

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: May 30, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the May 30, 2013 State Board of Education meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

APPROVED BY: _____

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

COMMENTS:

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

May 29, 2013		
	Committee Meetings Organized by Committee Chairs	
May 30, 2013 Hathaway Building, Room 126 2300 Capitol Ave, Cheyenne		
	Breakfast on Your Own	
8:00 am to 8:30 am	State Board of Education	
	<ul style="list-style-type: none"> • Call to order • Pledge of Allegiance • Roll Call 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes May 8, 2013 	Tab B
	<ul style="list-style-type: none"> • Treasurer's report • Continuation of Budget Authority 	Tab C
8:30 am to 10:30 am	Discussion Items: <ul style="list-style-type: none"> • SBE Update- Paige Fenton Hughes • WDE Updates- Jim Verley • Fiscal Information- Dianne Bailey • Future Contracts and Initiatives- Pete Gosar • Next State Board of Education Meeting 	Tab D
10:30 am to 10:45 am	Break	
10:45 am to 11:30	Committee Reports: <ul style="list-style-type: none"> • Supervisory Committee- Kathy Coon <ul style="list-style-type: none"> - SBE Permanent Position JCQ - Personnel 	Tab E
11:30 am to 12:00 pm	Continuation of Discussion Items: <ul style="list-style-type: none"> • Interim Study Information and Discussion- Dave Nelson 	
12:00 pm to 12:30 pm	Lunch	
12:30 pm to 1:30 pm	Continuation of Committee Reports: <ul style="list-style-type: none"> • Legislative Committee- Sue Belish <ul style="list-style-type: none"> - Legislative Agenda • Search Committee- Sue Belish • Advisory Committee- Sue Belish 	Tab F

	<ul style="list-style-type: none"> Existing Rules & Statutes Committee- Sue Belish & Mackenzie Williams P-16- Belenda Willson 	Tab G
1:30 pm to 2:45 pm	Action Items: <ul style="list-style-type: none"> Smarter Balanced Assessment Consortium- Deb Lindsey Certified Personnel Evaluation Systems – Carol Illian Alpine Testing Solutions & Michael Beck Contracts- Paige Fenton Hughes 	Tab H
		Tab I
		Tab J
2:45 pm to 3:00 pm	Break	
3:00 pm to 4:00 pm	Continuation of Action Items: <ul style="list-style-type: none"> AdvancED- Annette Bohling Accreditation- Dianne Frazer 	Tab K
		Tab L
4:00 pm to 4:15 pm	Other issues, concerns, discussion, public comment:	
4:15 pm	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: May 30, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on May 8, 2013.

SUPPORTING INFORMATION ATTACHED:

- Minutes of May 8, 2013

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

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
May 8, 2013
Wyoming Oil and Gas Conservation Commission
2211 King Blvd, Casper

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

Members absent: Huge Hageman and Cindy Hill

Also present: Chelsie Bailey, WDE; Julie Magee, WDE; Mike Flicek, WDE; Deb Lindsey, WDE; Jim Verley, WDE; Dianne Frazer, WDE; Paige Fenton-Hughes, SBE Coordinator; Kathy Scheurman, WEA; Carol Illian, WDE; Michael Bond, Natrona CSD #1; Diana Clapp, Fremont CSD #6, Sam Shumway, Superintendent's Office, Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:10 a.m.

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

APPROVAL OF AGENDA

Sue Belish moved to approve the agenda, seconded by Kathy Coon; the motion carried.

APPROVAL OF MINUTES

Minutes from the April 25, 2013, State Board of Education teleconference were presented for approval.

Sue Belish moved that the minutes be approved, seconded by Ken Rathbun; the motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer for the Board, Pete Gosar, discussed with the Board a budget review handout.

Jim Rose, interim director at WDE, asked that the Board provide guidance on budget revisions and budget requests before the end of July when the WDE has to submit all requests.

Ron Micheli believed that the Legislature would expect a request to increase the Board's budget.

Scotty Ratliff moved to approve the Treasurer's Report with the ending balance of \$142,261.42 Jo Reichardt seconded; the motion carried.

Jim Rose will have Dianne Bailey at the WDE prepare a formal report on its fiscal information at the next meeting.

WYOMING ACCOUNTABILITY IN EDUCATION ACT PROGRESS AND UPDATES

ACCOUNTABILITY MODEL

Mike Flicek presented to the Board the handout he provided in the packet on the Wyoming Accountability in Education Act school performance rating model which included indicators by grade and indicators scores.

PROFESSIONAL JUDGMENT PANEL

Paige Fenton Hughes, SBE Coordinator, presented to the Board on the Professional Judgment Panel (PJP). The Board needs to determine when the PJP will meet and check with all the members on the PJP last year to see if they would still like to participate.

The Board will not have to do some of the things that it had to do last year. Paige Fenton Hughes proposed to the Board to ask Dr. Michael Beck to come back and facilitate the meetings. He already knows what is going on and has developed a rapport with the PJP members. She believes this will be a smaller contract but would like to add travel for him to come to Wyoming to report to the Board and Select Committee in person.

Paige Fenton Hughes would like the authorization from the Board to amend the contract and scope of work.

Joe Reichardt moved to direct Paige Fenton Hughes and Mackenzie Williams to finalize a contract with Mike Beck for the facilitation of the Professional Judgment Panel in an amount not to exceed \$40,000.00, Walt Wilcox seconded.

Ron Micheli wanted to insure that there would be negotiations in place even though the Board agreed to a maximum of \$40,000.00.

The motion carried.

Jim Rose noted that the panel should also include this year a special education and ELL representative. Paige Fenton Hughes is going to work with Trustee Kathy Coon on setting up all the PJP details.

Kathy Coon asked the PJP committee members from the Board, Ron Micheli, Joe Reichardt and Walt Wilcox to discuss this committee in Cheyenne at the end of the month.

ASSESSMENT

Deb Lindsey presented information provided in the packet and gave the Board a handout on the state assessment and the possible transition to Smarter Balanced Assessments.

This information will be presented to the Select Committee in the next two days. The WDE is going to suggest that Wyoming become a governing state in Smarter Balanced and will notify the committee that there is no fiscal cost to the state.

Sue Belish wanted to remind the Board that the standards are the things that are going to be consistent among states. Curriculum is left up to the districts, and instruction is left up to the teachers. In the past the states have been the same, ACT for example.

MULTIPLE MEASURES

Kathy Coon was excused from the meeting.

Paige Fenton Hughes reviewed the information provided and noted that multiple measures is essentially the same work as Body of Evidence; it has all the same requirements. She thinks this is going to be complicated work and requested to develop a new scope of work and amend the contract with Alpine Testing Solutions, Inc. to assist the Board.

Scotty Ratliff moved to finalize a contract with Chad Buckendahl (Alpine Testing Solutions, Inc.) to develop a recommended set of guidelines for measures or multiple measures for the completion of high school graduation requirements in an amount not to exceed \$60,000.00, Ken Rathbun seconded.

Specifically, this is a contract to have Chad Buckendahl facilitate the discussion on what the multiple measures will be and to present a system to the Board and the Select Committee for approval. This work will go into next summer.

Ron Micheli noted that the Board does not want more testing.

The motion carried.

SYSTEMS OF SUPPORT

Jim Rose reviewed materials in the packet.

Sue appreciated the attempt of getting all the information in the same packet.

OUTREACH

Paige Fenton Hughes reviewed the one page overview with the Board.

Jim Rose expressed that he thought it was very important for policy makers and other people to see that the WDE and SBE are not at odds and are working together. Both Paige and Jim are on the Select Committee agenda together, demonstrating that this is a joint effort to inform the public and solicit their input.

WDE UPDATES

Jim Verley, liaison to the State Board of Education from the WDE, reviewed the handout prepared by Jim Rose, interim director at WDE, provided in the packet.

The Department has been busy transferring duties over to the Office of the Superintendent, recently including Teacher of the Year and an anti-bullying grant. Jim Verley feels like the transitions have been successful.

SBE AND DIRECTOR SEARCH UPDATE

Paige Fenton Hughes was requested by Trustee Ratliff to contact Montana on its State System of Support, and a call has been scheduled with the Montana office, she will report back to the Board and WDE on the outcome.

Paige brought to the Board's attention that on June 4, 2013, the Joint Education Committee will be meeting on Early Childhood Education in Casper and she felt that was a discussion the Board might want to participate in.

The new Board member orientation has been put on hold until the Board is appointed a new member by the Governor to replace Lori Millin.

Paige thanked the members for their participation at the April 25 meeting that assisted in creation of the interview questions and the criteria sheet. Gary Ray, from Ray and Associates, has a consensus building process that he will use with the Board.

The search firm has followed up with all candidate suggestions that were presented but will not know the candidate pool until after May 10, 2013.

NEXT STATE BOARD MEETING

The next Board meeting will be May 29, 2013, for screening the WDE Director applications in Cheyenne, and will follow with a regular Board business meeting on May 30, 2013. On May 31 and June 1, the Board will conduct interviews for the WDE Director position.

Ron Micheli notified the Board that he will not be able to attend the interviews on May 31 and June 1, but will be in attendance for May 29 and 30 meetings.

COMMITTEE REPORTS

SUPERVISORY COMMITTEE

Will be reviewing Paige Fenton Hughes' contract and her performance and will bring any changes to the Board on May 30.

LEGISLATIVE COMMITTEE

Sue Belish, chairwoman for the legislative committee, reviewed the Board's legislative agenda from the previous year and established that they agreed on the three different sections of the agenda. The Board also agreed that a permanent position is needed for the SBE.

ADVISORY COMMITTEE

Sue Belish notified the Board that the Advisory Committee will be meeting in Cheyenne on May 28 and then again in June, July and September. Its focus is teacher and leader performance evaluations.

P-16

Belenda Willson stated that she had not had a chance to meet with the P-16 council yet, but that a teleconference is scheduled for May 13, 2013.

CHAPTER 31 RULES

Julie Magee, WDE, reviewed the packet materials with the Board.

Sue Belish noted that whatever system is put into place it needs to be one that can be used to judge summative assessments.

Ken Rathbun moved to proceed with the rules promulgation, seconded by Scotty Ratliff. Sue Belish and Pete Gosar objected; the motion carried.

The Board thanks Julie Magee for all of her work.

FRONTIER MIDDLE SCHOOL RESTRUCTURING PLAN

Mark Mathern and Angela Hensley from Natrona County School District #1, along with Tammy Ray from Frontier Middle School requested that the restructuring plan for Frontier Middle School be approved by the Board.

Sue Belish moved to approve Frontier Middle Schools restructuring plan, seconded by Pete Gosar; the motion carried.

ALTERNATIVE SCHEDULES

Dianne Frazer reviewed the documents provided in the Board packet, and noted that this information was prepared by Brain Aragon from the WDE.

Diana Clapp, Superintendent of Fremont County School District #6, noted that her district works on a four-day school schedule and it works for the district and has the support of the community.

Scotty Ratliff moved that the alternative schedules for Carbon#1, Converse #1, Crook #1, Fremont #2, Fremont #6, Fremont #24, Lincoln #1, Uinta #4, and Uinta #6 schools be approved for the 2013-2014 and 2014-2015 school years, seconded by Sue Belish; the motion carried.

CHAPTER 21-22 REVISIONS

Mackenzie Williams, attorney for the Board, referred to the letter that was received by the Board from the Governor requesting all Boards review their existing rules and determine if their rules are still applicable. He suggested that a small subcommittee be formed and these rules be reviewed under the Governors request, and suggested that the committee review the Chapter 21-22 rules first.

Sue Belish and Ron Micheli will serve on that committee.

TRAVEL REGULATIONS

Chelsie Bailey, Executive Secretary for the Board, reviewed the Wyoming Legislature travel regulations document provided in the packet and discussed the changes to the Board's per diem, salary and mileage reimbursement.

Scotty Ratliff moved to adopt the Wyoming Legislature Travel Regulations as the State Board of Education travel regulations, seconded by Joe Reichardt; the motion carried.

OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

No public comment was given.

The State Board of Education adjourned at 3:33 p.m.

The next Board meeting is scheduled for May 29, 2013 in Cheyenne.

DRAFT

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: May 30, 2013

ISSUE: Continuation of Budget Authority

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to continue with the budget approval as listed: The first level of \$750 would be at the Departments discretion to spend on behalf of the Board. The second level would require approval from the Board Officers to spend between \$750 and \$2,000. Any amount above \$2,000 would need approval from majority of the Board.

SUPPORTING INFORMATION ATTACHED:

- **Minutes from January 2013 Meeting**

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

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
January 8-9, 2013
Hathaway Building, Room 126
Cheyenne, Wyoming

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

Members absent: Matt Garland and Scotty Ratliff

Also present: John Masters, WDE; Chelsie Bailey, WDE; Julie Magee, WDE; Deb Lindsey, WDE; Sandy Barton; Laurel Ballard, ETS; Elysia Conner, Casper Star; Paige Fenton-Hughes, SBE Coordinator; Kathy Scheurman, WEA; MacKenzie Williams, Attorney General's Office (AG)

JANAURY 8, 2013

Sue Belish moved that the State Board of Education enter executive session to discuss a personnel issue, seconded by Pete Gosar, the motion carried.

The Board came out of Executive session at 2:50 p.m.

Sue Belish moved that the State Board of Education formally show appreciation and continue to support the work that has been done by the State Board of Education Coordinator, Paige Fenton-Hughes, seconded by Ron Micheli; the motion carried.

JANAURY 9, 2013

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 9:39 a.m.

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

ELECTION OF OFFICERS

Dana Mann-Tavegia, chairwoman of the nominating committee, presented to the Board the nomination of Ron Micheli for Chair. Kathy Coon moved to elect Ron Micheli as Chair, seconded by Sue Belish; the motion carried.

Dana Mann-Tavegia presented to the Board the nomination of Scotty Ratliff for vice chair. Walt Wilcox moved to elect Scotty Ratliff as vice chair, seconded by Kathy Coon; the motion carried.

Dana Mann-Tavegia presented to the Board the nomination of Pete Gosar for Treasurer. Dana Mann-Tavegia moved to elect Pete Gosar as Treasurer, seconded by Sue Belish; the motion carried.

APPROVAL OF AGENDA

Ron Micheli moved to approve the agenda, seconded by Hugh Hageman.

Sue Belish moved to amend the agenda by adding a discussion of Legislative Issues before “other issues, concerns, discussion and public comment” on the agenda, seconded by Walt Wilcox, the motion carried.

The motion to approve the agenda carried.

APPROVAL OF MINUTES

Minutes from the November 2, 2012, State Board of Education were presented for approval.

Sue Belish moved that the minutes be approved, seconded by Belenda Willson, the motion carried.

Minutes from the December 10, 2012, State Board of Education teleconference were presented for approval.

Ron Micheli moved that the minutes be approved, seconded by Dana Mann-Tavegia, the motion carried.

APPROVAL OF TREASURER’S REPORT

Treasurer for the Board, Pete Gosar, reviewed with the Board a budget review handout. Pete noted that the Board is a quarter of the way through the biennium and doing well managing the budget. The treasurer also reviewed the 7(e) and 7(d) funds with the Board.

Dana Mann-Tavegia moved to approve the Treasurer’s Report with the ending balance of \$161,777.02, Kathy Coon seconded; the motion carried.

REPORT ON JOB CORPS

Sandy Barton, Fremont County BOCES director, presented to the Board information on the Wind River Job Corp. Her presentation included a video on a Job Corp located in Collbran, Colorado and reviewed information she provided. Sandy Barton will come to State Board with policy indicators ahead of time, to not hold up any of the processes. She extended an invitation to all members, that if they wish to visit a Job Corp to notify her and she would make the arrangements.

GRADUATION REQUIRMENTS

Trustee Sue Belish reviewed with the Board the graduation requirements chart provided in the packet and discussed the importance of determining the definition of a high school graduate. Sue suggested bringing together stakeholders from around the state to create that definition. Ron Micheli agreed that there would be value in that forum and identified that the legislature should be involved.

Sue Belish requested that Julie Magee, WDE, be tasked to present, in a future meeting to the Board, a process of getting stakeholders together around the state to create a definition..

WDE DATA COLLECTION

Sue Belish met with three different school districts in her area, and one of their concerns was all the reporting required of them and wanted to know if there was a way to review the reporting requirements to see if they are still necessary.

Drew Dilly and Kevin Lewis, WDE, presented to the Board three documents to help facilitate the discussion. Kevin Lewis reviewed the Data Advisory Committee's recommendations.

The State Board would like to help support the WDE by presenting the legislature with recommendations relative to statutory changes on unnecessary reporting if needed. Ron Micheli suggested that the WDE also look internally and determine if some of their reporting is still useful.

Trustee Belish thanked Kevin Lewis, Drew Dilly and Fred Hanson for their presentations; she will forward the information to her three surrounding school districts.

ADVISORY COMMITTEE AND RECOMMENDATIONS

Sue Belish presented to the Board a letter from the Advisory Committee to the Select Committee on recommendations on accountability indicators. Sue Belish moved to support the recommendations from the Advisory Committee concerning the changes to the accountability model, Dana Mann Tavegia seconded; the motion carried.

EXTENSION OF ETS CONTRACT OR RFP

Deb Lindsey, WDE, reminded the Board that there are legislative changes that are necessary in moving forward with a state assessment which include: a current statute that prohibits writing in the statewide assessment and a statute that requires the test to have selected response only and not allowing short answers items in reading and math on the state test. Also, issues on alternate assessment and alternate assessment standards need to be reviewed and decisions made on what to pursue and how.

Sue Belish requested that Ms. Lindsey present both the pros and cons of Smarter Balance and PARCC in the Boards February teleconference call.

John Masters, Paige Fenton Hughes and Deb Lindsey worked together to draft a communiqué to the legislature expressing the concerns of current statutes. They suggested the Board adopt the letter and it been sent to LSO.

Sue Belish moved to approve the substances of the communiqué and it be sent to the Legislative Service Office, seconded by Kathy Coon; the motion carried.

Deb Lindsey is available to answer any questions the members might have before the next meeting.

APPROVAL OF BUDGET AUTHORITY

Trustee Pete Gosar notified the Board that a formal process for approval of payments needed to be established by the Board.

Mackenzie Williams, attorney for the Board, recommended the Board designate monetary value for each of the levels. The first level of \$750 would be a department discretion to spend on behalf of the Board. The second level would require approval from the Board Officers to spend between \$750 and \$2,000. Any amount above \$2,000 would need approval from majority of the Board.

Sue Belish moved to approve that spending levels discussed and revisit the issue in the Board's June meeting, seconded by Pete Gosar; the motion carried.

POLICY MANUAL REVISIONS FOR AGENDA CREATION

Sue Belish moved that the State Board of Education adopt the document in the packet as the procedure for agenda creation in the State Board of Education policy manual, seconded by Pete Gosar.

Ron Micheli moved to amend the motion to add that the State Board of Education Coordinator can submit agenda items, Sue Belish seconded; the motion carried.

The motion to adopt the document in the packet as the procedure for agenda creation in the State Board of Education policy manual, carried.

LEGISLATIVE ISSUES

Paige Fenton-Hughes, SBE Coordinator, presented to the Board bills that had been proposed in the legislature.

House Bill 91, which included a provision for the State Board to hire four additional employees, get additional funds and essentially take over statewide accountability. Ron Micheli suggested the SBE Coordinator forward the Boards concerns to the Legislative Service Office but take no official action on the bill.

The Board discussed the pros and cons of the proposed bill to change the drop out age to 18.

Representative Amy Edmonds, encouraged that Board to look at other states and the work they have done in drop out ages, especially North Carolina. She noted that transitional ages are critical.

The Board also discussed proposed legislation that would make one of the Board members a sitting school board member.

Ron Micheli noted that with the transition of officers, committees will need to be looked at and possibly the creation of another committee will be need in the next meeting.

OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

No public comment was given.

Dana Mann-Tavegia gave her parting remarks to the Board by thanking the WDE staff and attorneys. She suggested the Board continue to visit local schools, keep a Board coordinator, keep reaching out to constituents, have more relaxed work sessions, and to take advantage of NASBE.

Dana Mann-Tavegia moved to adjourn the meeting, seconded by Hugh Hageman; the motion carried.

The State Board of Education adjourned at 3:25 p.m.

The next Board meeting is scheduled for a teleconference on February 11, 2013



WYOMING

State Board of Education

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

RON MICHELI
Chair, Fort Bridger

SCOTTY RATLIFF
Vice Chair, Riverton

PETE GOSAR
Treasurer, Laramie

SUE BELISH
Ranchester

KATHY COON
Lusk

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

LORI MILLIN
Cheyenne

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

JIM ROSE
Interim Director

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

May 23, 2013

TO: Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Update information

It hasn't been long since we've seen each other, but I'll give you a quick update about where we are with our current projects.

Accountability Model and PJP-

The professional services contract for Mike Beck to facilitate the PJP has been completed and submitted. We will be asking you to approve the final draft of the contract at the meeting. The dates of September 16, 17 and 18, 2013 have been set for the PJP. It will be held in Casper, and Chelsie has reserved the venue. Information has gone out to all PJP members who attended last year, and they are getting back to us about whether they can serve this year and if they are holding the same position as they had last year. Information has gone out to the special education and ELL folks across the state about how they can express interest in serving on the PJP this fall. Kathy chairs the committee that will choose the new PJP members, and they will be meeting during our time in Cheyenne to determine the path we'll take to get the final PJP members in place.

Assessment and MM-

Deb Lindsey from the WDE will be presenting again to you about the SBAC assessments. Our portion of the assessment system dealing with multiple measures is progressing on schedule. The professional services contract for Alpine Testing Solutions to facilitate the work on determining guidelines for multiple measures to determine eligibility for high school graduation has also been completed and submitted. We will be asking you to give it a final approval during the action item section of the meeting. Chad Buckendahl has drafted a work plan. Hopefully, by the time we meet, information will have gone out to the Thought Leader group and the UW MOU steering committee about possible dates to meet and begin our work.

System of Support and Outreach-

Work continues on developing the details and deployment of the system of support. We have talked more about the plans for the outreach sessions planned for late summer and fall.

Phase II-

The Advisory Committee will be meeting on May 28, and Sue and I will be attending. The committee will be reviewing a draft of the state model for educator support and evaluation. You will get an update at our board meeting about what occurs at the Advisory Committee meeting on Tuesday.

Other Work-

Final arrangements are being made for the director interviews next week. Chelsie and I have been working closely with the Ray staff to get final details ironed out. Gary and Anita and their team have contacted applicants for a screening interview and have been doing final background checks.

Both the supervisory committee and legislative committee have met and done a great deal of work on a request for a permanent SBE employee and on the legislative agenda. You will hear detailed reports from your committee chairs at our meeting.

I look forward to seeing all of you in Cheyenne for some intensive work and a little bit of fun. Travel safely.

State Board of Education Executive Director Permanent Position

In determining what type of position the State Board needs for a permanent director or coordinator, the Supervisory Committee reviewed three options: 1) at will employee contract (AWEC); 2) professional service contract; and 3) permanent management position, at-will. We ruled out a professional service contract and an AWEC employee for the reasons listed below:

- AWEC employees pay their own benefits, but cannot contribute to a 457 deferred compensation plan.
- There is some confusion about whether an AWEC employee can supervise others.
- An AWEC employee's contract is for a particular purpose with specific deliverables
- A professional service contract is for a particular purpose with specific deliverables and is usually obtained through an RFP process, which can be a long process.
- A professional service contract employee cannot supervise others.
- A professional service contract employee receives no benefits; travel and other expenses are included in the contract award.
- Because the tasks assigned to the State Board have a tendency to change often there would be a need to continually amend and re-write the contract for both an AWEC and a professional service contractor. In these types of contracts deliverables are very specific and this makes it difficult to update them as needs arise.
- Both the AWEC and professional service contract are intended to be used for short term, specific purposes. If a contract or a position continues beyond two years, it is generally sent to the legislature and recommended for a permanent position.
- Both the professional service contract and the AWEC employee require hours of supervision from the SBOE members for monitoring of duties.

The Supervisory Committee recommends that the State Board of Education pursue a permanent management position, at-will, in the classification code EXMT 01-03 level. We have included a draft copy of the "Job Content Questionnaire" form which lays out the purpose, duties, supervision, work direction, financial responsibilities, authorities, challenges and qualifications we have identified for this position. We believe that the management level is the most appropriate classification for the position. We looked at the responsibility level of this position, the decisions we would want this person to be able to make, and the reasoning processes they would need to possess. A permanent position such as this would allow our person to receive all state employee benefits. Because we are recommending that the position be at-will there would not be a probationary period and our executive director would not become a permanent state employee. A person at this level could supervise employees and could respond to the ever changing needs of the State Board.



State of Wyoming
At-Will Position
Job Content Questionnaire

GENERAL HEADING INFORMATION

Working Title: State Board Director Official Position Title: Executive Director of the Wyoming State Board of Education Class Code: EXMT03 Your Name: Length of Time in Present Position:	Today's Date: 5.23.13 Agency/Department Name: Department of Education Position Number: 01650
Name of the person you report to:	Title of the person you report to:

DESCRIPTION OF POSITION: *Why does your position exist? In no more than five (5) sentences, describe the purpose of your job and the way your job contributes to achieving organizational objectives.*

The Executive Director of the State Board of Education serves as the chief executive officer of the Wyoming State Board of Education. This position is responsible for the leadership and management of all activities related to the successful operation of the Wyoming State Board of Education including serving as the official representative of the board; organizing all meetings and board functions; working with the legislature, other elected officials, and other state government entities; working closely with school districts and K-12 education groups; implementing the strategic priorities of the board; supervising all state board staff; and managing the budget.

MAJOR ACCOUNTABILITIES: *List the major activities that you perform, then describe the end results that you are expected to achieve. Typically, the major activities of a position can be expressed in 4 to 8 statements (e.g., "Establish a new quality assurance program for use by my division"). Please list these in order of importance and note the approximate percentage of your time devoted to each. Make each activity understandable to others who may not be familiar with your position.*

<i>Activity</i>	<i>End Results Expected/Measures</i>	<i>% of Time</i>
1. Direction, leadership and management of the day-to-day operations of the Wyoming State Board of Education including supervision of staff	*Develops, in conjunction with a State Board committee, the long-range strategic vision and goals of the Board, monitors progress toward the goals, and reports regularly to the Board about such progress *Devises timetables, schedules, and agendas for specific work objectives, completion of projects, or development of changes in work projects.	70%

	<ul style="list-style-type: none"> *Ensures statutory requirements are met within timelines *Supervises, directs, instructs and counsels permanent Board personnel to measurable outcomes *Drafts and presents, in collaboration with Wyoming Department of Education and Attorney General's personnel, statewide education policy and provides for a process of systematic and continual review of such policies *Drafts, oversees, and monitors contracts to provide for relationships with outside consultants, other agencies, service providers, other governments, or individuals *Plans, in conjunction with board leadership and other State Board staff, agendas and meeting details for all State Board meetings and functions *Resolves problems and questions presented by subordinate staff, board members, members of the public, or other state government personnel *Writes, reviews, and delivers reports to the State Board, legislative committees, or other entities as required and requested *Gives and receives information at division administrator level of authority *Constructs and devises operational policies for the State Board within the framework of state laws and regulations *Establishes and maintains work standards and procedures for the Board staff * Works with Wyoming Department of Education staff to develop press releases and provide public information on the website; as public information officer for the board, interacts with and fields questions from the media *Develops the Board budget, collaborates with Wyoming Department of Education staff in presenting the budget, and oversees the management of the budget *Provides the board with information and research on education issues and trends *Develops and makes presentations to various groups *Plans and implements new Board member orientation and training *Completes other duties assigned by the Board as needed and requested 	
<p>2. Confer and conference with other entities of state government, statewide educational groups, community groups, and national organizations</p>	<ul style="list-style-type: none"> *Confer with leadership and staff of the Wyoming Department of Education in order to agree upon strategies and actions, clarify issues, and solve common problems *Confer with staffs of other agencies or levels of government to carry out joint activities or actions and achieve work system objectives and statutory mandates *Confer with personnel and members of other state, regional and national organizations to inform the work of the Wyoming State Board of Education 	<p>20%</p>

	<ul style="list-style-type: none"> *Confer with K-12 districts, educators, and educational organizations across the state *Work closely with State Board committees 	
3. Represent the Wyoming State Board of Education at various meetings, conferences and functions	<ul style="list-style-type: none"> *Attend legislative committee hearings and the legislative session *Attend meetings of statewide education groups *Attend conferences and workshops *Attend and/or present at meetings, conferences or other events as required or requested 	10%
4.		
5.		
6.		
7.		
8.		

PERSONNEL: Indicate the number of employees that you supervise directly and those that are supervised through your subordinates (indirectly). For each category, state the annual payroll. Do not include benefits.

<i>Personnel Supervised</i>	<i>Direct</i>	<i>Indirect</i>	<i>Total</i>	<i>Annual Payroll</i>
<i>At Will or Contract</i>	Approximately 3		3	\$140,000
<i>Classified</i>	1		1	\$42,000
<i>Total</i>	4		4	\$182,000

OPERATING BUDGETS: Indicate the total annual operating budgets for each entity that you are responsible for (include payroll):

<i>Entity</i>	<i>Operating Budget (including payroll)</i>
Wyoming State Board of Education	\$450,000 to \$550,000

OTHER QUANTITATIVE MEASURES: Indicate below other quantitative measures which indicate the scope of your position. State all measures on an annual basis. Examples include: # and \$ value of projects supervised, financial or capital expenditure plans created and overseen, physical inventory managed, etc.

<i>ITEM</i>	<i>Quantity (if applicable)</i>	<i>Dollar Value (if applicable)</i>
Legislative appropriations for special purposes; currently Wyoming Accountability in Education Act; subject to change by the legislature	2-one to contract with an accountability coordinator, one to hire multiple consultants to complete accountability tasks (subject to change by legislature)	\$500,000 (subject to change by the legislature)

DECISIONS: Describe typical decisions that you are required to make, and what type of decisions you refer to others.

Decisions You Make:
 All decisions related to the day-to-day operations of the State Board including leadership and management decisions regarding strategic direction, statutorily mandated projects and products, meeting planning, reporting to the State Board and other entities (such as the legislature), and interacting with the media and public. Decisions must be made quickly and independently as a professional representative of the State Board.

Decisions You Refer to Others:

The State Board has final approval of contracts, hiring, budget, and policy decisions.

KNOWLEDGE AND SKILLS: List the knowledge, skills, experience and licenses required to perform the job in a fully competent manner. Do not describe your personal education and/or training and/or job experiences unless they directly relate to the job. Do not overstate the job requirements.

Education, Training and Experience Required for the Position:

	List special technical, academic or other knowledge required as a minimum qualification in this job.		Describe how much and what type of additional work experience is required to be fully competent in this job.
1.	Education Master's degree in education or related field.	1.	Experience Experience in K-12 education and as an educational leader, preferably in Wyoming
2.	Abilities and Skills Ability to facilitate group processes Ability to write and present reports to a variety of audiences Ability to work with a board Ability to resolve conflicts and must possess exceptional interpersonal communication skills Ability to navigate challenging political scenarios Ability to creatively problem solve	2.	
3.	Knowledge Knowledge of current trends and research in education across the nation and the world. Knowledge of the Wyoming education system Knowledge of policy-making and the ability to craft policy Knowledge of interpersonal interactions with press and a variety of individuals across the spectrums of government, education, and community Knowledge of planning and management of a complex organization Knowledge of direction of work activities, supervision	3.	

License, Registration or Certification Required to perform this job.

1.	
2.	

FINAL COMMENTS: Describe anything else that will help us understand the true nature and scope of your position.

Getting work plans in place and carrying out the work plans for multiple projects under tight timelines is a large part of the daily work of this position. Balancing the interests and needs of many entities such as the WDE, legislature, governor's office, school districts, and public groups while advancing the State Board's vision of a 21st Century education for all of Wyoming's children is an ongoing challenge.

This position requires an extensive background in education with leadership experience that informs professional practice in order to assure the State Board that its interests are being represented appropriately and passionately to

various and diverse constituencies across the state. It requires a high level of independent problem solving and the ability to complete multiple tasks on tight schedules. Because the statutory duties mandated for the board are subject to change by the legislature, the director must be a person with a flexible and broad skill set.

By signing this document, I am acknowledging that to the best of my knowledge, this is a true, accurate and complete description of this position.

Employee Signature

Date

Agency Human Resources Signature

Date

Agency Head Signature

Date

Legislative Agenda

Wyoming State Board of Education

2013-2014

**CONTINUING
ASPIRING
TRANSFORMING**



Legislative Agenda

Continuing...successful practices in Wyoming schools

The State Board recognizes the concern that significant increases in education funding in recent years may not be yielding the student achievement results some expect; however, the Board also recognizes there are many positive practices producing increased student performance that should be recognized and celebrated. Additionally, constantly changing targets and revising requirements makes it difficult for districts to focus work on sustained continuous improvement efforts. Therefore, the State Board supports:

1. A "loose/tight" framework at the state level that allows considerably more autonomy for schools that meet rigorous targets.
2. Consistency in the process for accrediting districts based on a continuous improvement model.
3. School funding aimed at improving student learning, recruiting and retaining quality educators, and providing for district capital construction needs.
4. Continued support for the Hathaway Scholarship program while monitoring the impact on career technical education and fine and performing arts programs.

Aspiring...to create an educational system that is best in the nation

The State Board recognizes that it is important to nurture and build a culture of aspiration across our state. The State Board supports the ambitious goals of the Wyoming Accountability in Education Act including ensuring all students are college and career ready and closing achievement gaps. We aspire to create an educational system that

Therefore the State Board supports:

1. A comprehensive, multi-tiered system of support to increase the capacity of districts to improve student learning and expand educator expertise.
2. Implementation of the Wyoming Accountability in Education Act with the knowledge that a great school also encourages student engagement in learning, pursuit of personal passions, and development of 21st century skills and abilities,
3. Efforts to ensure that families are supported, educators are prepared, systems are respectful and responsive, and the community makes young children and families a top priority.
4. Engagement of community members in educational improvement efforts.



Members

Wyoming State Board of Education

Ron Micheli, Chair
 Scotty Ratliff, Vice-Chair
 Pete Gosar, Treasurer
 Joe Reichardt
 Kenny Rathbun
 Sue Belish
 Walt Wilcox
 Kathy Coon
 Hugh Hageman
 Belenda Wilson
 Cindy Hill, Ex Officio
 Dr. Jim Rose, Ex Officio

At no time in human history has change been as rapid. Students in particular live in a world of increasing complexity. As public education stewards, the State Board of Education wants our institutions to think deeply about the knowledge, skills, abilities and habits of the mind required for a student who will live in a world where rapid change will be the norm and the ability to adapt will be critical.

Legislative Priorities

2013-2014

- **Designing appropriate guidelines and timelines for District Assessment Systems that promote student learning.**
- **Ensuring that every Wyoming child has quality early learning experiences that prepare them for success.**
- **Establishing an Executive Director position for the State Board of Education.**
- **Reviewing student attendance policies as well as providing supports and consequences for parents for whose children do not attend school regularly.**
- **Developing a balanced approach to the “Big Picture” of education in Wyoming.**

**WYOMING STATE BOARD
OF EDUCATION**



WYOMING STATE BOARD OF EDUCATION

Vision:

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

Mission:

The Wyoming State Board of Education will set policy that will create educational systems in Wyoming that cultivate a mind for a student who will live in a world where rapid change will be the norm and the ability to adapt will be critical.



Transforming...Wyoming school districts into 21st Century learning organizations

The State Board recognizes the need to transform educational systems to a 21st Century model that stresses continuous improvement in building organizational capacity to engage students in rigorous and relevant learning opportunities. We can no longer continue to put in place structures at the state level that do not incentivize 21st Century learning practices and in some cases actually hinder the reform of outdated structures that inhibit student learning. The State Board also understands the transition to the common core standards will require new ways of teaching and learning aimed at developing more cognitively complex learning strategies.

Therefore, the State Board supports:

1. Providing training and support to districts to fundamentally transform outdated education systems into more responsive and engaging learning organizations.
2. A study of options for districts to use time more efficiently to better support student learning.
3. The use of technology to maximize and customize student learning.
4. Providing quality early learning opportunities to all children in Wyoming.
5. Sustained opportunities for educators to hone their instructional skills which align with new content standards for students.

Conclusion...

Our schools must encourage the development and implementation of effective learning. Children must not only be prepared to enter the work force, they must be prepared to contribute as participants and members of the social and political democracies in which they live. It is our job to determine the components and rigor necessary for their success. The Wyoming State Board of Education believes it is our responsibility to frame the political dialogue. We intend to challenge policy makers, educational institutions, and the public to examine Wyoming's educational goals, practices, and results. We hope this dialogue will occur in neighborhoods and communities statewide. This should be an ongoing dialogue. The State Board looks forward to a robust discussion around the implementation of high standards within a realistic timeline that allows a comprehensive system of support to provide opportunities for our districts to meet fair and rigorous targets.



WYOMING STATE BOARD OF EDUCATION

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2300 Capitol Avenue
Cheyenne, Wyoming

P 307.777.6213

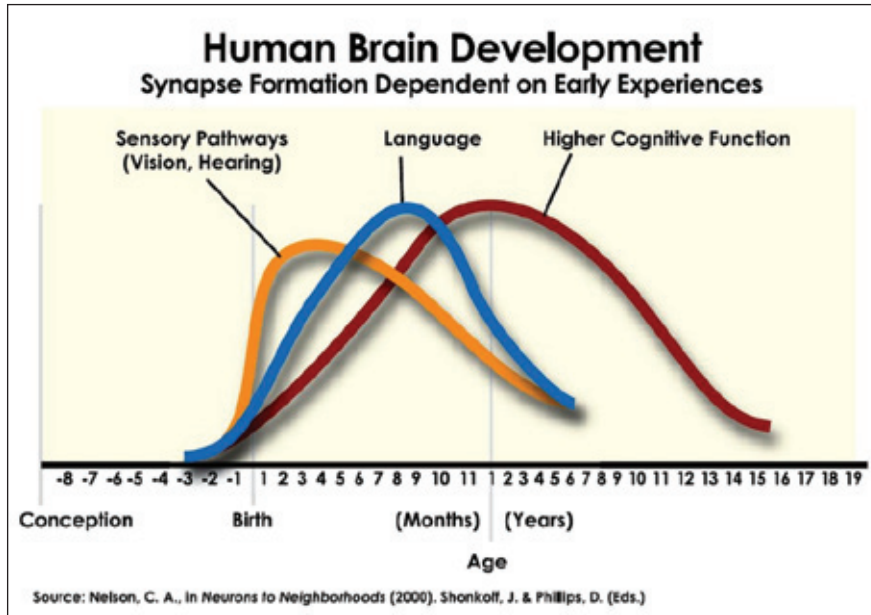
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E chelsie.bailey@wyo.gov

<http://edu.wyoming.gov/stateboardofeducation.aspx>



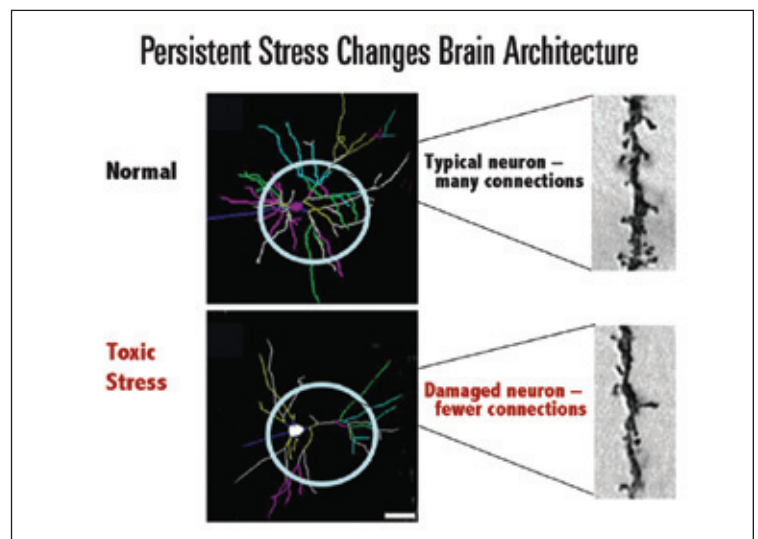
Although our origin of thinking about early childhood is more intuitive than academic, it is not without scientific support. From before birth to the first day of kindergarten, a child’s mind rapidly constructs the connections and architecture that underlies cognitive, linguistic, social, emotional and motor development. The most rapid period of development in a child’s brain occurs before age five.¹ As children develop, their brains grow bigger and become more complex as neural connections are made between cells. These neural connections build brain architecture that helps children make sense of their worlds, and forms a foundation for later learning, behavior and health.²



Brain architecture is built from the influences of genetics and experiences. A child’s genetics control when brain connections are formed, while a child’s experiences determine how that formation evolves. Experiences in the early years can be positive or toxic for brain and physical development. Stress causes the body to respond physiologically, with increased heart rate and blood pressure or elevations in body chemicals. Some short-lived stressful experiences, like meeting new people or dealing with manageable frustration, cause moderate physiological responses and are important and necessary for healthy child growth. Stable, supportive relationships help children respond to and work through stressful situations, and promote the development of a child’s self-

mastery and self-control. Some experiences may trigger extensive physiological responses, but can be relieved by stable and supportive relationships that help children adapt, cope and bring stress’ physiological responses back to their normal levels. Recurrent child abuse or neglect, parental substance abuse, or family violence acts as toxic stress for children and may permanently disrupt brain architecture and lead to learning difficulties as well as health-damaging behaviors in the form of both physical illness and mental health problems.³

The earliest years of child’s life represent the single greatest chance to make a lasting impact on a child’s future. Wyoming Kids First works to bring together the many people involved in young children’s lives—families, teachers, doctors, care-givers, and others—to ensure that all children have appropriate, positive experiences that promote the development of healthy brain architecture and provide a strong foundation for future learning, behavior and health.



¹ National Research Council and Institute of Medicine. 2000, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.

² Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. <http://www.developingchild.harvard.edu>

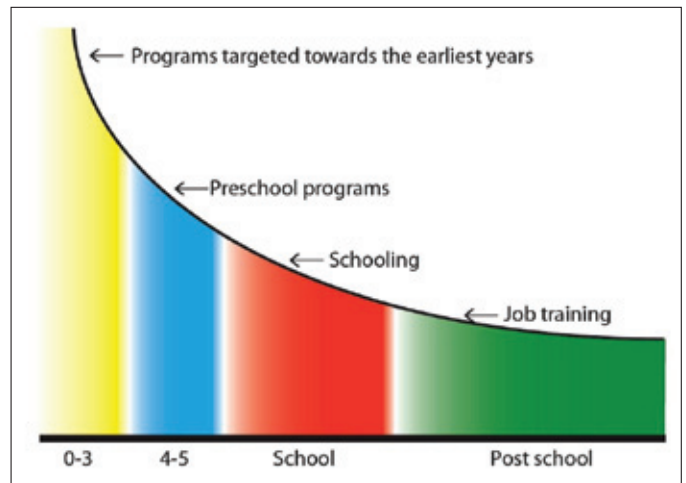
³ Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. <http://www.developingchild.harvard.edu>



It is time that Wyoming invests in young children as our most valuable natural resource. We cannot remain competitive without a diverse, skilled workforce, and we cannot build a workforce unless we start at the beginning. Nobel prize-winning economist James Heckman found that investments in early childhood produce the highest return on the dollar compared to other investments like higher education and job training.¹

Benefits from investments in young children accrue to the entire community. If we ensure that every child has quality early learning experiences that prepare them for success in school and in life, we generate short- and long-term returns to taxpayers, including:

- Savings of up to \$3,700 per child to the school systems over the K-12 years in remedial programs' costs;²
- Reductions in special education placements of nearly 50 percent through second grade;³
- Decreases in grade repetition of as much as 33 percent through eighth grade;⁴ and
- Savings from crime-related costs between \$2.00 and \$11.00 per dollar invested in early childhood.⁵



Studies show that about 60 percent of all American workers live and are employed in the state where they grew up.⁶ Providing Wyoming's young children with quality experiences will enable them to become the creative, adaptable, team-ready employees of our future workforce.

Investment in reliable, quality early care and education and health services for young children not only shapes the caliber of tomorrow's workforce, but also increases the productivity of today's working families. 62 percent of children under 6 in Wyoming live in households where all parents are in the labor force.⁷ If these working parents or families feel as though they have high-quality, reliable child care, they yield greater benefits for employers through improved employee productivity, reduced absenteeism, and decreased turnover.⁸ Conversely, a business will lose \$217 in productivity each day an employee making \$40,000 calls in sick.⁹ Businesses or organizations may incorporate family-supportive policies into broader corporate policies to boost child, family and business outcomes.

Business development, community improvement and early childhood should be considered together because they complement each other to sustain a balanced economic development strategy. Wyoming's economic and fiscal policies show a history of wise investments; both dollars and sense support further analysis of investments in our youngest population.

¹ Eric I. Knudsen, James J. Heckman, Judy L. Cameron, Jack P. Shonkoff. (2006.) *Economic, neurobiological, and behavioral perspectives on building America's future workforce.*

² Clive R. Belfield and Heather Schwartz. (2006.) "The Economic Consequences of Early Childhood Education on the School System." New Brunswick, NJ: National Institute for Early Education Research.

³ Center for Child Development. (2007.) "LA 4 Longitudinal Report." Baton Rouge: Louisiana Department of Education.

⁴ Albert Wat. (2010.) "The Case for Pre-K in Education Reform: A Summary of Program Evaluation Findings." Washington, DC: Pew Center on the States. http://www.preknow.org/documents/thecaseforprek_april2010.pdf

⁵ Albert Wat. (2007.) "Dollars and Sense: A Review of Economic Analyses of Pre-K." Washington, DC: Pew Center on the States. http://www.preknow.org/documents/DollarsandSense_May2007.pdf

⁶ Timothy J. Bartik (2011.) *Investing in Kids: Early Childhood Programs and Local Economic Development.* Kalamazoo: W.E. Upjohn Institute for Employment Research.

⁷ U.S. Census Bureau. (2011.) *American Community Survey.*

⁸ K. Shellenback, (2004.) "Child Care and Parent Productivity: Making the Business Case."

⁹ Wellworks for You. (2012.) "What is the Average Cost of Absenteeism?" <http://www.wellworksforyou.com/faq/what-is-the-average-cost-of-absenteeism/>



“Readiness” describes the capabilities of children, families, physical and mental health organizations, early care and education environments, schools and communities to best promote and provide for children’s success in their first year of school and beyond. Each component plays a vital role in the preparation of our children for success in school and in life; no one component can stand on its own.

A ready child is prepared cognitively, physically, socially and personally across many domains: language, literacy, social emotional, social studies, physical development and health, science, logic and reasoning, creative arts expression, mathematics, and approaches to learning. Children develop holistically: growth and development in one area depends upon development in other areas.

A ready family has adults who recognize and value that they are the first and most important teacher in a child’s life. Ready families take responsibility for their child’s or children’s preparation for success in school and life through direct, frequent, positive involvement and engagement. They provide steady and supportive relationships, ensure safe and reliable environments, promote good health, and foster curiosity and excitement about learning and self-control.

Ready health systems provide children and families access to high-quality preventative, continuous and early intervention services to meet their physical, mental, emotional, oral, vision, hearing and nutrition needs. Quality health services are facilitated by skilled professionals who engage in family support and treatment, and are sensitive to cultural values and individual differences.

Ready early care and education professionals accept all children and provide high-quality learning environments by engaging the whole community. A ready early care and education environment provides all children with opportunities to build a positive foundation for confidence, knowledge, skills and abilities. Children in ready early care and education environments are led by skilled professionals who recognize, reinforce and extend children’s strengths, and who are sensitive to cultural values and individual differences.

Ready schools accept all children and provide a seamless transition to formal school environments by engaging the whole community. A ready school welcomes all children with opportunities to enhance and build confidence in their knowledge, skills and abilities. Children in ready schools are led by skilled teachers who recognize, reinforce and extend children’s strengths, and who are sensitive to cultural values and individual differences.

Ready communities play an essential part in supporting families in their role as primary stewards of children’s readiness. Ready communities—including businesses, nonprofits, faith-based organizations, social service and health organizations, community groups, and local governments—must work together to support children’s school and life success by providing families affordable access to information, services, supports and opportunities.

**READY
FAMILIES**

+

**READY
HEALTH**

+

**READY
EARLY CARE
AND
EDUCATION**

+

**READY
SCHOOLS**

+

**READY
COMMUNITIES**

**READY
CHILDREN**

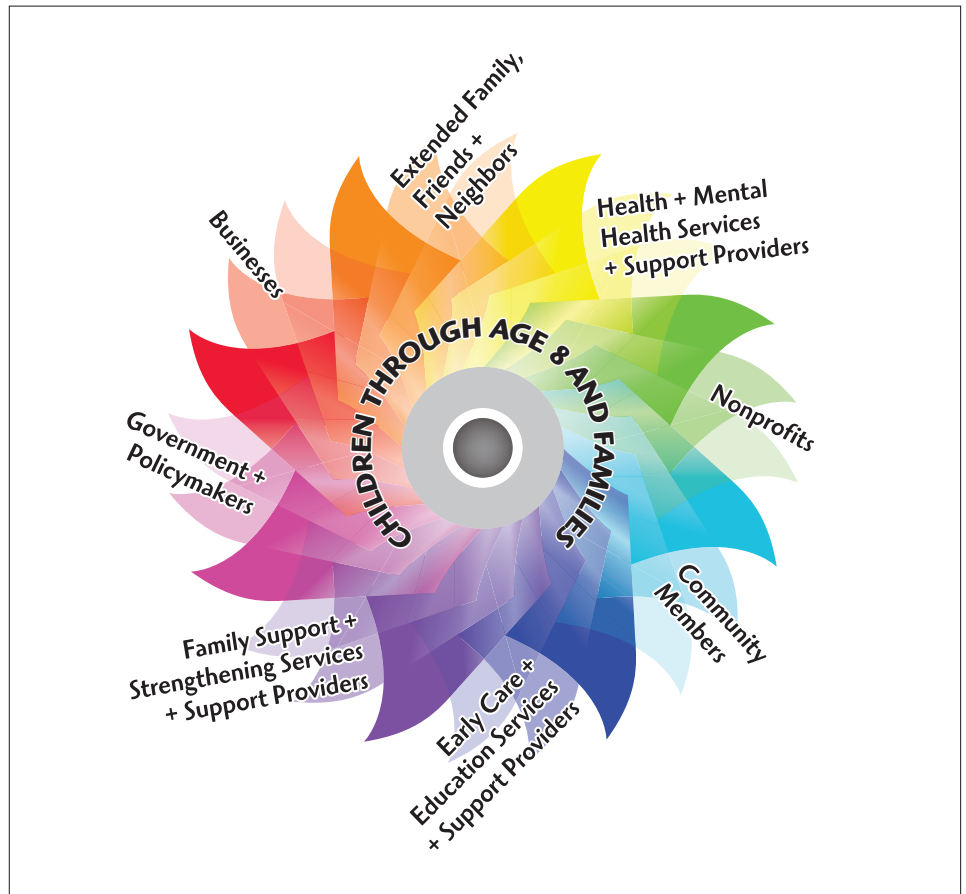
COMMUNITY PARTNERSHIPS



Wyomingites abide by an unspoken code that recognizes and values people and communities as fundamental assets. Our work to support children and families in local communities sustains our part of a shared commitment to make Wyoming a great place to live, work and raise a family.

We facilitate collaboration at the county, school district, and/or community level to communicate a comprehensive vision for early childhood work that develops and extends ready systems to ensure all children are prepared for success in school and in life. That means we bring together parents and families, physical and mental health providers, early care and education professionals, K-12 school professionals, and the broader community to engage in thoughtful, systemic dialogue that aims to improve the lives of young children and families. Our approach is grassroots in nature; we believe that people support what they help to create. We identify communities in which there is strong leadership and ownership among stakeholders to tailor actions from models and other work from across the state and nation to the uniqueness of local children and families.

When families are supported, educators are prepared, systems are respectful and responsive, and the community makes young children and families a top priority, then children will be prepared for success in school and in life.



OVERVIEW



Wyoming Kids First exists to improve the lives of all children before they are born through age eight, by supporting their families and communities in preparing them for a lifetime of success and well-being.

We work at the state and local levels to share an ambitious process that guides groups through collaborative problem solving to achieve positive, shared impacts for young children and families. Our role is to communicate a comprehensive vision for early childhood work, and then help people—individually and collectively—see how their work contributes to the bigger picture of all children being safe, valued, healthy and prepared for success in school and in life.



CONNECTING THE DOTS



1 If families, physical and mental health providers, early care and education professionals, schools and communities work together to provide quality experiences and environments, then young children will have the positive foundation for future learning, behavior and health they need to succeed in school and in life.



2 If children start school prepared for success, remedial costs go down and potential lifelong gaps are affected—or maybe even eliminated. When students start school ready to succeed, they are more likely to read at grade level by 3rd grade. Our entire school system is improved when we improve the quality of students we send to it.



4 If children graduate from high school, they are more likely to continue their education and/or enter the workforce as tax-paying citizens.



3 If children read at grade level by 3rd grade, they are more likely to graduate from high school. High school dropouts are 4 times more likely to be unemployed and to apply for public assistance than their peers who graduate.



5 If children grow into confident, capable adults, they strengthen our communities, contribute to a productive economy, and ensure a vibrant future for Wyoming.



State Board of Education – Rules Revision Plan

Introduction

On April 9, 2013, Governor Mead requested that the Board review existing rules to determine whether existing rules can be reduced or simplified, with a goal of reducing rules by 1/3 in number and 1/3 in length. This proposal outlines a process that can be used by the State Board of Education (SBE) in response to this directive.

Process

In general, the rules consideration will be a three-step process. The first step involves sorting and identifying rules according to category. This step is accomplished by a small subcommittee of the SBE, with the assistance of legal counsel. The task of this small subcommittee will be to first identify rules that are required by state law, as opposed to those areas in which rules are not required, but have been promulgated pursuant to its general rulemaking authority.

Once identified, rules required by state law will be examined for the following characteristics, though no changes will be made or recommended at this time:

- Do the rules meet, fail to meet, or exceed the purpose for which the SBE is directed to promulgate them?
- Can the language of the rule be reduced without substantively alter the meaning? For example, many rules contain definitions that are set by statute, and therefore there is no need for the rule to restate the definition. Similarly, some definitions are unnecessary because a term's common, ordinary meaning is sufficient.

Rules that were promulgated according to the SBE's general rulemaking authority will be similarly examined, but with the additional question of whether it is appropriate for the content to be part of a rule or simply as policy guidance. At this point in the process, the small subcommittee will endeavor to identify factors that would suggest that one or the other approach is appropriate.

Once the small committee has completed this work, the committee will be expanded to consider the questions identified by the small committee. That is, the large committee will consider which rules may be eliminated and be put forth as policy guidance instead, and whether some portions of rules may be eliminated or reduced. This larger committee will be responsible for making recommendations to the full board on these

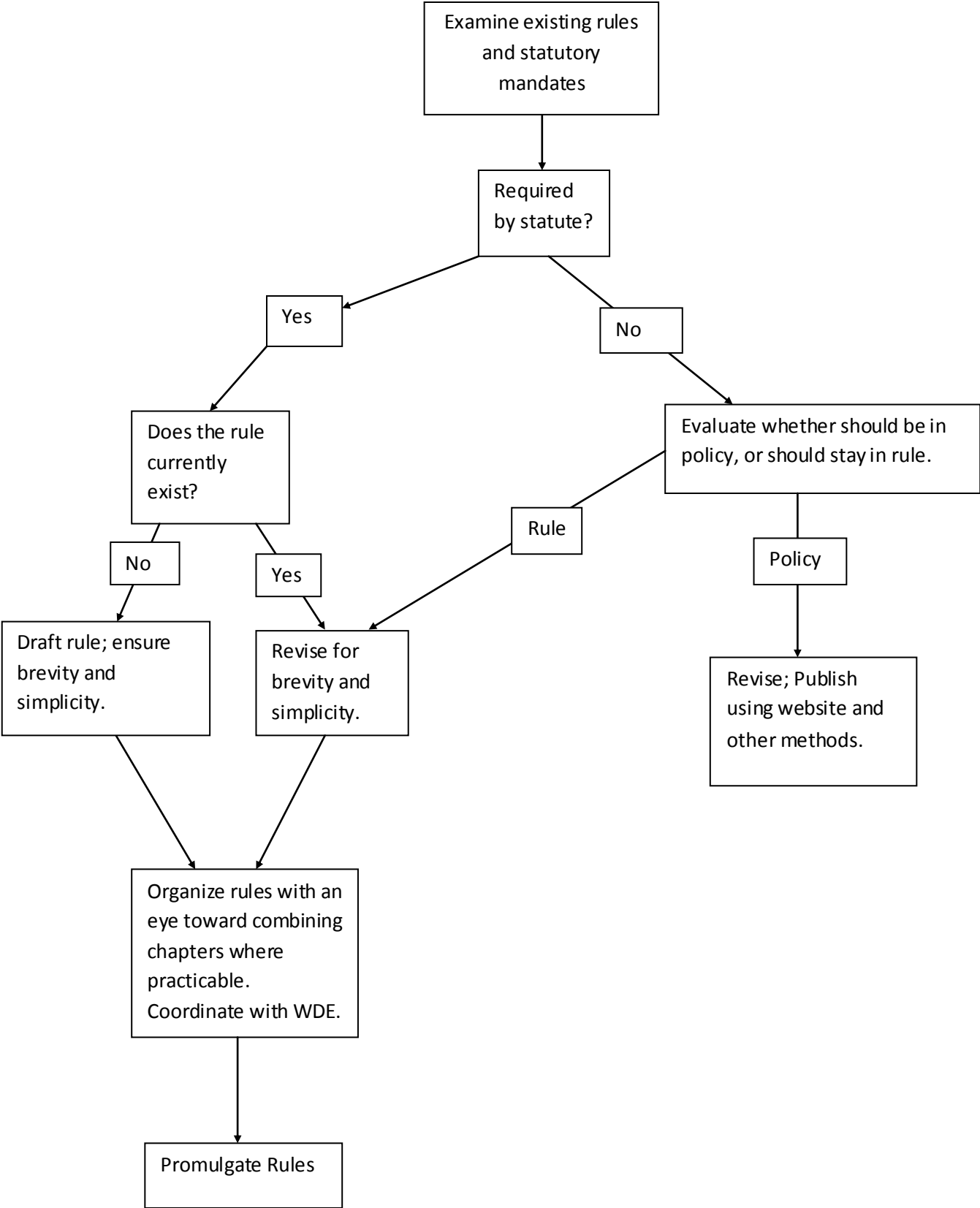
questions. This committee may be expanded to include WDE staff and district superintendents.

In the third step, the whole Board will consider the committee's recommendations and take action, either by adopting them, adopting them with modifications, or return the item to the subcommittee with direction for further consideration. The subcommittee will reconsider as directed, make recommendations to the Board, and the process will continue until the review of all rules has been completed.

Timeline

The SBE has already appointed the small committee, and work has begun on the top-level review of required rules. It is anticipated that this work should be completed on or around August 15, 2013. It is difficult to determine how long the large committee work will take due to the need to arrive at recommendations for the full SBE. The committee's goal is to present final recommendations to the Board in the September 2013 meeting, which also serves as the Board retreat.

Board Rules Revision Plan: Flowchart



**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: May 30, 2013

ISSUE: Smarter Balanced Assessment Consortium (SBAC) Membership

BACKGROUND: SBAC is one of the two primary assessment consortia; at this time, it has 21 Governing and 4 Advisory state members as well as one Affiliate (U.S. Virgin Islands). In October, 2010, Wyoming joined SBAC as an Advisory state. Advisory states are not permitted to vote on matters of importance to the Consortium, and Advisory states are excluded from some significant activities of the Consortium, such as teacher professional development and item-writing. At its meeting on May 10, 2013, the Select Committee on Education Accountability recommended that the State Board of Education move forward with becoming a Governing member of SBAC.

SUGGESTED MOTION/RECOMMENDATION:

WDE recommends the following motion:

To move that the Wyoming Department of Education on behalf of the State Board of Education proceed with establishing Wyoming as a Governing State in the Smarter Balanced Assessment Consortium.

SUPPORTING INFORMATION ATTACHED:

N/A

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

APPROVED BY: _____

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

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: May 30, 2013

ISSUE: Approval of Wyoming School Districts' Certified Personnel Evaluation Systems

BACKGROUND:

- Adjusted Chapter 29 Rules for Certified Personnel Evaluation Systems were approved in November 2010.
- State statute requires that the State Board of Education approve districts' certified personnel evaluation systems.
- Chapter 29 aligned district evaluation systems for core teachers and principals were to be approved and implemented during the 2011-2012 school year.
- Chapter 29 aligned district evaluation systems for all other certified personnel were to be approved and implemented during the 2012-2013 school year.
- The State Board of Education approved the complete Certified Personnel Evaluation Systems of thirty-two (32) districts and one (1) charter school at its meeting on September 27, 2012.
- The State Board of Education approved the complete Certified Personnel Evaluation Systems of eight (8) school districts on November 2, 2012.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

It is recommended that the State Board of Education approve the complete Certified Personnel Evaluation Systems for Albany CSD #1, Big Horn CSD #1, Crook CSD #1, Fremont CSD #25, Laramie CSD #2, Lincoln CSD #2, and Weston CSD #7.

SUPPORTING INFORMATION ATTACHED:

Certified Personnel Evaluation Systems Approval Narrative

PREPARED BY: *Carol Illian*

Carol Illian, Supervisor of Teacher/Leader Quality

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

COMMENTS:

CERTIFIED PERSONNEL EVALUATION SYSTEMS

Approval by State Board of Education

May 30, 2013

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

The Wyoming Department of Education (WDE) reviews all submitted systems to ensure that all Chapter 29 requirements are included in the districts' systems. The development, submission, and review process has often required adjustments; the districts have worked with WDE to ensure that all requirements are included in their evaluation systems. WDE has reviewed and approved, for the inclusion of all Chapter 29 requirements, the submitted certified personnel evaluation systems for forty-seven (47) school districts and one charter school.

State statute requires the State Board of Education (SBE) to approve districts' certified personnel evaluation systems. The SBE approved the complete evaluation systems for thirty-two (32) districts and one (1) charter school on September 27, 2012. The complete evaluation systems for another eight (8) districts were approved by the SBE on November 2, 2012.

Seven additional districts have WDE approved complete evaluation systems, and WDE is recommending that those districts' systems be approved by the SBE.

The evaluation system for teachers and principals in Fremont CSD #38 has been submitted and approved; the district submitted its system for "other" certified personnel to WDE for review and approval on May 22, 2013. As this document is being prepared on May 23, 2013, WDE has not had time to review the submission. An update on the results of the review or recommendation for SBE approval will be provided at the SBE meeting on May 30, 2013.

*Compiled and submitted by
Carol Illian
Supervisor, Teacher/Leader Quality
Wyoming Department of Education*

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: May 30, 2013

ISSUE: Alpine Testing Solutions, Inc and Dr. Michael Beck Contracts

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

I move to approve the contracts with Dr. Michael Beck and Alpine Testing Solutions, Inc.

SUPPORTING INFORMATION ATTACHED:

- Amended Contract for Dr. Michael Beck
- Amended Contract for Alpine Testing Solutions

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

APPROVED BY: _____

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

COMMENTS:

**AMENDMENT ONE TO THE CONTRACT BETWEEN
WYOMING DEPARTMENT OF EDUCATION ON BEHALF OF THE
STATE BOARD OF EDUCATION
AND
ALPINE TESTING SOLUTIONS, INC.**

1. **Parties.** This Amendment is made and entered into by and between the Wyoming Department of Education on behalf of the State Board of Education (Agency), whose address is: 2300 Capitol Avenue, Cheyenne WY 82002 and Alpine Testing Solutions (Contractor), whose address is: 2467 Cordoba Bluff Ct, Las Vegas, NV 89135.
2. **Purpose of Amendment.** This Amendment shall constitute the first amendment to the Contract between the Agency and the Contractor which was duly executed on August 7, 2012 and which became effective on August 7, 2012. The purpose of this Amendment is to: a) extend the term of the Contract through June 30, 2014; b) change the responsibilities of the Contractor; c) provide for payment for the completion of the new responsibilities of the Contractor.

The original Contract, dated August 7, 2012 required the Contractor to conduct and end-of-course study for a total Contract amount of forty eight thousand four hundred dollars (\$48,400) with an expiration date of June 30, 2013.

3. **Term of the Amendment.** This Amendment shall commence upon the date the last required signature is affixed hereto, and shall remain in full force and effect through June 30, 2014, unless terminated at an earlier date pursuant to the provisions of the Contract, or pursuant to federal or state statute, rule, or regulation.

4. **Payment.**

Agency agrees to pay Contractor for the services outlined in this Amendment, Attachment C, and in the original Contract. Total payment under this Amendment for professional services shall not exceed Forty Eight Thousand Eight Hundred dollars(\$ 48,800.00). Payment shall be made in two installments. The first payment will coincide with the contract monitoring date of December 1, 2013 and will include all services related to the development of guidelines for multiple measures for high school graduation completion. Any subsequent services, if required, will be paid in a final installment upon completion of responsibilities, if requested by the board, related to developing district support.

5. **Additional Responsibilities of the Agency.**

Agency's responsibilities shall remain as stated in the original Contract and in Attachment C.

6. **Additional Responsibilities of the Contractor.**

Contractor's responsibilities shall remain as stated in the original Contract and in Attachment C.

7. **Special Provisions.**

- A. **Same Terms and Conditions.** With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Contract, and any previous amendments, between the Agency and the Contractor, including but not limited to sovereign immunity, shall remain unchanged and in full force and effect.

8. **General Provisions.**

- A. **Entirety of Contract.** The original Contract, consisting of seven (7) page(s); Attachment A, consisting of three (3) pages; Attachment B, consisting of two (2) pages; Amendment One, consisting of three (3) pages; and Attachment C, consisting of two (2) pages), represent(s) the entire and integrated agreement between the parties and supersede(s) all prior negotiations, representations, and agreements, whether written or oral.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

9. **Signatures.** IN WITNESS THEREOF, the parties to this Amendment through their duly authorized representatives have executed this Amendment on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Amendment as set forth herein.

This Amendment is not binding on either party until approved by A&I Procurement and the Governor of the State of Wyoming or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).

The effective date of this Amendment is the date of the signature last affixed to this page.

AGENCY:

Wyoming Department of Education

Jim Rose, Interim Director

Date

STATE BOARD OF EDUCATION:

Ron Micheli, Chair

Date

CONTRACTOR:

Alpine Testing Solutions, Inc.

Chad Buckendahl, Director of Education Services

Date

ATTORNEY GENERAL'S OFFICE: APPROVAL AS TO FORM

S. Jane Caton, Senior Assistant Attorney General

Date

**ATTACHMENT C TO THE
PROFESSIONAL SERVICES CONTRACT BETWEEN THE WYOMING DEPARTMENT OF EDUCATION ON BEHALF
OF THE STATE BOARD OF EDUCATION AND
Alpine Testing Solutions, Inc.**

SBE Monitoring Agent: SBE Supervisory Committee

Organization/Division: State Board of Education

Date Action Plan Developed: May 10, 2013

Project Timeline From: June 1, 2013 To: June 30, 2014

Full Contract Amount: \$ 48,800.00

State Board Chair Signature _____ Date: _____

Interim Monitoring		
Monitored Dates	Monitoring Agent (Init.)	Amt Paid to Date
12.1.13		
5.31.14		

ACTION PLAN

Goal: To complete a study which will provide a comparison of strengths and weaknesses of different versions of how an end of course assessment system could be developed to inform the Wyoming State Board of Education report to the Select Committee on Statewide Accountability.								
Deliverables	Target Dates	Was Target Date Met?		Contractor Personnel Involved	Cost Per Deliverable	Measureable Indicators of Deliverable	Is Deliverable Completed	
		Yes	No*				Yes	No*
Outline and develop a plan to define a Wyoming graduate	July 31, 2013			Chad Buckendahl		Work plan is completed and delivered to the WY State Board of Education Coordinator		
Develop a recommendation to the State Board of Education and the Select Committee on Education Accountability about a	October 15, 2013			Chad Buckendahl		Work with the WY Thought Leader group to develop the recommendation		

measure or multiple measures for purposes of determining completion of high school graduation requirements								
Direct the work to develop a recommendation and to prepare a report to the Select Committee on Education Accountability	October 15, 2013			Chad Buckendahl		Report to SBE and Select Committee is timely completed and delivered		
Prepare interim reports to the state board and the select committee	Ongoing until June 1, 2014			Chad Buckendahl		Written, distanced or in-person reports are delivered as requested by the SBE and as appropriate (no more than 6 trips to WY required)		
Prepare and deliver the report to the State Board of Education and the Select Committee on Education Accountability	December 31, 2013			Chad Buckendahl		Work with the WY State Board of Education Coordinator in preparing the report to the State Board and Select Committee on Statewide Education Accountability.		
Provide recommendations to the WDE about support provided to districts regarding implementation of the recommended option or options, if requested and appropriate	May 31, 2014					Provide advice to the WDE and SBE staff in developing support for districts related to HS assessments		

**AMENDMENT ONE TO THE CONTRACT BETWEEN
WYOMING DEPARTMENT OF EDUCATION ON BEHALF OF THE
STATE BOARD OF EDUCATION
AND
DR. MICHAEL D. BECK**

1. **Parties.** This Amendment is made and entered into by and between the Wyoming Department of Education on behalf of the State Board of Education (Agency), whose address is: 2300 Capitol Avenue, Cheyenne WY 82002 and Dr. Michael D. Beck (Contractor), whose address is: 35 Guion Street, Pleasantville, NY 10570.

2. **Purpose of Amendment.** This Amendment shall constitute the first amendment to the Contract between the Agency and the Contractor which was duly executed on August 7, 2012 and which became effective on August 7, 2012. The purpose of this Amendment is to: a) extend the term of the Contract through June 30, 2014; b) change the responsibilities of the Contractor; c) provide for payment for the completion of the new responsibilities of the contractor.

The original Contract, dated August 7, 2012 required the Contractor to help prepare for and facilitate the Professional Judgment Panel for a total Contract amount of thirty five thousand eight hundred and fifty dollars (\$35,850) with an expiration date of June 30, 2013.

3. **Term of the Amendment.** This Amendment shall commence upon the date the last required signature is affixed hereto, and shall remain in full force and effect through June 30, 2014, unless terminated at an earlier date pursuant to the provisions of the Contract, or pursuant to federal or state statute, rule or regulation.

4. **Payment.**

Agency agrees to pay Contractor for the services outlined in this Amendment, Attachment C, and in the original Contract. Total payment under this Amendment for professional services shall not exceed thirty-seven thousand three hundred fifty dollars (\$37,350). Payment will coincide with the contract monitoring date of October 31, 2013 or upon completion of the Contractor responsibilities in Attachment C.

5. **Additional Responsibilities of the Agency.**

Agency's responsibilities shall remain as stated in the original Contract and in Attachment C.

6. **Additional Responsibilities of the Contractor.**

Contractor's responsibilities shall remain as stated in the original Contract and in Attachment C.

7. **Special Provisions.**

- A. **Same Terms and Conditions.** With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Contract, and any previous amendments, between the Agency and the Contractor, including but not limited to sovereign immunity, shall remain unchanged and in full force and effect.

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9. **Signatures.** IN WITNESS THEREOF, the parties to this Amendment through their duly authorized representatives have executed this Amendment on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Amendment as set forth herein.

This Amendment is not binding on either party until approved by A&I Procurement and the Governor of the State of Wyoming or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).

The effective date of this Amendment is the date of the signature last affixed to this page.

AGENCY:

Wyoming Department of Education

Jim Rose, Interim Director

Date

STATE BOARD OF EDUCATION:

Ron Micheli, Chair

Date

CONTRACTOR:

Dr. Michael D. Beck

Micheal D. Beck, Consultant

Date

ATTORNEY GENERAL'S OFFICE: APPROVAL AS TO FORM

S. Jane Caton, Senior Assistant Attorney General

Date

**ATTACHMENT C TO THE
PROFESSIONAL SERVICES CONTRACT BETWEEN THE WYOMING DEPARTMENT OF EDUCATION ON BEHALF
OF THE STATE BOARD OF EDUCATION AND
Dr. Michael D. Beck**

Monitoring Agent: SBE Supervisory Committee
 Organization/Division: State Board of Education
 Date Action Plan Developed: May 10, 2013
 Project Timeline From: June 1, 2013 To: June 30, 2014
 Full Contract Amount: \$ 37,350.00

Interim Monitoring		
Monitored Dates	Monitoring Agent (Init.)	Amt Paid to Date
October 31, 2013		
December 31, 2013		

SBE Chairman Signature _____ **Date:** _____

ACTION PLAN

Goal: To complete a report to the WY Select Committee on Statewide Education Accountability by October 15, 2012								
Deliverables	Target Dates	Was Target Date Met?		Contractor Personnel Involved	Cost Per Deliverable	Measureable Indicators of Deliverable	Is Deliverable Completed	
		Yes	No*				Yes	No*
Review the work that has been produced thus far by the Wyoming Department of Education and others and offer input as appropriate and serve in an advisory capacity to WDE	Ongoing through 12.31.13			Mike Beck	\$ 2,100.00	Offer input as appropriate and as requested as the model is developed and materials for the PJP are prepared		
Help plan for and deliver training to the panel members if appropriate	9.15.13			Mike Beck	10,750.00	Appropriate training is included in the PJP meeting		

Assist in determining the schedule for the PJP and facilitate the work of the PJP including determining performance levels for each of the indicators as prescribed by statute and determining overall school performance levels for Wyoming schools.	9.30.13			Mike Beck	11,300.00	Agenda available to the members prior to meeting, and consultant facilitates the entire PJP meeting which produces cut scores and overall performance ratings		
Summarize the work and contribute to the preparation of the final report for the legislative Select Committee on Education Accountability	10.15.13			Mike Beck	6,100.00	Create an agenda for the Professional Judgment Panel meeting and present to the WY State Board of Education Coordinator		
Co-present the work to the State Board of Education and the Select Committee	12.31.13			Mike Beck	7,100.00	Appear in person before the state board and select committee if requested and if possible and appropriate		

Total Contract Amount: \$ 37,350.00



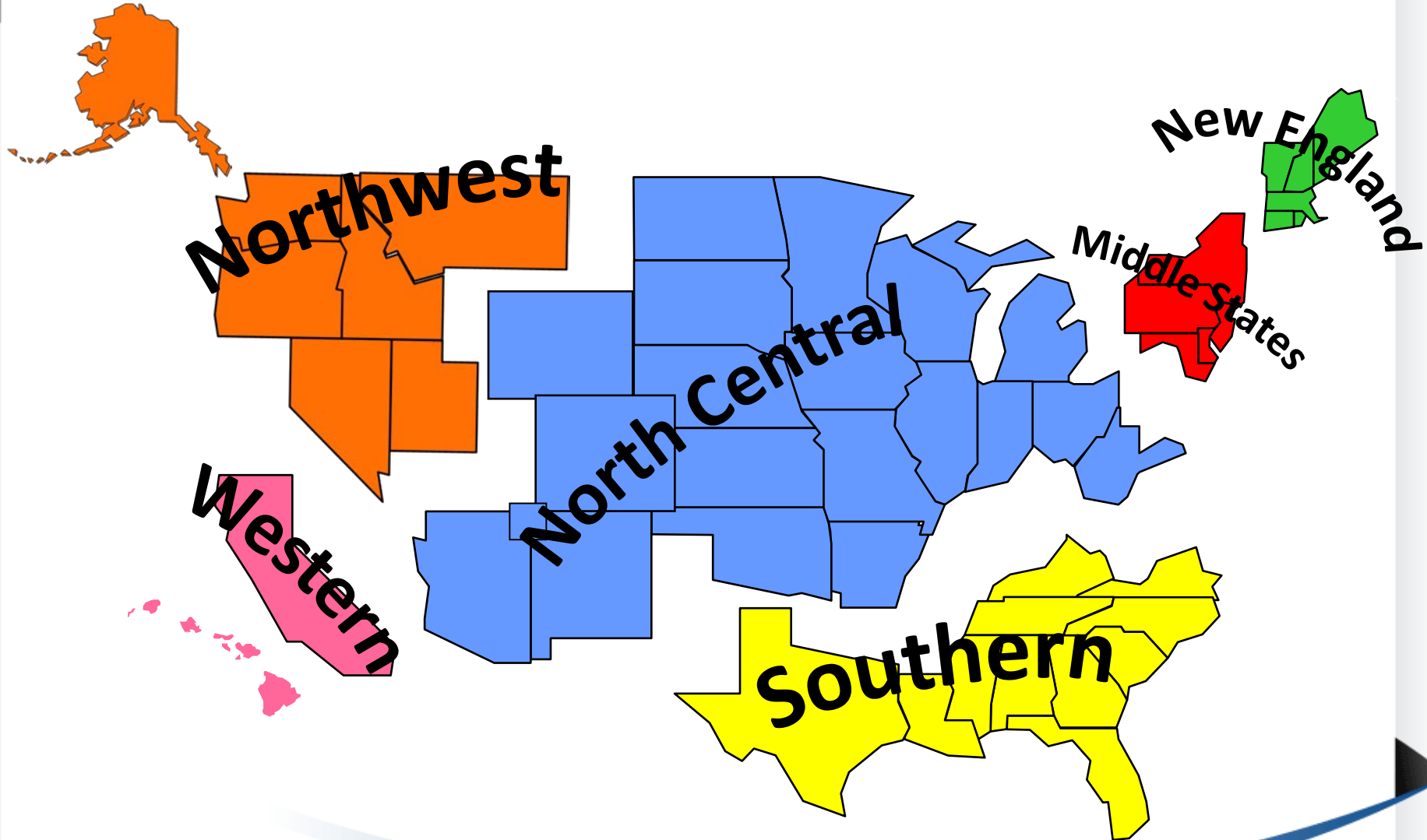
AdvancED® Accreditation

May 30, 2013

AdvancED Accreditation

- Offers accreditation through NCA CASI, NWAC, and SACS CASI
- Provides accreditation services through 40 state offices, 3 regional offices, 3 international offices, non-public school services office, public school systems office, corporations and distance learning services office
- The “front line” of service to 32,000 accredited institutions in 71 countries

Regional Accrediting Agencies



AdvancED Worldwide



NCA in Wyoming

- **In 1909 NCA first accredited Cheyenne Central followed by Laramie High School and Sheridan High School in 1913**
- **In 1998 the WDE brought NCA in to help them with State Accreditation and worked together to jointly accredit schools**
- **In 2003 the State Board provided Wyoming schools with a choice to follow either protocol**
- **In 2009 the State Board agreed to use the AdvancED NCA Accreditation model for Districts and to pay for all accreditation costs of districts and schools**

Other Partnerships

- **Michigan**
- **Kentucky**
- **Alabama**
- **Department of Defense**
- **Navajo Nation**
- **North Dakota**

New Standards





Standards and Protocol

New performance levels

- Provide a roadmap to excellence
- Have “raised the bar” significantly
- Are clearer and more powerful

Diagnostics

- Allow deeper and more systematic analysis

Educational Learning Environment Observation Tool (ELEOT)

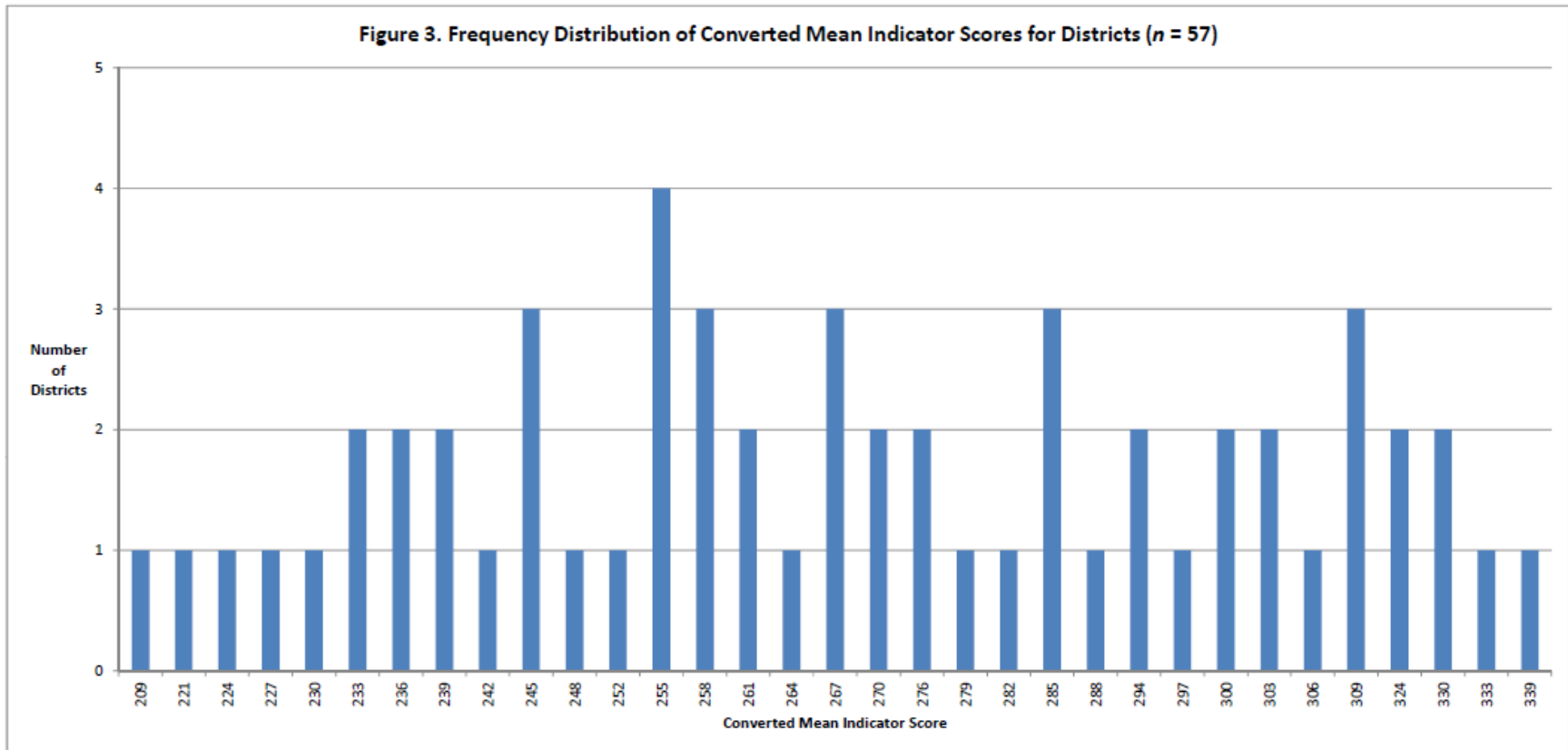
1	Equitable Learning Environment	X.XX
2	High Expectations Environment	X.XX
3	Supportive Learning Environment	X.XX
4	Active Learning Environment	X.XX
5	Progress Monitoring and Feedback Environment	X.XX
6	Well-Managed Learning Environment	X.XX
7	Digital Learning Environment	X.XX

Performance-Based Accreditation

Components of the Accreditation Decision	Criteria	Evaluative Tools
Organizational Performance	AdvancED Standards and Indicators	Organizational Performance 4-Level Rubric for each indicator
Student Performance	Multiple sources of student assessment data (including applicable state/assessment data)	Student Performance 4-Level Rubrics
Stakeholder Perceptions	AdvancED Surveys	Stakeholder Data 4-Level Rubrics

Systems: Frequency Distribution

Figure 3. Frequency Distribution of Converted Mean Indicator Scores for Districts ($n = 57$)



Tools and Resources

- State-of-the-art web-based accreditation management system
- All documents are submitted by the schools and districts online
- Schools administer surveys to students, teachers, and parents
- All team reports are developed and stored online
- Schools and districts complete, update, submit, and store their improvement plans online
- WDE Assurances for accreditation are collected online



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Accreditation Recommendation Process

The Wyoming State Board of Education determines the accreditation status of every Wyoming school district. The Wyoming Department of Education brings recommendations to the Wyoming State Board of Education based on the following factors:

1) Assurances

- Annual review of staff certification
 - Personnel can only be paid with public funds if their certification is appropriate for their assignment. (Note: this is followed up by the state auditors)
 - Accreditation can be lowered if a district has had misassigned staff for 2 or more years out of the last 5.
 - Districts with misassignments create a Corrective Action Plan that is reviewed by WDE personnel for approval, with interaction with the District if revisions are needed.
 - WDE provides follow-up and technical assistance to the District on the plan.
- Calendars
 - All districts scheduled for QAR visits during the year have their calendars reviewed to assure they meet the required number of days and hours.
- On-site Assurances check
 - During the year of the QAR visit, a district participates in an Assurances check on-site. WDE uses a checklist developed for this purpose.
 - A single Assurances element will not cause an impact on accreditation, however, if a pattern of missed assurances emerges, accreditation may be lowered.
 - All districts and schools submit assurances annually with their improvement plans. WDE reviews submissions for completeness.

2) NCA Accreditation Process

- For school year 2012-2013, all districts scheduled for QAR visits were evaluated using the Wyoming NCA accreditation district model.
- WDE will recommend a lowered state accreditation status when any district receives an accreditation status from NCA that is lower than full accreditation. WDE accreditation levels align with NCA accreditation status determinations.

- WDE collaborates with NCA to follow-up with each district visited and provide a written report with an accreditation recommendation based on progress. All districts have a 2 year period to complete required actions. All submit an Accreditation Progress Review (APR) report within those 2 years. Follow-up visits are scheduled with any district on Advisement status or lower during which APR reports are completed by the visiting team.

3) Systems issues

- Districts that have major systems issues with their operations such as budget and fiscal procedures, federal programs, special education monitoring, etc., will have these factors considered in WDE's district accreditation recommendations.

All Wyoming school districts will be reviewed on the above factors. WDE will make accreditation determinations by mid May 2013 and districts will be notified of their recommended status. A formal recommendation will be made to SBE at the May 30, 2013 meeting. Any school districts that would like to attend this SBE meeting will be welcome to do so.

DISTRICT	2011-12 ACCREDITATION STATUS	STATUS BASED ON:	2012-13 ACCREDITATION RECOMMENDATION	RECOMMENDATION BASED ON:
Albany #1	Full		Full	
Big Horn #1	Full		Full	
Big Horn #2	Full		Full	
Big Horn #3	Full		Full	
Big Horn #4	Full		Full	
Campbell #1	Full		Full	NCA QAR recommended full accreditation. Assurances – did not fully meet Hathaway reporting requirements.
Carbon #1	Full		Follow-up	1 misassignment, second time in 4 years.
Carbon#2	Full		Full	
Converse #1	Full	NCA QAR: #1 Highly Functional; #2 Operational; #3 Operational; #4 Operational; #5 Highly Functional; #6 Operational; #7 Operational	Full	
Converse #2	Full	NCA QAR: #1 Highly Functional; #2 Highly Functional; #3 Operational; #4 Highly Functional; #5 Highly Functional; #6 Highly Functional; #7 Operational	Full	
Crook #1	Full		Follow-up	NCA QAR recommended accreditation on advisement. Assurances – did not fully meet Hathaway reporting requirements.
Fremont #1	Full	NCA APR, completed all requirements, granted Full Accreditation	Full	

DISTRICT	2011-12 ACCREDITATION STATUS	STATUS BASED ON:	2012-13 ACCREDITATION RECOMMENDATION	RECOMMENDATION BASED ON:
Fremont #2	Full		Full	
Fremont #6	Full		Full	Did not submit District Plan to NCA for 2012-13
Fremont #14	Full		Full	
Fremont #21	Full		Full	Assurances – did not fully meet Hathaway reporting requirements.
Fremont #24	Full		Full	
Fremont #25	Full		Full	Did not submit District Plan to NCA for 2012-13
Fremont #38	Full			Assurances – has not submitted Teacher Eval. Systems – significantly late reports, Federal funds frozen due to audit, staff turnover.
Goshen #1	Full		Full	
Hot Springs #1	Follow-up	NCA QAR: Emerging in Standard #1; All other standards Operational	Full	APR visit was conducted by NCA as follow-up. Requirements were met, NCA recommends full accreditation.
Johnson #1	Full		Full	NCA QAR recommended full accreditation.
Laramie #1	Follow-up	Staffing (2 of 5 years)	Full	Staffing - 1 misassigned at charter school, district efforts all year to correct. Assurances – did not fully meet Hathaway reporting requirements.)
Laramie #2	Full		Full	
Lincoln #1	Full		Full	
Lincoln #2	Full		Full	
Natrona #1	Full	NCA QAR: #1 Operational; #2	Full	Assurances – did not fully

DISTRICT	2011-12 ACCREDITATION STATUS	STATUS BASED ON:	2012-13 ACCREDITATION RECOMMENDATION	RECOMMENDATION BASED ON:
		Operational; #3 Operational; #4 Operational; #5 Operational; #6 Operational; #7 Operational One staffing issue, first in 5 years		meet Hathaway reporting requirements.
Niobrara #1	Full		Full	Assurances – did not fully meet Hathaway reporting requirements.
Park #1	Full		Full	2 misassignments, the first ever.
Park #6	Full		Full	
Park #16	Full		Full	Did not submit District Plan to NCA for 2012-13
Platte #1	Full		Full	
Platte #2	Full		Full	1 misassignment, the first ever. Did not submit District Plan to NCA for 2012-13
Sheridan #1	Full		Follow-up	NCA QAR recommended accreditation on advisement.
Sheridan #2	Full		Full	NCA QAR recommended full accreditation. Assurances: did not fully meet Hathaway reporting requirements.
Sheridan #3	Full		Follow-up	NCA QAR recommended accreditation on advisement.
Sublette #1	Full		Full	
Sublette #9	Full			Assurances – did not fully meet Hathaway reporting requirements. Did not submit District Plan to NCA, did not submit annual assurances.

DISTRICT	2011-12 ACCREDITATION STATUS	STATUS BASED ON:	2012-13 ACCREDITATION RECOMMENDATION	RECOMMENDATION BASED ON:
Sweetwater #1	Full		Full	Did not submit District Plan to NCA.
Sweetwater #2	Full		Full	Assurances – did not fully meet Hathaway reporting requirements.
Teton #1	Full		Full	
Uinta #1	Full		Full	
Uinta #4	Full		Full	1 misassignment, the first ever.
Uinta #6	Full		Full	Did not submit District Plan to NCA for 2012-2013.
Washakie #1	Full		Full	
Washakie #2	Full		Full	
Weston #1	Full		Full	NCA QAR recommended full accreditation.
Weston #7	Full		Follow-up	NCA QAR recommended accreditation on advisement.