chain costs valuable time and teacher involvement in the classroom.</p> <p><b>Solution</b></p> <p>I would suggest that the State of Wyoming stop accepting <u>federal funding</u> for this and other educational <u>programs and use state funding with the same qualifications</u> for financing, without the stringent regulations. Localize these programs by giving the schools the equivalent amount of funding, based on poverty, test scores etc., and then put the regulatory piece into the individual school's hands. The schools write their own plan for the funding. The funding is</p>	<p>Duplicate; general to common core; based on belief that CCSS is federal initiative.</p>

		<p>used to increase scores and effectively reach the students in need, based on a local district evaluation. They would then present the educational plan for the local district to the State Department of Education and at the end of the year evaluate students (using the state evaluations) and report that progress back to the State Department of Education.</p> <p>I speak only for Title 1, but know that this philosophy could work with other federal programs. Let's put local control back into our state and be a leader rather than a follower. If you have any questions regarding my "plan", please contact me.</p> <p>Thank you for your interest,</p>	
Kerry Powers	LANGUAGE ARTS	<p>The following are some of my thoughts concerning the process used in putting together the proposed Revised Chapter 31 Content Standards for Math, Health, and Language Arts, as well as other Curriculum areas to come. The way I understand how the process works is that every 5 years Content and Performance Standards are Reviewed. A Standards Review Steering Committee is formed, and Content Review Committee members are selected for each of the Curriculum Areas (I think there are 11), along with Meeting Facilitators. It is also my understanding that in the past, as part of this process, some existing National Standards were reviewed for consideration to be incorporated into Wyoming's Content and Performance Standards for all, or some, of the Curriculum areas. I think what was done differently this time is that we went beyond what was done in the past by including ourselves with those States that are part of the National Association of Governors. I'm not sure if this was done by MOU's with each State, or who made the decision to involve Wyoming in this National process in the first place, but if I'm correct I believe each States Content and Performance Standards were then compared and reviewed by Wyoming's Content Review Committee's for portions to be considered for incorporation, and ultimately implementation, into <i>Wyoming's Content Standards</i>.</p> <p>My concern is that by doing this, we are NATIONALIZING Wyoming Standards to the point that local School Boards and Educators no longer have any input. In my humble opinion, this is TOP DOWN EDUCATION, and if we are doing this in order to have Equivalent Standards to other States so that</p>	<p>Duplicate; general to common core; based on belief that CCSS is federal initiative.</p>

		<p>we can compete with them for FEDERAL DOLLARS (as at least some Educators in Wyoming have told me), we are setting our State up for even more FEDERAL INTRUSION into our Education System than we already have. The Federal Entanglements this will create thru Process and Assessments will result in the NATIONALIZATION of Education in Wyoming.</p> <p>If this is the case, I respectfully request that the Wyoming State Board of Education reject this process now, and in the future. Other States have already done so.</p>	
JANET GEETING	Sweetwater #1	<p>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.</p>	<p>Concerned that CCSS may be too much for students.</p>
Jan Laird	Goshen #1	<p>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.</p>	<p>Duplicate; based on belief that CCSS is federal initiative</p>
Dean Dupree	Washakie #1	<p>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"?</p>	<p>Irrelevant</p>
Clyde Tucker	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 15 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</p>	<p>Does not like fractions; believes it is not needed and a waste of time.</p>

		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.	
Jeff Hymas	Natrona #1	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.	Duplicate; Inaccurate info; based on belief that CCSS is federal initiative.
Jeff Willoughby	none	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.	Duplicate; based on belief that CCSS is federal initiative.
anony mous	none	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.	Duplicate; based on belief that CCSS dictates curriculum.

Cheri Steinmetz	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 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 Steinmetz</p>	Duplicate; based on belief that CCSS is federal initiative.
Nancy Cerroni	Big Horn #2	<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 served 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>	Concerned about grade-level appropriateness and impact on assessment.

<p>Clara Powers</p>	<p>Goshen #1</p>	<p><b><i>I would like to present my personal opinion as a retired teacher/Title 1 Director, mother and grandmother. This is my personal opinion and does not reflect on any organization or public office in which I am involved.</i></b></p> <p><u>I would like to present a solution</u>, as I feel that if we are in opposition to something, we should present a way to solve the problem. As you are probably aware, the superintendents like the <b>Revised Common Core Standards</b>. They could use it so that they are on the same playing field and have the same evaluation system for their students as other states and that way the apples and oranges philosophy of comparing our students with others disappears. However, I feel that rather than compare our students to others as a means of increasing scores, just to satisfy the federal government, is labor intensive and causes teachers to leave the classroom, directly effecting student learning.</p> <p><u>I will use Title 1 as my example of one of the present federally funded programs.</u> Title 1 is a wonderful program for struggling children. The money is directly tied to scores. Federal mandates and regulations take much of the effectiveness away, however. There were many times that, as a Title 1 teacher, I was hamstrung by regulations when trying to work with children. I also spent a large amount of my time on paper work, justifying my existence. All this could disappear without the federal government involvement. Mandating regulations and change with every new philosophical change that comes down the educational chain costs valuable time and teacher involvement in the classroom.</p> <p><b>Solution</b></p> <p>I would suggest that the State of Wyoming stop accepting <u>federal funding</u> for this and other educational programs and use <u>state funding</u> with the same qualifications for financing, without the stringent regulations. Localize these programs by giving the schools the equivalent amount of funding, based on poverty, test scores etc., and then put the regulatory piece into the individual school's hands. <i>The schools write their own plan for the funding. The funding is used to increase scores and effectively reach the students in need, based on a local district evaluation. They would then present the educational plan for the local district to the State Department of Education and at the end of the year evaluate students (using the state evaluations) and report</i></p>	<p>Duplicate; general to common core; based on belief that CCSS is federal initiative.</p>
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		<p>that progress back to the State Department of Education.</p> <p>I speak only for Title 1, but know that this philosophy could work with other federal programs. Let's put local control back into our state and be a leader rather than a follower. If you have any questions regarding my "plan", please contact me.</p> <p>Thank you for your interest,</p>	
<p>Kerry Powers</p>	<p>LANGUAGE ARTS</p>	<p>The following are some of my thoughts concerning the process used in putting together the proposed Revised Chapter 31 Content Standards for Math, Health, and Language Arts, as well as other Curriculum areas to come. The way I understand how the process works is that every 5 years Content and Performance Standards are Reviewed. A Standards Review Steering Committee is formed, and Content Review Committee members are selected for each of the Curriculum Areas (I think there are 11), along with Meeting Facilitators. It is also my understanding that in the past, as part of this process, some existing National Standards were reviewed for consideration to be incorporated into Wyoming's Content and Performance Standards for all, or some, of the Curriculum areas. I think what was done differently this time is that we went beyond what was done in the past by including ourselves with those States that are part of the National Association of Governors. I'm not sure if this was done by MOU's with each State, or who made the decision to involve Wyoming in this National process in the first place, but if I'm correct I believe each States Content and Performance Standards were then compared and reviewed by Wyoming's Content Review Committee's for portions to be considered for incorporation, and ultimately implementation, into Wyoming's Content Standards.</p> <p>My concern is that by doing this, we are NATIONALIZING Wyoming Standards to the point that local School Boards and Educators no longer have any input. In my humble opinion, this is TOP DOWN EDUCATION, and if we are doing this in order to have Equivalent Standards to other States so that we can compete with them for FEDERAL DOLLARS (as at least some Educators in Wyoming have told me), we are setting our State up for even more FEDERAL INTRUSION into our Education System than we already have. The Federal Entanglements this will create thru Process and Assessments</p>	<p>Duplicate; general to common core; based on belief that CCSS is federal initiative.</p>

		<p>will result in the NATIONALIZATION of Education in Wyoming.</p> <p>If this is the case, I respectfully request that the Wyoming State Board of Education reject this process now, and in the future. Other States have already done so.</p>	
Gail Cruse	Gillette Public Hearing	<p>Concerned that they should be minimum standards, not maximum standards. Should not impair every moment you have with your child. Read a book "Focus" by Michael Shnooker that says standards should be a fraction, a third not three thirds. Concerned that it all has to be taught in 6 months, by March 1<sup>st</sup>, before PAWS.</p>	<p>Concerned that CCSS may be too much for students.</p>
Becky Vandenberghe	Cheyenne Public Hearing	<p>Main concern is not what standards are but that the state is mandating instead of letting the schools take charge, need to strive on getting local control. We don't need national standards, or state standards the parents need to be more involved. She home schools her kids. It doesn't take any degrees to teach and her kids are successful despite her associates degree. Parents need to decide what is taught.</p>	<p>Fears loss of local control.</p>
Representative Bob Brechtel	Casper Public Hearing	<p>Main concern is WY have its own set of standards. We are allowing the intrusion of Federal Government, our school system should be dictated by citizens of WY.</p>	<p>Generalized to all content areas; CCSS should be modified to meet Wyoming's educational needs.</p>
Tony Layn	Mountain View Public Hearing	<p>What is the next step after the CCSS? Will the federal government dictate curriculum? Is anyone concerned about that?</p>	<p>Question based on belief that CCSS is federal initiative.</p>

Brenda Skorz	Rock Springs Public Hearing	8 <sup>th</sup> and 9 <sup>th</sup> grade materials seem too high, the kids aren't at that level. She is concerned that the kids don't have the foundation for the testing.	Concerned that CCSS may be too much for students.
Corey Steinmetz	Public Hearing (Written Comment)	I oppose the common core adoption for the following reasons: 1) Our teachers are unique. Their talent and dedication to their profession created many generations of the finest minds in the world. If we take on the [CCSS], we lose that unique talent. 2) Federal control of education is <u>unconstitutional</u> . 3) As a parent, I do not appreciate being removed from the equation. CCSS remove parental input. 4) Wyoming does not need federal money to operate our educational system. We can and should educate our own.	Based on belief that CCSS is federal initiative with no local or parental involvement.
Cheri Steinmetz	Public Hearing (Written Comment)	I would like to submit the article "Common Core Standards for Public Schools: A Bad Idea" by Phyllis Schalafly.  See <a href="http://www.eagleforum.org/column/2010/sept10/10-09-17.html">www.eagleforum.org/column/2010/sept10/10-09-17.html</a>	Duplicate; based on belief that CCSS is federal initiative.
Dan Garnett	WEN Public Hearing	The CCSS seems to be a back door method of getting nationalization into the department (WDE) and takes education out of control of parents. Where in the Constitution is there authority to dictate curriculum nationally? Seems like parents are completely uninvolved in this situation...very little input...leaving it to "experts"...CCSS gets away from concept of parental authority and brings us to concept of national education, which is unconstitutional.	Based on belief that CCSS is federal initiative and dictates curriculum.
Sherri Cullen	WEN Public Hearing	The CCSS was not developed by our state. It was endorsed under the Obama administration. Do you think Obama and his administration knows what is best for Wyoming students? The CCSS is a national effort; it does away with state and local authority, transferring it to faceless federal bureaucrats. National testing and standards are a pathway to national curriculum. The federal government has no right to introduce national standards and there is no evidence that anything from the feds would improve our education. The CCSS is costly because we'd have to get new materials and training. Are people outside Wyoming more competent to make decisions for our unique culture? Do not adopt	Based on belief that CCSS is federal initiative; fears loss of local control; created outside Wyoming

		standards created outside our state.	
Doug Watford	WEN Public Hearing	Concerned about CCSS from "elder" perspective; Elders need to support our children with every opportunity to advance; education has become a power struggle between academics and politicians over what kids should know. Our kids continue to be short-changed...test scores have flat-lined since the 80s in spite of so much money being spent by the feds; let the state decide what is best for its children.	Based on belief that federal money spent on education will not fix problems.
Joan Laird	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.	Duplicate; based on belief that CCSS is federal initiative
Bruce Perryman	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. Understandably, 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	Based on belief that CCSS represents special interest groups

		<p>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.</p>	
<p>Linda Bergeron</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 <i>because she ran on a three in one principle she felt was important</i>, 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</p>	<p>Based on belief that CCSS is federal initiative.</p>

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. 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: Propping 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." <http://www.eagleforum.org/educate/2006/sept06/UN-reforms.html>

LIBERTY 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.

# Test Prep



# WYOMING

## State Board of Education

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GERALD REICHARDT  
*Chair, Wheatland*

March 12, 2012

RON MICHELI  
*Vice Chair, Fort Bridger*

Honorable Hank Coe, Co-Chair  
Senate Education Select Committee  
Wyoming Legislature  
213 State Capitol  
Cheyenne, Wyoming 82002

PETE GOSAR  
*Treasurer, Laramie*

MATT GARLAND  
*Gillette*

Honorable Matt Teeters, Co-Chair  
House Education Select Committee  
Wyoming Legislature  
213 State Capitol  
Cheyenne, Wyoming 82002

SUE BELISH  
*Ranchester*

MATHY COON  
*ak*

Dear Senator Coe and Representative Teeters:

DANA MANN-TAVEGIA  
*Osage*

Representatives of the Wyoming State Board of Education and the Wyoming Department of Education are eager to begin our work on education accountability. We are seeking some clarity on how to proceed with the requirements of SF 0057 related to teacher and leader performance evaluations. Our questions concern how you envision the State Board of Education and the WDE working with the Select Committee, your consultants, and Advisory Committee to complete the tasks associated with these evaluation systems in an efficient manner. We respectfully request a time to discuss how we can coordinate our efforts. Please advise regarding an opportunity for such a conversation.

HUGH HAGEMAN  
*Fort Laramie*

SCOTTY RATLIFF  
*Riverton*

WALT WILCOX  
*Casper*

BELENDIA WILSON  
*Thermopolis*

Thank you for your consideration.

CINDY HILL  
*State Superintendent*

Sincerely,

CHRISTINE STEELE  
*Board Liaison*

Joe Reichardt  
Chairman, Wyoming State Board of Education

CHELSIE BAILEY  
*Executive Assistant*

JR:CI:cb

C/O Dave Nelson, LSO