

# **ESEA Flexibility**

## **Wyoming Request for Window 4**



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## INTRODUCTION

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The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

## REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

## GENERAL INSTRUCTIONS

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An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in “Window 3” (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

**High-Quality Request:** A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

**Preparing the Request:** To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

**Process for Submitting the Request:** An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

*Electronic Submission:* The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:  
[ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

*Paper Submission:* In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **REQUEST SUBMISSION DEADLINE**

The submission due date for Window 3 is September 6, 2012.

### **TECHNICAL ASSISTANCE FOR SEAS**

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at:  
<http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

### **FOR FURTHER INFORMATION**

If you have any questions, please contact the Department by e-mail at [ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

## Table of Contents

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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For each attachment included in the *ESEA Flexibility Request for Window 3*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

| <b>LABEL</b> | <b>LIST OF ATTACHMENTS</b>   | <b>PAGE</b> |
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| 8            | A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)   | N/A         |
| 9            | Table 2: Reward, Priority, and Focus Schools   | 21          |
| 10           | A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)   | N/A         |
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| 12           | Wyoming Statute 21-2-204 – which outlines Wyoming’s differentiated recognition, accountability, and support system   | 136         |
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### Cover Sheet for ESEA Flexibility Request

|   |   |
|---|---|
| Legal Name of Requester:<br>Wyoming Department of Education   | Requester's Mailing Address:<br>2300 Capitol Avenue, 2 <sup>nd</sup> floor Hathaway<br>Building<br>Cheyenne, WY 82002 |
| State Contact for the ESEA Flexibility Request<br><br>Name: Dr. David J. Holbrook<br><br>Position and Office: Federal Programs Division Director<br><br>Contact's Mailing Address:<br>2300 Capitol Avenue, 2 <sup>nd</sup> floor Hathaway Building<br>Cheyenne, WY 82002<br><br>Telephone: (307) 777-6260<br><br>Fax: (307) 777-6234<br><br>Email address: David.Holbrook@wyo.gov |   |
| Chief State School Officer (Printed Name):<br>Dr. Jim Rose  | Telephone:<br>(307) 777-7675  |
| Signature of the Chief State School Officer:<br><br><br><br>X _____  | Date:<br>February 28, 2013  |
| The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.  |   |

## Waivers

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

## Assurances

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

**If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:**

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

## Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The decision for Wyoming to apply for ESEA Flexibility during Window 4 was made on February 26<sup>th</sup>, 2013, only two days prior to the deadline for submission. We immediately crafted an email with relevant information that was sent to LEA superintendents, Title I Directors, Title II Directors, Title III Directors, the Title I Committee of Practitioners, Special Education Directors and our State – Tribal Education Partnership called the Wyoming Tribal Children’s Triad. This notification was sent out on February 26<sup>th</sup>. A press release was also crafted and these documents have been posted to the Wyoming Department of Education web site (See attachment 3). Wyoming’s submission is based largely on legislation that has been passed into law over the past three years. While the decision to request ESEA Flexibility was made on February 26, 2013, the legislation upon which this submission is based has been an ongoing effort within Wyoming. Significant input was received in the crafting and development of the legislation from not only teachers and their representatives, but from a multitude of other stakeholders and community members through regional meetings, testimony to the Wyoming State Board of Education, the Advisory Committee to the Select Committee on Education Accountability, and to the Select Committee itself. The Wyoming legislature also hired education consultants to help inform the development of this legislation. Wyoming plans to continue to receive input on its ESEA Flexibility submission and amend its submission to incorporate comments and input from stakeholders. A plan is being developed to meaningfully engage and solicit input on our request from teachers and their representatives, as well as other stakeholders. Outreach activities and communications to school districts and local communities is a requirement of Enrolled Act 116 (Attachment 13, pages 15-16) of the 2013 Wyoming Legislative Session.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Given the timeframe for Wyoming’s ESEA Flexibility submission, the SEA has not been able to meaningfully engage and solicit input on this request from the diverse communities described above. While the decision to request ESEA Flexibility was made on February 26, 2013, the legislation upon which this submission is based has been an ongoing effort within Wyoming. Significant input was received in the crafting and development of the legislation from not only teachers and their representatives, but from a multitude of other stakeholders and community members through regional meetings, testimony to the Wyoming State Board of Education, the Advisory Committee to the Select Committee on Education Accountability, and to the Select

Committee itself. The Wyoming legislature also hired education consultants to help inform the development of this legislation. While the SEA has solicited input from many of these various groups, it realizes that only a two day comment period is not sufficient and much more needs to be done in order to ensure meaningful input from these stakeholders. A plan is being developed to meaningfully engage and solicit input on our request stakeholders. The Wyoming Department of Education will be creating a schedule for meetings with stakeholders to receive input on its ESEA Flexibility request in conjunction with meetings and outreach required per Enrolled Act 116 of the 2013 legislative session (attachment 13) on the state’s new differentiated recognition, accountability, and a support system which can be used to identify reward, priority, and focus schools.

## Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

## Overview of SEA’s Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement

Outside of any pressures associated with seeking ESEA Flexibility waivers, the Wyoming Legislature has, for the past three years, been working on legislation that is in line with federal policy priorities. This legislation enacts a statewide accountability system that includes teacher and principal evaluations and addresses the principles outlined in the ESEA Flexibility. Specifically, Wyoming has adopted the Common Core State Standards (CCSS) in language arts and mathematics. The CCSS was adopted and signed into law by Governor Matt Mead on July 11, 2012. This endorsement of the CCSS includes the endorsement of assessments connected to college readiness and assessments aligned to the CCSS. This legislation also includes a system of differentiated accountability and support along with reporting of disaggregated data (see Enrolled Act 116 of the 2013 legislative session, pages 5, 13-14) and a commitment to quality instruction bolstered by an educator evaluation system informed by student achievement. The Wyoming Department of Education has for several years, included processes for a cyclical evaluation to reduce the burden of reporting for its LEAs.

## Principle 1: College- and Career-Ready Expectations for All Students

### 1.A Adopt College- and Career-Ready Standards

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

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| <p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> | <p><b>Option B</b></p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p> |
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**1.B Transition to College- and Career-Ready Standards**

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

| Key Milestone or Activity                                      | Detailed Timeline | Party or Parties Responsible                                      | Evidence (Attachment)  | Resources (e.g. staff time, additional funding) | Significant Obstacles   |
|--|-------------------|---|--|---|-------------------------|
| Common Core State Standards adopted for math and language arts | July 11, 2012     | Wyoming Department of Education, Wyoming State Board of Education | Link to Chapter 31 Rules (Section 8):<br><a href="http://soswy.state.wy.us/Rules/RULES/8666.pdf">http://soswy.state.wy.us/Rules/RULES/8666.pdf</a><br><br>Link to math standards:<br><a href="http://edu.wyoming.gov/sf-docs/standards/final-2012-math-standards.pdf?sfvrsn=2">http://edu.wyoming.gov/sf-docs/standards/final-2012-math-standards.pdf?sfvrsn=2</a><br><br>Link to language arts standards:<br><a href="http://edu.wyoming.gov/sf-docs/standards/final-2012-ela-standards.pdf?sfvrsn=2">http://edu.wyoming.gov/sf-docs/standards/final-2012-ela-standards.pdf?sfvrsn=2</a><br><br>Link to crosswalk and gap analysis between 2008 WY standards and CCSS:<br><a href="http://edu.wyoming.gov/programs/standards/standards_review.aspx">http://edu.wyoming.gov/programs/standards/standards_review.aspx</a> | N/A (already completed)                         | N/A (already completed) |

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| <p>Present CCSS implementation plan/practices to local school districts (focus on standards <u>and</u> the state assessment)</p> | <p>January 2013; ongoing</p> | <p>Wyoming Department of Education Standards and Assessment Divisions</p>  | <p>See attachment 4: <i>Teaching and Assessing CCSS ELA, Teaching and Assessing CCSS MATH, and Assessment Blueprint Presentation</i></p> | <p>Four (4) WDE staff have and will continue to provide regional trainings for local school districts targeting different educator groups such as curriculum directors, principals, EL instructors, regular education teachers, and special education teachers. Expenses include materials and travel costs for these WDE staff.</p> | <p>Wyoming is a rural state with many miles between communities, and bad weather can impact the ability of participants to travel to these regional trainings. However, Wyoming has technology called WEN that can allow participants to attend these trainings via television.</p> |
| <p>Development of extended standards/assessment items for 1% special education population</p>                                    | <p>Beginning 2014</p>        | <p>Wyoming Department of Education, Standards and Assessment Divisions</p> | <p>TBD</p>   | <p>TBD</p>   | <p>TBD</p>  |
|  |                              |  |  |  |   |

**1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth**

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

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| <p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p> | <p><b>Option B</b></p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p> | <p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p> |
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For Option B, insert plan here

**Principle 2: State-Developed Differentiated Recognition, Accountability, and Support**

**2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support**

2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Wyoming’s differentiated recognition, accountability, and support system is described in two pieces of legislation. The two pieces of legislation are WS 21-2-204, the Wyoming Accountability in Education Act (attachment 12); this can also be accessed through the education link at <http://legisweb.state.wy.us/statutes/dlstatutes.htm> and Enrolled Act 116 (EA116, pages 1-4) from the 2013 legislative session (attachment 13). This system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students by including, as part of its system, reporting performance of schools and students, measures of growth for students, a progressive multi-tiered system of support, intervention and consequences to assist schools, as well as representatives appointed by the Wyoming Department of Education (WDE) to serve as liaisons between school district leadership and WDE. The timeline for the implementation is as follows. During the 2013-2014 school year the system will be piloted with full implementation and identification of schools in 2014-2015. The WDE is looking into the development of a transitional system to identify schools by performance category for the 2013-2014 school year in order to meet the requirements of ESEA Flexibility.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

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| <p><b>Option A</b></p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p> | <p><b>Option B</b></p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p style="margin-left: 20px;">a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> |
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|  | b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards. |
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The associated legislation related to this indicator (attachments 12 and 13), at this time, includes science as one of the measures in the differentiated recognition, accountability, and support system which can be used to identify the various categories of school performance. Wyoming's Accountability in Education Act includes the use of college and career ready examinations during grades 9, 10 and 11 (see Attachment 12, page 2).

**2.B Set Ambitious but Achievable Annual Measurable Objectives**

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

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| <p><b>Option A</b></p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> | <p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> | <p><b>Option C</b></p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups.<br/>(Attachment 8)</p> |
|---|--|---|

Wyoming currently has not been able to meet this requirement. It is part of the future development of the differentiated recognition, accountability, and a support system which can be used to identify reward, priority, and focus schools. Wyoming’s Accountability in Education Act legislation requires meetings and outreach required per Enrolled Act 116 of the 2013 legislative session (attachment 13) on the state’s new differentiated recognition, accountability, and a support system which can be used to identify reward, priority, and focus schools. It is anticipated that these meetings will provide the feedback that will be used to develop AMOs and goals.

## 2.C Reward Schools

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

A description of Wyoming’s methodology which can be used to identify highest-performing and high-progress schools as reward schools is outlined in Wyoming Statute 21-2-204 (attachment 12, pages 4-6).

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Wyoming currently has not been able to meet this requirement. It is part of the future development of the differentiated recognition, accountability, and a support system which can be used to identify reward, priority, and focus schools. Wyoming’s Accountability in Education Act legislation requires meetings and outreach required per Enrolled Act 116 of the 2013 legislative session (attachment 13). It is anticipated that these meetings will provide the feedback that will be used to determine how Wyoming will publicly recognize and, if possible, reward highest-performing and high-progress schools.

## 2.D Priority Schools

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

A description of Wyoming’s methodology which can be used to identify priority schools is outlined in Wyoming Statute 21-2-204 (attachment 12, pages 4-6).

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

A description of Wyoming’s meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement has not yet been developed. It is part of the future development of the differentiated recognition, accountability, and a support system which can be

used to identify reward, priority, and focus schools. Wyoming’s Accountability in Education Act legislation requires meetings and outreach required per Enrolled Act 116 of the 2013 legislative session (attachment 13). It is anticipated that these meetings will provide the feedback that Wyoming will use to identify meaningful interventions aligned with the turnaround principles.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

The timeline for the implementation is as follows. During the 2013-2014 school year the system outlined in Wyoming legislation (attachments 12 & 13) will be piloted with full implementation and identification of schools in 2014-2015.

The WDE is exploring the development of a transitional system to identify schools by performance category for the 2013-2014 school year in order to meet the requirements of ESEA Flexibility, specifically ensuring that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year.

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Establishing criteria that Wyoming will use to determine when a school exits priority status because it is making significant progress in improving student achievement is part of the future development of Wyoming’s differentiated recognition, accountability, and support system. Wyoming’s Accountability in Education Act requires meetings and outreach per Enrolled Act 116 of the 2013 legislative session (attachment 13). It is anticipated that these meetings will provide the feedback that Wyoming will use to establish this criteria.

## 2.E Focus Schools

- 2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

A description of Wyoming’s methodology which can be used to identify focus schools is outlined in Wyoming Statute 21-2-204 (attachment 12, pages 4-6).

- 2.E.ii Provide the SEA’s list of focus schools in Table 2.
- 2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

The timeline for the implementation is as follows. During the 2013-2014 school year the system

will be piloted with full implementation and identification of schools in 2014-2015. The WDE is exploring the development of a transitional system to identify schools by performance category for the 2013-2014 school year in order to meet the requirements of ESEA Flexibility, specifically ensuring that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. The interventions that will be used have not yet been fully identified. It is part of the future development of the differentiated recognition, accountability, and support system which can be used to identify the interventions that will be used.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Establishing criteria that Wyoming will use to determine when a school exits focus status because it is making significant progress in improving student achievement is part of the future development of the differentiated recognition, accountability, and a support system which can be used to identify reward, priority, and focus schools. Wyoming's Accountability in Education Act requires meetings and outreach per Enrolled Act 116 of the 2013 legislative session (attachment 13) on the state's new differentiated recognition, accountability, and a support system. It is anticipated that these meetings will provide the feedback that Wyoming will use to establish this criteria.

**Table 2: Reward, Priority, and Focus Schools**

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

The WDE is exploring the development of a transitional system to identify schools by performance category for the 2013-2014 school year in order to meet the requirements of ESEA Flexibility. The list of schools is not available at this time.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

| LEA Name                   | School Name      | School NCES ID #    | REWARD SCHOOL | PRIORITY SCHOOL | FOCUS SCHOOL |
|----------------------------|------------------|---------------------|---------------|-----------------|--------------|
| <i>Ex. Washington</i>      | <i>Oak HS</i>    | <i>111111100001</i> |               | <i>C</i>        |              |
|                            | <i>Maple ES</i>  | <i>111111100002</i> |               |                 | <i>H</i>     |
| <i>Adams</i>               | <i>Willow MS</i> | <i>222222200001</i> | <i>A</i>      |                 |              |
|                            | <i>Cedar HS</i>  | <i>222222200002</i> |               |                 | <i>F</i>     |
|                            | <i>Elm HS</i>    | <i>222222200003</i> |               |                 | <i>G</i>     |
|                            |                  |                     |               |                 |              |
|                            |                  |                     |               |                 |              |
| <b>TOTAL # of Schools:</b> |                  |                     |               |                 |              |

Total # of Title I schools in the State: \_\_\_\_\_

Total # of Title I-participating high schools in the State with graduation rates less than 60%: \_\_\_\_\_

**Key**

|   |  |
|---|--|
| <p><b>Reward School Criteria:</b></p> <ul style="list-style-type: none"> <li>A. Highest-performing school</li> <li>B. High-progress school</li> </ul> <p><b>Priority School Criteria:</b></p> <ul style="list-style-type: none"> <li>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</li> <li>D-1. Title I-participating high school with graduation rate less than 60% over a number of years</li> <li>D-2. Title I-eligible high school with graduation rate less than 60% over a number of years</li> <li>E. Tier I or Tier II SIG school implementing a school intervention model</li> </ul> | <p><b>Focus School Criteria:</b></p> <ul style="list-style-type: none"> <li>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</li> <li>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</li> <li>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</li> </ul> |
|---|--|

## 2.F Provide Incentives and Supports for other Title I Schools

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Wyoming’s differentiated recognition, accountability, and support system can be used to identify reward, focus, and priority schools, but does not differentiate between Title I and non-Title I schools at this time. The Wyoming Department of Education is planning to include in the development of the state support system, mechanisms that provide incentives and supports to ensure continuous improvement in other Title I schools.

## 2.G Build SEA, LEA, and School Capacity to Improve Student Learning

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
  - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

A description of Wyoming’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps is found in Wyoming’s Accountability in Education Act (attachment 12) and Enrolled Act 116 of the 2013 legislative sessions (attachment 13). Wyoming currently has a functioning system of timely and comprehensive monitoring of, and technical assistance for, LEAs and schools. This system ensures sufficient support for the implementation of interventions in schools identified for improvement, corrective action, and restructuring, as well as holding LEAs and schools accountable for improvement under the current ESEA accountability system. This system will be modified to be used for accountability and improvement under ESEA Flexibility.

**Principle 3: Supporting Effective Instruction and Leadership**

**3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems**

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

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| <p><b>Option A</b></p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).</li> </ul> | <p><b>Option B</b></p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ul> |
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Enrolled Act 60 (attachment 14), signed into law in late February 2013, prescribes the phased-in development and implementation of Phase II of the Statewide Education Accountability System addressing teacher and leader accountability. Included in the Act are the requirements communicated by the U.S. Department of Education – multiple measures of professional practice, student academic performance measures (pages 1 and 2), components of the evaluation framework (pages 8 and 9), and levels of performance descriptors (page 10). The timeline for development and implementation of the evaluation system for leaders and teachers is also included in the Act (pages 1-4).

The Law was developed with significant involvement of stakeholders, and that involvement will broaden as we move forward. Much of the teacher evaluation system framework has been developed; work on the leader evaluation system framework is scheduled to begin within the next month.

The State Board of Education, the Advisory Committee to the Select Committee on Education Accountability, the Center for Assessment education consultant, and the Wyoming Department of Education will be collaboratively working to develop a more specific plan for the necessary

professional learning, communication with all stakeholders, pilot processes and data collections, and evaluation and adjustment procedures.

The Wyoming Department of Education will submit a copy of the guidelines that it will adopt as soon as the specifics of those guidelines have been completed.

### **3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems**

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

The Advisory Committee has had significant involvement in the development of the evaluation system to date. That group will continue their work. As the framework continues to evolve, teachers and principals will be involved virtually, through regional focus groups, and in other forms defined by a thoroughly developed plan. All stakeholders will be included in all activities necessary for the development and implementation of an evaluation system for teachers and leaders that supports improved student learning in Wyoming schools.

## Attachment #1

The following was sent out by email to LEA superintendents, Title I Directors, and various staff at the Wyoming Department of Education (WDE). WDE staff were asked to forward this notification to the constituency lists for the programs for which they were responsible. Included in this email was an attachment with the waivers requested, assurances, and consultation information. Additional consultation and feedback will be gathered over the coming months.

David Holbrook <david.holbrook@wyo.gov>  
ESEA Flexibility Waiver Submission

David Holbrook <david.holbrook@wyo.gov> Tue, Feb 26, 2013 at 1:50 PM  
To: David Holbrook <david.holbrook@wyo.gov>  
Cc: Carol Illian <carol.illian@wyo.gov>, Deb Lindsey <deb.lindsey@wyo.gov>, Julie Magee <julie.magee@wyo.gov>, Drew Dilly <drew.dilly@wyo.gov>, Teri Wigert <teri.wigert@wyo.gov>, Susan Williams <susan.williams@wyo.gov>, Randall Butt <randall.butt@wyo.gov>, Darlena Schlachter <darlena.schlachter@wyo.gov>, Sean McInerney <sean.mcinerney@wyo.gov>, Laurie Hernandez <laurie.hernandez@wyo.gov>, Jim Rose <jim.rose@wyo.gov>, Marykay Hill <marykay.hill@wyo.gov>, Tom Lacock <tom.lacock@wyo.gov>, Jo-ann Numoto <jo-ann.numoto@wyo.gov>, Kenya Haynes <kenya.haynes@wyo.gov>, Dianne Frazer <dianne.frazer@wyo.gov>, Elaine Marces <elaine.marces@wyo.gov>, Beth VanDeWege <beth.vandewege@wyo.gov>, Rita Watson <rita.watson@wyo.gov>, Trisha Sparks <trisha.sparks@wyo.gov>

Hello District Superintendents, Title I Directors, Committee of Practitioners, and others,

Last week, Governor Matt Mead met with some of the leadership at the United States Department of Education to discuss issues related to education in Wyoming. One of the topics that was discussed was the need for relief from the escalating AYP targets set for the Annual Measurable Objectives (AMOs) which are set to scale up to 100% proficient for all categories during the 2013-2014 school year.

Governor Mead's discussions resulted in a decision to ask the Wyoming Department of Education to submit a request for the ESEA Flexibility Waivers offered by the United States Department of Education. Window Four (4) of the ESEA Flexibility Waiver Submissions closes on February 28th, 2013. It is the intention of the Wyoming Department of Education to submit an ESEA Flexibility Waiver request during Window Four (4).

Attached you will find the portion of Wyoming's ESEA Flexibility Waiver request that includes the waivers requested, the assurances required to receive those waivers, and the need for consultation with you and other stakeholders.

There are Thirteen (13) waivers offered, three of which are optional. Wyoming is seeking 11 of the 13 waivers. The optional waiver Wyoming is requesting relates to allowing high schools to

be served with Title I-A funds out of rank order if the high school has a graduation rate below 60 percent.

This email is one of the first steps in the consultation process that is required for the ESEA Flexibility Waivers. Dr. Rose announced that WDE would likely be pursuing these waivers when he met with district superintendents virtually on February 20th. Further consultation in addition to this email is planned in order to gain input from all stakeholders, however, this will need to take place after our waiver submission to United State Department of Education.

Please, if possible, review the attached document with the waivers, assurances, and consultation requirements and reply to this message with any comments you may have regarding the appropriateness of the waivers and assurances for Wyoming, and ideas to ensure that you and other stakeholders have opportunity for meaningful input.

I will continue to receive comments beyond submission, but if you are able to reply by noon on Thursday, Feb 28th those comments can be included in our submission.

Thanks,  
David

P.S. Please forward this to all interested parties that might like to comment.

Dr. David J. Holbrook  
Federal Programs Division Director  
Supervisor, Title I and Title III Section  
Title I Program Manager  
Native American Education Consultant  
Wyoming Department of Education  
2300 Capitol Avenue, 2nd Floor Hathaway Building  
Cheyenne, WY 82002  
307-777-6260  
Waivers - Assurances - consultation for ESEA Flexibility Waivers.docx

## Attachment 2

### Wyoming ESEA Flexibility Submission Comments from stakeholders

From Wes Martel, Joint Tribal Business Council of the Northern Arapaho and Eastern Shoshone  
Good morning. Would it be possible to get a little more of an explanation about all of this and how we can participate as the JBC? Hahou

From: **Scott James** <[sjames@platte1.k12.wy.us](mailto:sjames@platte1.k12.wy.us)>  
Date: Wed, Feb 27, 2013 at 2:54 PM  
Subject: Feedback regarding ESEA Waiver Request  
To: "Robin Holbrook ([robin.holbrook@wyo.gov](mailto:robin.holbrook@wyo.gov))" <[robin.holbrook@wyo.gov](mailto:robin.holbrook@wyo.gov)>

Good Afternoon,

I wanted to provide some information regarding the Federal Waiver Request. First, personally I am supportive of submitting the request. Secondly, I have attached a letter from the Wyoming Curriculum Directors Association. Hearing the news of the waiver request, I did a poll of WCDA members and they are highly supportive. The purpose of the letter is to express this support, and if needed provide documentation of stakeholder input. Please let me know if you have any questions. Thank you for your work in pursuit of the waiver request.

Scott James,  
WCDA President

On Wed, Feb 27, 2013 at 11:43 AM, Johann Nield <[johann@sheridan.k12.wy.us](mailto:johann@sheridan.k12.wy.us)> wrote:

David,

My Superintendent passed this data on to me and I must say "Thank You" I'm looking forwarded to having a Dept of ED that understands the situation our school districts are having. Together we (The school board members across the state) will be able to create the true accountability of our students needs. Please pass on our thanks to Dr. Rose on this very important first step toward our ESEA goals.

Johann K. Nield  
Sheridan 1 School Trustee

**From:** Diana Clapp [mailto:[dianac@fre6.k12.wy.us](mailto:dianac@fre6.k12.wy.us)]  
**Sent:** Wednesday, February 27, 2013 9:18 AM  
**To:** 'David Holbrook'  
**Cc:** Jeff Locker  
**Subject:** FW: Seeking comments on waivers from US Dept of Ed

Hello David,

I received a copy of this email from Keja and provided the comment that Fremont #6 would request that Wyoming also submit for the Optional Flexibility waiver #11 allowing for use of 21<sup>st</sup> Century funds to support during the school day activities, as well as extended day.

Also, wanted to check on whether this was sent to District Supts. I did not receive this email directly or maybe I missed a department memo? I would appreciate knowing so I can be certain that emails are coming through to me without getting lost behind fire walls.

Thanks and have a great day,  
Diana

On Thu, Feb 28, 2013 at 8:56 AM, Sherri-lyn Harrison <[sharrison@acsd1.org](mailto:sharrison@acsd1.org)> wrote:

Hi David,

I can't thank you, Dr. Rose, and Governor Mead enough for being willing to take this on. If the request is granted, it would help so much. A memo of support attached. Please use as needed.

Best regards,

*Sherri-lyn Harrison*

Title 1/Literacy Coordinator  
Albany County School District 1  
509 South 9th Street  
Laramie, WY 82070  
[307.721.4456](tel:307.721.4456)

On Thu, Feb 28, 2013 at 11:56 AM, kim west <[kwest@ecdcqualitycare.org](mailto:kwest@ecdcqualitycare.org)> wrote:  
Mr. Hollbrook; I am writing you this email to provide information about the ESEA Waiver from one of the stakeholders in a 21<sup>st</sup> Century out of school facility. It is my understanding that as of this moment we will not be checking Box #11 in the waiver and I wanted to express to you that I think this box should remain **unchecked**. I am the executive director of two large centers in Uinta County. I have over 100 children attending our center before and or after school. In our center we provide a safe, academic, environment for children who are not attending our very successful after school program in the schools. For various reason these children do not attend the school program but should be provided a quality after school experience in our center. I served on the local school board for Over 16 years and I have a great partnership with our district. We work together to provide homework help and practice activities for math, literacy and science. We are not funded in the same manner as the district and we rely on the 21<sup>st</sup> century funds to provide a quality program taught by teachers with BA degrees. Without these funds, we would not be able to accomplish this. I know firsthand that our school district is provided with enough funds to provide this program right now, after school and it's working quite well. The school day is filled with the necessities and demands for a quality education, there really isn't time available during the school day to deviate. After school and before school are the perfect opportunities to give children that extra help and practice without pulling them out of class and taking them away from valuable school time. I realize that a lot is expected of our local schools and as a community member I am more than willing to help them accomplish our goal of preparing our children for the 21<sup>st</sup> century. It is vital to have that partnership for success. The 21CCLC box is **not** currently checked and I want to be on the record that I agree with keeping the box unchecked, Thank you for allowing me to give you this input!

Kendra L. West,  
Executive director Evanston Child Development Center and The Children's Learning Foundation (Mt View)

Linda  
Jennings <[ljennings@bresnan.net](mailto:ljennings@bresnan.net)> 12:30 PM (3 minutes ago)  
to me

**Please do not check the box.**

**We in Campbell County feel it is great that we have the flexibility to fund programs in community agencies, and would like to keep the funding as is.**

**Thanks,**

**Linda**

Linda S. Jennings  
Campbell County 21CCLC Project  
Coordinator/Evaluator  
[ljennings@bresnan.net](mailto:ljennings@bresnan.net)  
[307-682-9708](tel:307-682-9708)  
cell [307-689-0408](tel:307-689-0408)

# Albany County School District #1

Sherri-lyn Harrison  
Title I/Literacy Coordinator  
509 S. 9<sup>th</sup> Street  
Laramie, Wyoming 82070  
Phone: 307.721.4456  
Fax: 307.721.4444  
E-mail: sharrison@acsd1.org

---

**To:** David Holbrook, WDE Federal Programs Division Director  
**From:** Sherri-lyn Harrison, ACSD 1 Title I Coordinator  
**Date:** February 27, 2013  
**Subject:** Comments on WDE ED Flex Waiver Submittal

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As Title I Coordinator for Albany County School District 1, I would welcome the submission, by the state of Wyoming, of a request for the ESEA Flexibility Waivers offered by the United States Department of Education.

Wyoming schools find themselves in an unfortunate position given the current escalation of AYP targets to 100 percent in the upcoming school year. The ability of Wyoming school districts to plan, budget, and utilize federal funds in the service of at-risk students has become increasingly difficult in light of continuing federal budget reductions and NCLB school improvement consequences now being applied to even high-performing schools. These same schools are labeled as failing when by any other measure; they would be labeled as effective schools.

LEA's are currently being put in an awkward position with parents. Schools that have excellent academic achievement rates find themselves being labeled as "in their warning year" or in "School Improvement", having not made AYP. There will always be the need to disaggregate performance data to make real gains in educating *all* students. There will always be the need to focus on continuous improvement. This is the pursuit of excellence! But leading parents to believe that these same schools are failing is wrong.

Schools need parental support and assistance to achieve educating all students to high levels. The current system leads the public to believe that Wyoming schools are performing at dismal rates. Ed Flexibility would allow our state to continue to address school accountability, set a high bar, yet tailor the system of supports and improvement efforts to fit Wyoming's unique, educational needs. It would also allow the focus of supports to truly target schools with chronic achievement gaps, versus the current punitive structure of NCLB as we approach targets set at 100 percent.

Federal budget reductions have resulted in a drop in our district Title I allocation in the last three fiscal years. Downsizing Title I programs has been an on-going process over these years. With the specter of sequestration looming in March, an additional six percent cut to state and district Title I allocations is to be expected. These realities, coupled with NCLB set-aside requirements tied to school improvement, leave LEA's with little funding on which to operate Title I programs in the schools! These fiscal realities translate to a conservative, projected loss of \$470,000 dollars that will not be available for funding

effective Title I programs in our district in the upcoming school year. Ed Flex puts \$389,000 of those dollars back into the schools instead of NCLB sanctions. This would go a long way to keeping a quality Title I program functioning in the eligible schools.

For these reasons, I wish the state of Wyoming the best of luck in securing the request for the ESEA Flexibility Waivers offered by the United States Department of Education - for our students and in hopes of their bright futures.

# Wyoming Curriculum Directors Association

President:  
Scott James  
sjames@planet1.k12.wy.us

Secretary:  
Jeanie Barent

Treasurer:  
Kelly Glass  
kglass@qsherrt.org

## Regional Representatives

### Southeast Region

Marc Lohiff  
Kelly Glass

### Northeast Region

Steve Fenton  
Teresa Brown

### Northwest Region

RJ Kost  
Nancy Gerron

### Southwest Region

Kim Doleza  
Sheryl Wilson

February 27, 2013

RE: Feedback on ESEA Waiver Request

Dear Dr. Holbrook:

The Wyoming Curriculum Directors Association (WCDA) is comprised of curriculum directors and assessment directors from across the great state of Wyoming. The WCDA and most of its membership support the WDE in pursuing a waiver request to the "No Child Left Behind" (ESEA) requirements.

We think that the combination of adoption of the Common Core State Standards in Literacy and Mathematics by the State coupled with the Wyoming's Educational Accountability laws fulfill many of the waiver requirements. More importantly, by pursuing such a waiver, we may be held accountable for the growth of our students and improvement of our educational systems versus a static measurement scale.

The WCDA supports the WDE efforts for a waiver. Please contact us if we may be of assistance.

Respectfully,



S. Scott James  
WCDA President

## Attachment 3

### Public Notification

The Notification of the Wyoming Department of Education's intent to request a Flexibility Waiver from the United States Department of Education may be found on the WDE home page as well as two places on the Communications page.

The media release is located on the front page: [edu.wyoming.gov](http://edu.wyoming.gov) and links to the media release here: <http://edu.wyoming.gov/sf-docs/wde-press-releases/wyoming-to-request-flexibility-waiver-pr.pdf?sfvrsn=2>

Our Communications page is a depository for both Memorandum from the Director as well as another place to find Media Releases. The Memorandum to Directors regarding the Flexibility Waiver (memo no. 2013-019) is on the Communications page and is also linked to this document: <http://edu.wyoming.gov/sf-docs/wde-press-releases/2013-019-esea-flexibility-waiver.pdf?sfvrsn=2>

We also log each of our Memorandum from the Director in a log with live links and place that log on the Communications page. It can be accessed directly at: <http://edu.wyoming.gov/sf-docs/suptmemos/2-28-13-directors-memo-list.pdf?sfvrsn=4>

## Attachment 4

Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process.

Wyoming has adopted the Common Core State Standards (CCSS) in Language Arts and Mathematics. The Wyoming Content and Performance Standards are reviewed every five years. In 2010, a committee of Wyoming educators came together and reviewed our state’s 2008 standards. After several meetings and discussions, both the Language Arts and Mathematics committees determined that the CCSS aligned with the goals of Wyoming education in these two content areas. The CCSS were presented to the State Board of Education, and the Board voted to adopt these standards for Wyoming Language Arts and Mathematics. State rules were promulgated to adopt the CCSS in place of the former 2008 Standards for Language Arts and Mathematics. As part of the rules promulgation process, the public had a 45-day window to submit comment regarding the CCSS. Additionally, the Wyoming Department of Education hosted multiple public hearings where participants had the opportunity to vocally share their opinions about adopting the CCSS. After a review of the public comments, the State Board of Education again voted to adopt the CCSS in Wyoming. Subsequently, the governor signed the CCSS into our state law on July 11, 2013 and can be found on the Secretary of State’s website:

Link to Chapter 31 Rules (see Section 8): <http://soswy.state.wy.us/Rules/RULES/8666.pdf>

Due to the sheer volume of the Standards, all Wyoming Standards are adopted *by reference* within the Chapter 31 Rules. A link to the actual standards is provided here:

Link to math standards:

<http://edu.wyoming.gov/sf-docs/standards/final-2012-math-standards.pdf?sfvrsn=2>

Link to language arts standards:

<http://edu.wyoming.gov/sf-docs/standards/final-2012-ela-standards.pdf?sfvrsn=2>

A crosswalk and gap analysis between Wyoming’s former standards and the newly adopted CCSS can be found here:

Link to crosswalk and gap analysis between 2008 WY standards and CCSS:

[http://edu.wyoming.gov/programs/standards/standards\\_review.aspx](http://edu.wyoming.gov/programs/standards/standards_review.aspx)

It is important to note that the Chapter 31 Rules where the Wyoming Content and Performance Standards currently reside is proposed to be divided into two chapters in which the Wyoming Content and Performance Standards would be separated from the rest of Chapter 31 (High School Graduation Requirements) and become their own chapter (Chapter 10). This proposed rule change is currently in promulgation. We anticipate this proposal will be signed into law later this spring or early summer. With this in mind, realize that the web location of the evidence of CCSS adoption may move, however the links to the actual standards should remain the same.

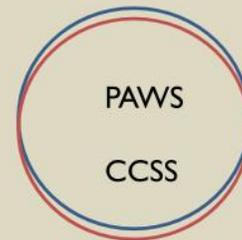
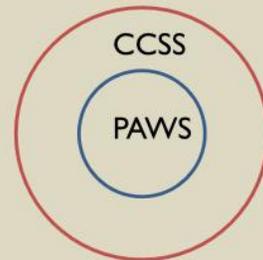
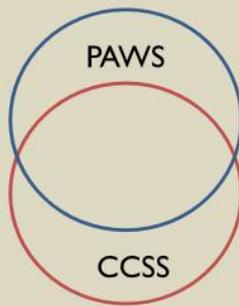
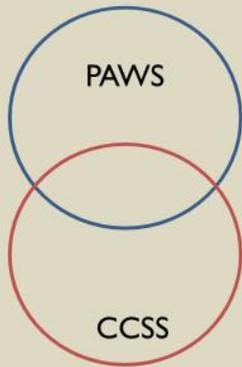
# PAWS Blueprints

## Reading and Mathematics



**Wyoming Department of Education**

# PAWS Test Design Changes



Wyoming Department of Education

# PAWS Test Design

| School Year           | 2012-2013  | 2013-2014   | 2014-2015   |
|-----------------------|--|---|---|
| What will be assessed | <p>Standards from the 2008 and 2012 Wyoming Content Standards will be assessed for reading and mathematics.</p> <p>2008 Wyoming Content Standards will be assessed for science.</p> <p>Operational items will align to the 2008 and 2012 Wyoming Content Standards. Some items will align to 2008 standards only while others will align to both sets of standards.</p> <p>Field test items will align to Phase I assessment targets, which align to the 2012 Wyoming Content Standards.</p> | <p>2012 Wyoming Content Standards will be assessed for reading and mathematics.</p> <p>2008 Wyoming Content Standards will be assessed for science.</p> <p>Operational items will align to Phase I assessment targets, which align to the 2012 Wyoming Content Standards.</p> <p>Field test items will align to Phase II assessment targets, which align to the 2012 Wyoming Content Standards.</p> | <p>2012 Wyoming Content Standards will be assessed for reading and mathematics.</p> <p>2008 Wyoming Content Standards will be assessed for science.</p> <p>Operational items will align to both Phase I and Phase II assessment targets, which align to the 2012 Wyoming Content Standards.</p> <p>Field test items will align to Phase I and Phase II assessment targets, which align to the 2012 Wyoming Content Standards.</p> |



**Wyoming Department of Education**

## Assessment Design Considerations

- **Legislation**
  - Item types, length of test, use of test results
- **2012 Wyoming Standards (CCSS)**
  - Text complexity, item types, additional content
- **Consortium Assessments**
  - Breadth of content, item types
- **Test Development**
  - Skills, reporting decisions, transition



**Wyoming Department of Education**

# 2014 PAWS Assessment Blueprint for Math

Laurie Hernandez, M.Ed.  
WDE – Education Consultant -  
Math



**Wyoming Department of Education**

## Objectives:

- To recognize the functions and purpose of the PAWS Mathematics Blueprint design.
- To consider a reduction in the number of items on the assessment due to increased difficulty.



**Wyoming Department of Education**

## DRAFT - 2014 Assessment Blueprints for Mathematics

| CCSSM Standard                           | 2014 WY Targets - 3rd Grade Mathematics<br>(Cluster Headings)                                     | Focus<br>m = major<br>s = supporting<br>a = additional | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis | SBAC Emphasis |
|--|---|--|------------------|------------------------------|---------------|---------------|
| <b>Operations and Algebraic Thinking</b> |   |  | <b>24</b>        |                              |               |               |
| 3.OA.1                                   | Represent and solve problems involving multiplication and division.                               | m  |                  | 8                            | 40%           | 47%           |
| 3.OA.2                                   |   |  |                  |                              |               |               |
| 3.OA.3                                   |   |  |                  |                              |               |               |
| 3.OA.4                                   |   |  |                  |                              |               |               |
| 3.OA.5                                   | Understand properties of multiplication and the relationship between multiplication and division. | m  |                  | 5                            |               |               |
| 3.OA.6                                   |   |  |                  |                              |               |               |
| 3.OA.7                                   | Multiply and divide within 100.   | m  |                  | 5                            |               |               |
| 3.OA.8                                   | Solve problems involving the four operations, and identify and explain patterns in arithmetic.    | m  |                  | 6                            |               |               |
| 3.OA.9                                   |   |  |                  |                              |               |               |
| <b>Number and Operations - Base Ten</b>  |   |  | <b>7</b>         |                              |               |               |
| 3.NBT.1                                  | Use place value understanding and properties of operations to perform multi-digit arithmetic.     | a  |                  | 7                            | 12%           | 9%            |
| 3.NBT.2                                  |   |  |                  |                              |               |               |
| 3.NBT.3                                  |   |  |                  |                              |               |               |
| <b>Number and Operations - Fractions</b> |   |  | <b>7</b>         |                              |               |               |
| 3.NF.1                                   | Develop understanding of fractions as numbers.  | m  |                  | 7                            | 12%           | 10%           |
| 3.NF.2                                   |   |  |                  |                              |               |               |
| 3.NF.3                                   |   |  |                  |                              |               |               |



**Wyoming Department of Education**

## DRAFT - 2014 Assessment Blueprints for Mathematics

| Measurement and Data |   |   | 16 |    |      |      |
|----------------------|---|---|----|----|------|------|
| 3.MD.1               | Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.              | m |    | 6  | 27%  | 25%  |
| 3.MD.2               |   |   |    |    |      |      |
| 3.MD.3               | Represent and interpret data.   | s |    | 2  |      |      |
| 3.MD.4               |   |   |    |    |      |      |
| 3.MD.5               | Geometric measurement: understand concepts of area and relate area to multiplication and to addition.                         | m |    | 5  |      |      |
| 3.MD.6               |   |   |    |    |      |      |
| 3.MD.7               |   |   |    |    |      |      |
| 3.MD.8               | Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | a |    | 3  |      |      |
| Geometry             |   |   | 6  |    |      |      |
| 3.G.1                | Reason with shapes and their attributes.  | s |    | 6  | 10%  | 9%   |
| 3.G.2                |   |   |    |    |      |      |
|                      |   |   | 60 | 60 | 100% | 100% |



**Wyoming Department of Education**

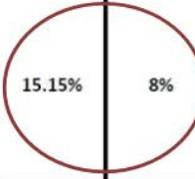
## DRAFT - 2014 Assessment Blueprints for Mathematics

| CCSSM Standard                               | 2014 WY Targets - 7th Grade Mathematics<br>(Cluster Heading)   | Focus<br>m = major<br>s = supporting<br>a = additional | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis | SBAC Emphasis |
|--|--|--|------------------|------------------------------|---------------|---------------|
| <b>Ratios and Proportional Relationships</b> |  |  | 14               |                              |               |               |
| 7.RP.1                                       | Analyze proportional relationships and use them to solve real-world and mathematical problems.                                 | m  |                  | 14                           | 21.21%        | 22%           |
| 7.RP.2                                       |  |  |                  |                              |               |               |
| 7.RP.3                                       |  |  |                  |                              |               |               |
| <b>The Number System</b>                     |  |  | 12               |                              |               |               |
| 7.NS.1                                       | Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | m  |                  | 12                           | 18.18%        | 15%           |
| 7.NS.2                                       |  |  |                  |                              |               |               |
| 7.NS.3                                       |  |  |                  |                              |               |               |
| <b>Expressions and Equations</b>             |  |  | 20               |                              |               |               |
| 7.EE.1                                       | Use properties of operations to generate equivalent expressions.   | m  |                  | 8                            | 30.30%        | 38%           |
| 7.EE.2                                       |  |  |                  |                              |               |               |
| 7.EE.3                                       |  |  |                  |                              |               |               |
| 7.EE.4                                       |  |  |                  |                              |               |               |
| <b>Geometry</b>                              |  |  | 10               |                              |               |               |
| 7.G.1  | Draw, construct, and describe geometrical figures and describe the relationships between them.                                 | a  |                  | 3                            | 15.15%        | 17%           |
| 7.G.2  |  |  |                  |                              |               |               |
| 7.G.3  |  |  |                  |                              |               |               |
| 7.G.4  | Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.                             | a  |                  | 7                            |               |               |
| 7.G.5  |  |  |                  |                              |               |               |
| 7.G.6  |  |  |                  |                              |               |               |



**Wyoming Department of Education**

## DRAFT - 2014 Assessment Blueprints for Mathematics

| Statistics and Probability |   |   | 10 |    |   |      |
|----------------------------|---|---|----|----|---|------|
| 7.SP.1                     | Use random sampling to draw inferences about a population.                      | s |    | 3  |  |      |
| 7.SP.2                     |   |   |    |    |   |      |
| 7.SP.3                     | Draw informal comparative inferences about two populations.                     | a |    | 2  |   |      |
| 7.SP.4                     |   |   |    |    |   |      |
| 7.SP.5                     | Investigate chance processes and develop, use, and evaluate probability models. |   |    |    |   |      |
| 7.SP.6                     |   | s |    | 5  |   |      |
| 7.SP.7                     |   |   |    |    |   |      |
| 7.SP.8                     |   |   |    |    |   |      |
|                            |   |   | 66 | 66 | 100.00%   | 100% |



**Wyoming Department of Education**

# DRAFT - 2014 Assessment Blueprints for Mathematics

| CCSSM Standard                    | 2014 WY Targets - 3rd Grade Mathematics (Cluster Headings)  | Focus<br>m = major<br>s = supporting<br>a = additional | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis | SBAC Emphasis | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis |
|-----------------------------------|---|--|------------------|------------------------------|---------------|---------------|------------------|------------------------------|---------------|
| Operations and Algebraic Thinking |   |  | 24               |                              |               |               | 10               |                              |               |
| 3.OA.1                            | Represent and solve problems involving multiplication and division.                               | m  |                  | 3                            | 40%           | 47%           |                  | 7                            | 40%           |
| 3.OA.2                            |   |  |                  |                              |               |               |                  |                              |               |
| 3.OA.3                            |   |  |                  |                              |               |               |                  |                              |               |
| 3.OA.4                            |   |  |                  |                              |               |               |                  |                              |               |
| 3.OA.5                            | Understand properties of multiplication and the relationship between multiplication and division. | m  |                  | 5                            |               |               | 4                |                              |               |
| 3.OA.6                            |   |  |                  |                              |               |               |                  |                              |               |
| 3.OA.7                            | Multiply and divide within 100.   | m  |                  | 5                            |               |               | 4                |                              |               |
| 3.OA.8                            | Solve problems involving the four operations, and identify and explain patterns in arithmetic.    | m  |                  | 6                            |               |               | 5                |                              |               |
| 3.OA.9                            |   |  |                  |                              |               |               |                  |                              |               |

TO MORE COMPLEX AND MULTI-STEP ITEMS



Wyoming Department of Education

# DRAFT - 2014 Assessment Blueprints for Mathematics

| Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis | SBAC Emphasis | MATH ASSESSMENT DUE TO MORE COMPLEX and MULTI-STEP ITEMS | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis |     |
|------------------|------------------------------|---------------|---------------|--|------------------|------------------------------|---------------|-----|
| 24               |                              |               |               |  |                  | 20                           |               |     |
|                  | 8                            | 40%           | 47%           |  |                  |                              | 7             | 40% |
|                  | 5                            |               |               |  |                  | 4                            |               |     |
|                  | 5                            |               |               |  |                  | 4                            |               |     |
|                  | 6                            |               |               |  |                  |                              | 5             |     |
| 7                |                              |               |               |  |                  | 6                            |               |     |
|                  | 7                            | 12%           | 9%            |  |                  |                              | 6             | 12% |
| 7                |                              |               |               |  |                  | 6                            |               |     |
|                  | 7                            | 12%           | 10%           |  |                  |                              | 6             | 12% |



## DRAFT - 2014 Assessment Blueprints for Mathematics

|    |    |      |      |  |    |    |      |
|----|----|------|------|--|----|----|------|
| 16 |    |      |      | SUGGESTED REDUCTION in # of ITEMS for MATH | 12 |    |      |
|    | 6  | 27%  | 25%  |  |    | 4  | 24%  |
|    | 2  |      |      |  |    | 2  |      |
|    | 5  |      |      |  |    | 4  |      |
|    | 3  |      |      |  |    | 2  |      |
| 6  |    |      |      |  |    |    |      |
|    | 6  | 10%  | 9%   |  |    | 6  | 12%  |
| 60 | 60 | 100% | 100% |  | 50 | 50 | 100% |



**Wyoming Department of Education**

# DRAFT - 2014 Assessment Blueprints for Mathematics

Number & Operations – Base Ten

| Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis | SBAC Emphasis | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis |
|------------------|------------------------------|---------------|---------------|------------------|------------------------------|---------------|
| 14               |                              |               |               | 13               |                              |               |
|                  | 8                            | 22%           | 20%           |                  | 7                            | 22%           |
|                  | 3                            |               |               |                  |                              |               |
|                  | 3                            |               |               |                  |                              |               |
| 15               |                              |               |               | 10               |                              |               |
|                  | 6                            | 23%           | 22%           |                  | 4                            | 17%           |
|                  | 9                            |               |               |                  |                              |               |
| 20               |                              |               |               | 20               |                              |               |
|                  | 4                            | 31%           | 38%           |                  | 4                            | 34%           |
|                  | 10                           |               |               |                  |                              |               |
|                  | 6                            |               |               |                  |                              |               |

MS for MATH ASSESSMENT DUE TO MORE COMPLEX and MULTI-STEP ITEMS



Wyoming Department of Education

# Reading Blueprints



**Wyoming Department of Education**

# PAWS Reading Blueprints

- 2013 Passage Types
  - Commissioned – 100%
  - Grade 3:
    - Functional – 20% - Expository 18% (38% Informational)
    - Narrative – 62%
  - Other grades – see blueprint



**Wyoming Department of Education**

# PAWS Reading Blueprints

## 2014 Passage Types

- Commissioned 50 %
- Permitted (Previously Published ) 50%
- Informational Text
  - Grade 3 -50% → Grade 8 - 55%
- Literary Text
  - Grade 3 - 50% → Grade 8 - 45%



**Wyoming Department of Education**

# PAWS Reading Blueprints

## 2015 Passage Types

- Commissioned 30%
- Permitted 70%
- Informational Text
  - Grade 3 -50% → Grade 8 - 55%
- Literary Text
  - Grade 3 - 50% → Grade 8 - 45%



**Wyoming Department of Education**

# PAWS Reading Blueprints

- Item types
  - Multiple choice only (last year for CR's was 2012)
  - Stand alone items (Items not affiliated with a passage)
    - Reading load, language standards
  - Paired passages – design of items
    - Develop specifications for passages and associated items



**Wyoming Department of Education**

## PAWS Reading Blueprints

- Establish a balance between all text types and standards by 2015
- Provide a substantial and comprehensive assessment of the CCSS
- Shifts in “Language” and “Integration of Knowledge and Ideas”



**Wyoming Department of Education**

# 3<sup>rd</sup> Grade Reading Literature p.1

| CCSS code                    | CCSS text   | Current CCSS alignment | Current WY skills alignment                       | Ideal blueprint | Ideal WY skills alignment                          | Ideal blueprint |
|------------------------------|---|------------------------|---|-----------------|--|-----------------|
|                              |   | 2013                   |   | 2014            |  | 20              |
| <b>Reading Literature</b>    |   |                        |   |                 |  |                 |
| <b>Key Ideas and Details</b> |   |                        |   |                 |  |                 |
| RL3.1                        | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.   | 28                     | R.03.N skills:<br>62% (31 items)                  | 18-20           | R.03.N skills:<br>50% (25 items)                   | 10-12           |
| RL3.2                        | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.    |                        |   |                 |  |                 |
| RL3.3                        | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   |                        |   |                 |  |                 |
| <b>Craft and Structure</b>   |   |                        |   |                 |  |                 |
| RL3.4                        | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.  | 3                      | N.1 = 15 items<br>N.2 = 16 items<br>N.3 = 0 items | 5-7             | N.1 = __ items<br>N.2 = __ items<br>N.3 = __ items | 6-8             |
| RL3.5                        | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |                        |   |                 |  |                 |
| RL3.6                        | Distinguish their own point of view from that of the narrator or those of the characters.   |                        |   |                 |  |                 |

# 3<sup>rd</sup> Grade Language p.4

| CCSS code | CCSS text  | Current CCSS alignment | Current WY skills alignment               | Ideal blueprint | Ideal WY skills alignment                  | Ideal blueprint | Content coverage               |
|-----------|--|------------------------|---|-----------------|--|-----------------|--------------------------------|
|           |  | 2013                   | 2014                                      |                 | 2015                                       |                 |                                |
| Language* |  |                        |   |                 |  |                 |                                |
| L3.4      | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.            |                        |   |                 |  |                 |                                |
| L3.4.a    | Use sentence-level context as a clue to the meaning of a word or phrase.   |                        |   |                 |  |                 |                                |
| L3.4.b    | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |                        |   |                 |  |                 |                                |
| L3.4.c    | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).   |                        |   |                 |  |                 |                                |
| L3.4.d    | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.  | 0                      | no direct alignment to Wyoming skills: 0% | 7-9             | no direct alignment to Wyoming skills: 16% | 7-9             | *Language portion: approx. 16% |
| L3.5      | Demonstrate understanding of word relationships and nuances in word meanings.  |                        |   |                 |  |                 |                                |

# 6<sup>th</sup> Grade Integration of Knowledge and Ideas p. 15

| CCSS code                           | CCSS text   | Current CCSS alignment | Current WY skills alignment | Ideal blueprint | Ideal WY skills alignment | Ideal blueprint | Content coverage                  |
|-------------------------------------|---|------------------------|-----------------------------|-----------------|---------------------------|-----------------|-----------------------------------|
|                                     |   | 2013                   |                             | 2014            |                           | 2015            |                                   |
| Integration of Knowledge and Ideas* |   |                        |                             |                 |                           |                 |                                   |
| RL6.7                               | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |                        |                             |                 |                           |                 | *Integration portion: approx. 14% |
| RL6.8                               | (Not applicable to literature)  |                        |                             |                 |                           |                 |                                   |
| RL6.9                               | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   |                        | Captured in totals above    |                 | Captured in totals above  |                 |                                   |
| RI6.7                               | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.   | 22                     |                             | 0-2             |                           | 7-9             |                                   |
| RI6.8                               | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.   |                        |                             |                 |                           |                 |                                   |
| RI6.9                               | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).   |                        |                             |                 |                           |                 |                                   |



# Writing Blueprints

- 2013
  - “administered separately statewide”
  - Same as 2012 pilot
    - (one prompt grades 3-8)
  - Operational prompts come from 2012 pilot



**Wyoming Department of Education**

## Writing Blueprint

- 2014 and beyond
  - “allow for monitoring and evaluation of trend”
  - “measurement of written responses to informational and literary text”
  - “may include writing tasks of varying length”
  - “administered in grades 3, 5, and 7”
  - “not to exceed a total of three hours . . . for any grade”



**Wyoming Department of Education**

# Writing Blueprint

- 2014 Operational
  - Grade 3: Opinion **and** Expressive **or** Expository,
  - Grade 5: Opinion **or** Expressive **or** Expository, **and** Response to Text
  - Grade 7: Argument **or** Expressive **or** Expository, **and** Response to Text



Wyoming Department of Education

# Writing Blueprint

- 2014 Field Test  
Valerie Link



**Wyoming Department of Education**

# Reporting Decisions

- 2013: Skills
- 2014 – Standard Setting
  - Reporting Categories
    - Skills
    - CCSS
  - Score reports design
- 2015
  - Reporting Categories
    - CCSS
    - Skills?



**Wyoming Department of Education**

PAWS READING BLUEPRINTS  
& ASSESSING LITERACY  
IN THE CCSS

Catherine Leigh Reeves, Language Arts Consultant

## Objective

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- To understand the functions and purpose of the PAWS Reading Blueprint design.
- To see how current technology and the Common Core are transforming National assessments.
- To question how sample assessment items may help teachers plan instruction so that students can achieve the Common Core expectations.

## PAWS Reading Blueprints

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### **Things to Note:**

- This document is a draft and subject to change.
- The Blueprint strives to establish a balance between all text types and Standards by 2015.
- This balance will provide a substantial and comprehensive assessment of the CCSS.
- Standards in gray may not be measured on large-scale assessments.
- The largest shifts may be found in “Language” and “Integration of Knowledge and Ideas”.

# 3<sup>rd</sup> Grade Reading Literature p.1

| CCSS code                 | CCSS text   | Current CCSS alignment | Current WY skills alignment                       | Ideal blueprint | Ideal WY skills alignment                          | Ideal blueprint |
|---------------------------|---|------------------------|---|-----------------|--|-----------------|
|                           |   | 2013                   |   | 2014            |  | 20              |
| <b>Reading Literature</b> |   |                        |   |                 |  |                 |
| Key Ideas and Details     |   |                        |   |                 |  |                 |
| RL3.1                     | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.   | 28                     | R.03.N skills:<br>62% (31 items)                  | 18-20           | R.03.N skills:<br>50% (25 items)                   | 10-12           |
| RL3.2                     | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.    |                        |   |                 |  |                 |
| RL3.3                     | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   |                        |   |                 |  |                 |
| Craft and Structure       |   |                        |   |                 |  |                 |
| RL3.4                     | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.  | 3                      | N.1 = 15 items<br>N.2 = 16 items<br>N.3 = 0 items | 5-7             | N.1 = __ items<br>N.2 = __ items<br>N.3 = __ items | 6-8             |
| RL3.5                     | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |                        |   |                 |  |                 |
| RL3.6                     | Distinguish their own point of view from that of the narrator or those of the characters.   |                        |   |                 |  |                 |

# 3<sup>rd</sup> Grade Language p.4

| CCSS code | CCSS text  | Current CCSS alignment | Current WY skills alignment               | Ideal blueprint | Ideal WY skills alignment                  | Ideal blueprint | Content coverage               |
|-----------|--|------------------------|---|-----------------|--|-----------------|--------------------------------|
|           |  | 2013                   | 2013                                      | 2014            | 2014                                       | 2015            | 2015                           |
| Language* |  |                        |   |                 |  |                 |                                |
| L3.4      | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.            |                        |   |                 |  |                 |                                |
| L3.4.a    | Use sentence-level context as a clue to the meaning of a word or phrase.   |                        |   |                 |  |                 |                                |
| L3.4.b    | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |                        |   |                 |  |                 |                                |
| L3.4.c    | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).   |                        |   |                 |  |                 |                                |
| L3.4.d    | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.  | 0                      | no direct alignment to Wyoming skills: 0% | 7-9             | no direct alignment to Wyoming skills: 16% | 7-9             | *Language portion: approx. 16% |
| L3.5      | Demonstrate understanding of word relationships and nuances in word meanings.  |                        |   |                 |  |                 |                                |

# 6<sup>th</sup> Grade Integration of Knowledge and Ideas p. 15

| CCSS code                                  | CCSS text   | Current CCSS alignment | Current WY skills alignment | Ideal blueprint | Ideal WY skills alignment | Ideal blueprint | Content coverage                  |
|--|---|------------------------|-----------------------------|-----------------|---------------------------|-----------------|-----------------------------------|
|  |   | 2013                   |                             | 2014            |                           | 2015            |                                   |
| <b>Integration of Knowledge and Ideas*</b> |   |                        |                             |                 |                           |                 |                                   |
| RL6.7                                      | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |                        |                             |                 |                           |                 | *Integration portion: approx. 14% |
| RL6.8                                      | (Not applicable to literature)  |                        |                             |                 |                           |                 |                                   |
| RL6.9                                      | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   |                        | Captured in totals above    |                 | Captured in totals above  |                 |                                   |
| RI6.7                                      | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.   | 22                     |                             | 0-2             |                           | 7-9             |                                   |
| RI6.8                                      | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.   |                        |                             |                 |                           |                 |                                   |
| RI6.9                                      | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).   |                        |                             |                 |                           |                 |                                   |



QUESTIONS AND  
ANSWERS

## National Assessment Shifts in the CCSS

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1. **Complexity:** Regular practice with complex text and its academic language.
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
3. **Knowledge:** Building knowledge through content rich nonfiction.

## Shift 1: Practice with complex text and its academic language

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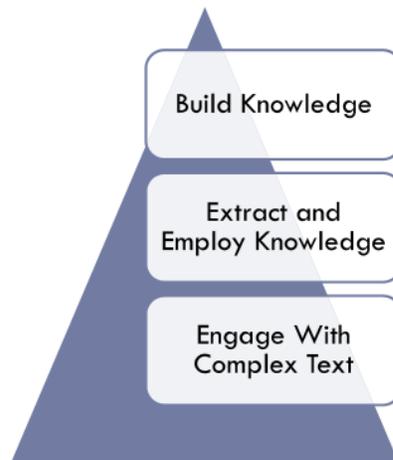
- Text complexity to ensure students are on track each year for college and career reading.
- Rewards careful, close reading rather than racing through passages.
- Focuses on academic language that pervades complex texts.

## Shift 2: Reading and writing grounded in evidence from text, literary and informational

- Focuses on students rigorously citing evidence from texts throughout the assessment (including selected-response items).
- Requires writing to sources rather than writing to de-contextualized expository prompts.
- Includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.

## Shift 3: Building knowledge through content rich nonfiction

- Assesses not just ELA but a full range of reading and writing across the disciplines of science and social studies.



## Three Innovative Item Types

- **Evidence-Based Selected Response (EBSR)**—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.
- **Technology-Enhanced Constructed Response (TECR)**—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).
- **Range of Prose Constructed Responses (PCR)**—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are four of these items of varying types on each annual performance-based assessment.

## PARCC Sample Items

### □ 3<sup>rd</sup> Grade Reading Item: Technology Enhanced Constructed Response

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”

Words:



**Notice:** There are 16 ways a student can organize the stages— with only 1/16 a correct response. In a traditional selected response, students would have a 1/4 opportunity for a correct response. Students must apply their understanding from the text and use details from the text to accurately order the stages—thereby constructing meaning from the informational text to demonstrate they can “answer questions about a text using details from the text.”

## Alignment to the Standards

- Specific CCSS alignment to:
  - ▣ RI.3.1 (use of evidence).
  - ▣ RI.3.3 (relationship between events).
  - ▣ RI.3.10 (complex texts).
- Reflects the key shift of *building knowledge from informational text*:
  - ▣ students must apply their understanding of the text to complete the graphic.
  - ▣ requires explicit references to the text as the basis for the answers rather than simply guessing.
- Whereas traditional items might have asked students to “fill in one blank” on a graphic (with three steps already provided), this technology enhanced item allows students to demonstrate *understanding of the entire sequence* of the life cycle because none of the steps are ordered for them.

## PARCC Sample Item

### □ 10<sup>th</sup> Grade Reading Item: Prose Constructed Response Item

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

## Alignment to the Standards

- Specific CCSS alignment to:
  - RL.10.1 (use of evidence); RI.10.9 (comparison of authors' presentation); RL.10.10 (complex texts).
  - W.10.2 (writing to inform and explain); W.10.4 (writing coherently); W.10.9 (drawing evidence from texts).
  - L10.1-3 (grammar and conventions).
- Measures the ability to explain how *one text transforms ideas from another text* by focusing on a specific concept presented in the texts (the transformation of ideas with regard to the experience of flying).
- Asks students to *write to sources* rather than write to a de-contextualized prompt.
- Focuses on students' rigorously *citing evidence* for their answer.
- Requires students to demonstrate they can apply the *knowledge of language and conventions* when writing.

# PARCC Sample Item

## □ 6<sup>th</sup> Grade Reading Item: Evidence-Based Selected-Response Item

### Part A

What does the word “regal” mean as it is used in the passage?

- a. generous
- b. threatening
- c. kingly\*
- d. uninterested

### Part B

Which of the phrases from the passage best helps the reader understand the meaning of “regal?”

- a. “wagging their tails as they awoke”
- b. “the wolves, who were shy”
- c. “their sounds and movements expressed goodwill”
- d. “with his head high and his chest out”\*

## Alignment to the Standards

- Specific CCSS alignment to:
  - RL.10.1 (evidence).
  - RL.10.2 (theme).
  - RL.10.10 (complex text).
- This item helps students gather information and details for use on the Prose Constructed Response; it requires *close analytical reading* to answer both parts correctly (e.g., Part A of this item is challenging because it requires synthesis of several parts of the myth to determine the answer).
- Requires students in Part B to *provide evidence* for the accuracy of their answer in Part A.
- PARCC assessment gives students the opportunity to gain partial credit if their answers reflect genuine comprehension on their part (e.g., they identify the theme correctly and are able to identify at least 2 details).

## Smarter Balanced Sample Items

- 3<sup>rd</sup>-5<sup>th</sup> Grade Language Arts Item: Technology-Enhanced Constructed Response



Why does the video compare being in space to lying in bed?

- Ⓐ to tell how an astronaut needs sleep
- Ⓑ to describe how an astronaut floats in space
- Ⓒ to explain that an astronaut's work is very difficult
- Ⓓ to show how an astronaut's body lacks gravity to help it work

## Alignment to the Standards

- Specific CCSS alignment to:
  - SL-2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
  - SL-3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
  
- This item requires students to interpret information they receive mainly through listening. The video provides context but the audio is the source of information.
- Students can employ effective speaking and listening skills for a range of purposes and audiences.

## Smarter Balanced Sample Item

- **6<sup>th</sup>-8<sup>th</sup> Language Arts Item:** Technology-Enhanced Constructed Response & Prose Constructed Response Item

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.

## Alignment to the Standards

---

- Specific CCSS alignment to:
  - W-1(a-e): Write arguments to support claims with clear reasons and relevant evidence.
  
- Students are asked to apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience
  
- This item asks students to use the information provided to write a brief text stating and supporting a position.

# ACT Sample Reading Items

## □ Passage Adapted from John Steinbeck, *The Red Pony*.

1) After he showed Jody the pony in the barn, Carl Tiflin went off by himself because he felt:

- A. lonely
- B. sad
- C. embarrassed
- D. amused

2) The inside of the barn is described in the passage as:

- F. dark and cold
- G. Bright and warm
- H. Airless but bright
- I. Dark and warm

3) It can reasonably be inferred from the second “Mine?” (line 66) uttered by Jody that he:

- A. won't carry the horse after school
- B. Can hardly believe the pony is his
- C. Is wondering how he's going to afford the pony.
- D. Is embarrassed by what his father has done.

## Alignment to the Standards

---

- Specific CCSS alignment to:
  - R.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
  
- Specific ACT Standards
  - Identify clear main ideas or purposes of complex passages or their paragraphs.
  - Locate and interpret details in complex passages.
  - Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
  - Infer the main idea or purpose of straightforward paragraphs in more challenging passages.

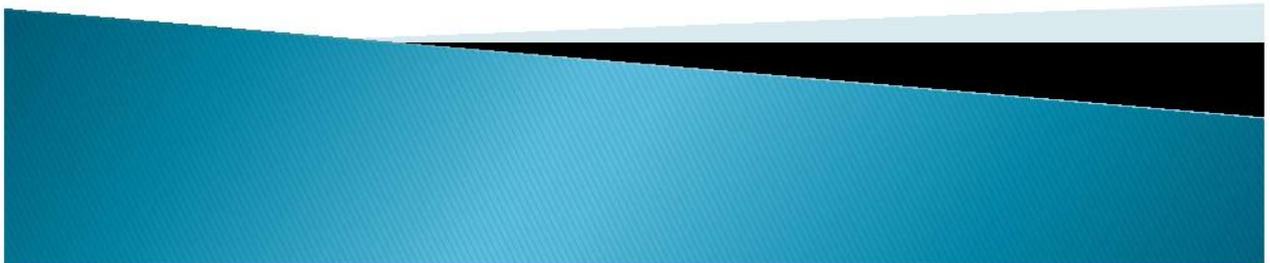


QUESTIONS AND  
ANSWERS

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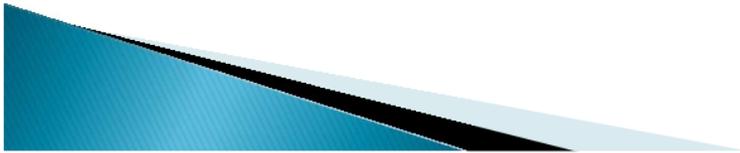
# Assessing Mathematics in the Common Core Standards

Laurie Hernandez, M.Ed.  
WDE – Education Consultant – Math



## Objectives:

- ▶ To understand the Phasing of the Assessment Targets for Mathematics.
- ▶ To recognize the functions and purpose of the PAWS Mathematics Blueprint design.
- ▶ To comprehend how current technology and the Common Core are transforming National assessments.
- ▶ To realize how sample assessment items may help teachers plan instruction so that students can achieve the Common Core expectations.



# Mathematics Assessment Targets



[http://edu.wyoming.gov/Programs/state\\_wide\\_assessment\\_system/paws/2012-wyoming-standards-paws-assessment-targets.aspx](http://edu.wyoming.gov/Programs/state_wide_assessment_system/paws/2012-wyoming-standards-paws-assessment-targets.aspx)

# Mathematics Targets

[http://edu.wyoming.gov/Programs/statewide\\_assessment\\_system/paws/2012-wyoming-standards-paws-assessment-targets.aspx](http://edu.wyoming.gov/Programs/statewide_assessment_system/paws/2012-wyoming-standards-paws-assessment-targets.aspx)

## Operations and Algebraic Thinking – Grade 3

### Represent and solve problems involving multiplication and division.

| Standard Code | Phase I<br>2013 Field Test  | Phase II<br>2014 Field Test  |
|---------------|---|--|
| 3.OA.1        | Interpret products of whole numbers such as $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i> |  |
| 3.OA.2        |   | Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally [with no remainders] into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i> |

## Mathematics Targets – cont.

3.OA.3

Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Use division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations*  
 $8 \times ? = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = ?$

# Mathematical Targets

## Statistics and Probability - Grade 7 (Continued)

### Draw informal comparative inferences about two populations.

| Standard Code | Phase I<br>2013 Field Test   | Phase II<br>2014 Field Test   |
|---------------|--|---|
| 7.SP.4        | Use measures of center for numerical data from random samples to draw informal comparative inferences about two populations. | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i> |

# DRAFT – 2014 Assessment Blueprints for Mathematics

| CCSSM Standard                           | 2014 WY Targets - 3rd Grade Mathematics<br>(Cluster Headings)                                     | Focus<br>m = major<br>s = supporting<br>a = additional | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis | SBA-C Emphasis |
|--|---|--|------------------|------------------------------|---------------|----------------|
| <b>Operations and Algebraic Thinking</b> |   |  | 24               |                              |               |                |
| 3.OA.1                                   | Represent and solve problems involving multiplication and division.                               | m  |                  | 8                            | 40%           | 47%            |
| 3.OA.2                                   |   |  |                  |                              |               |                |
| 3.OA.3                                   |   |  |                  |                              |               |                |
| 3.OA.4                                   |   |  |                  |                              |               |                |
| 3.OA.5                                   | Understand properties of multiplication and the relationship between multiplication and division. | m  |                  | 5                            |               |                |
| 3.OA.6                                   |   | m  |                  | 5                            |               |                |
| 3.OA.7                                   | Multiply and divide within 100.   | m  |                  | 5                            |               |                |
| 3.OA.8                                   | Solve problems involving the four operations, and identify and explain patterns in arithmetic.    | m  |                  | 6                            |               |                |
| 3.OA.9                                   |   |  |                  |                              |               |                |
| <b>Number and Operations - Base Ten</b>  |   |  | 7                |                              |               |                |
| 3.NBT.1                                  | Use place value understanding and properties of operations to perform multi-digit arithmetic.     | a  |                  | 7                            | 12%           | 9%             |
| 3.NBT.2                                  |   |  |                  |                              |               |                |
| 3.NBT.3                                  |   |  |                  |                              |               |                |
| <b>Number and Operations - Fractions</b> |   |  | 7                |                              |               |                |
| 3.NF.1                                   | Develop understanding of fractions as numbers.  | m  |                  | 7                            | 12%           | 10%            |
| 3.NF.2                                   |   |  |                  |                              |               |                |
| 3.NF.3                                   |   |  |                  |                              |               |                |



# DRAFT – 2014 Assessment Blueprints for Mathematics

| Measurement and Data |   |   | 16 |    |      |      |
|----------------------|---|---|----|----|------|------|
| 3.MD.1               | Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.              | m |    | 6  | 27%  | 25%  |
| 3.MD.2               |   |   |    |    |      |      |
| 3.MD.3               | Represent and interpret data.   | s |    | 2  |      |      |
| 3.MD.4               |   |   |    |    |      |      |
| 3.MD.5               | Geometric measurement: understand concepts of area and relate area to multiplication and to addition.                         | m |    | 5  |      |      |
| 3.MD.6               |   |   |    |    |      |      |
| 3.MD.7               |   |   |    |    |      |      |
| 3.MD.8               | Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | a |    | 3  |      |      |
| Geometry             |   |   | 6  |    |      |      |
| 3.G.1                | Reason with shapes and their attributes.  | s |    | 6  | 10%  | 9%   |
| 3.G.2                |   |   |    |    |      |      |
|                      |   |   | 60 | 60 | 100% | 100% |



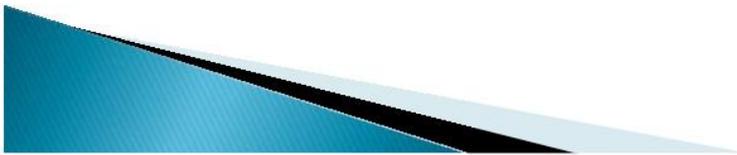
# DRAFT – 2014 Assessment Blueprints for Mathematics

| CCSSM Standard                               | 2014 WY Targets - 7th Grade Mathematics (Cluster Heading)  | Focus<br>m = major<br>s = supporting<br>a = additional | Items Per Domain | # of Items / Cluster Heading | PAWS Emphasis | SBAC Emphasis |
|--|--|--|------------------|------------------------------|---------------|---------------|
| <b>Ratios and Proportional Relationships</b> |  |  | 14               |                              |               |               |
| 7.RP.1                                       | Analyze proportional relationships and use them to solve real-world and mathematical problems.                                 | m  |                  | 14                           | 21.21%        | 22%           |
| 7.RP.2                                       |  |  |                  |                              |               |               |
| 7.RP.3                                       |  |  |                  |                              |               |               |
| <b>The Number System</b>                     |  |  | 12               |                              |               |               |
| 7.NS.1                                       | Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | m  |                  | 12                           | 18.18%        | 15%           |
| 7.NS.2                                       |  |  |                  |                              |               |               |
| 7.NS.3                                       |  |  |                  |                              |               |               |
| <b>Expressions and Equations</b>             |  |  | 20               |                              |               |               |
| 7.EE.1                                       | Use properties of operations to generate equivalent expressions.   | m  |                  | 8                            | 30.30%        | 38%           |
| 7.EE.2                                       |  |  |                  |                              |               |               |
| 7.EE.3                                       | Solve real-life and mathematical problems using numerical and algebraic expressions and equations.                             | m  |                  | 12                           |               |               |
| 7.EE.4                                       |  |  |                  |                              |               |               |
| <b>Geometry</b>                              |  |  | 10               |                              |               |               |
| 7.G.1  | Draw, construct, and describe geometrical figures and describe the relationships between them.                                 | a  |                  | 3                            | 15.15%        | 17%           |
| 7.G.2  |  |  |                  |                              |               |               |
| 7.G.3  |  |  |                  |                              |               |               |
| 7.G.4  | Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.                             | a  |                  | 7                            |               |               |
| 7.G.5  |  |  |                  |                              |               |               |
| 7.G.6  |  |  |                  |                              |               |               |



## DRAFT – 2014 Assessment Blueprints for Mathematics

| Statistics and Probability |   |   | 10 |    |         |      |
|----------------------------|---|---|----|----|---------|------|
| 7.SP.1                     | Use random sampling to draw inferences about a population.                      | s |    | 3  | 15.15%  | 8%   |
| 7.SP.2                     |   |   |    |    |         |      |
| 7.SP.3                     | Draw informal comparative inferences about two populations.                     | a |    | 2  |         |      |
| 7.SP.4                     |   |   |    |    |         |      |
| 7.SP.5                     | Investigate chance processes and develop, use, and evaluate probability models. |   |    |    |         |      |
| 7.SP.6                     |   | s |    | 5  |         |      |
| 7.SP.7                     |   |   |    |    |         |      |
| 7.SP.8                     |   |   |    |    |         |      |
|                            |   |   | 66 | 66 | 100.00% | 100% |





## Math Shift in PAWS

### PAWS 2012 – 5<sup>th</sup> Grade

- ▶ MA5.1.2 Demonstrate computational fluency with basic facts for all four operations...
- ▶ Mrs. Robins can fit 15 2-inch binders on a book shelf. She has 60 binders altogether. How many shelves will she need for all 60 binders?

### PAWS 2015 – 3<sup>rd</sup> Grade

- ▶ 3.OA.8 Solve two-step word problems using the four operations ... and apply rules for order of operations...
- ▶ A stick is 4m long. A rope is 10 times as long as the stick. If the rope is divided into 5 equal pieces, what is the length of each piece of rope?

## Illustrative Mathematics Examples –

### 5.OA Comparing Products Alignment 1: 5.OA.A.2

Leo and Silvia are looking at the following problem:

How does the product of  $60 \times 225$  compare to the product of  $30 \times 225$ ?

Silvia says she can compare these products without multiplying the numbers out. Explain how she might do this. Draw pictures to illustrate your explanation.

### Elementary Level

#### Commentary:

The purpose of this task is to generate a classroom discussion that helps students synthesize what they have learned about multiplication in previous grades. It builds on the following:

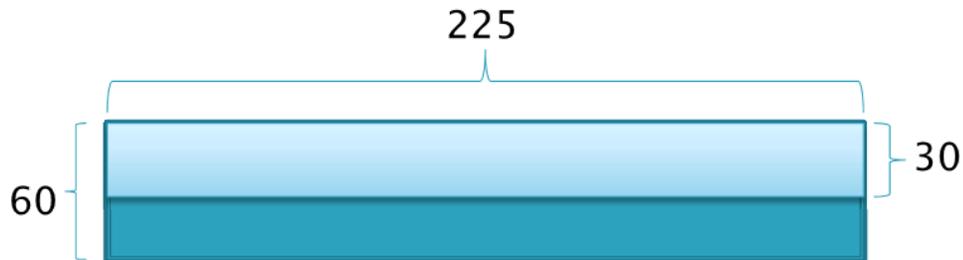
- 3.OA.5 – Apply properties of operations as strategies to multiply and divide
- 4.OA.1 – Interpret a multiplication equation as a comparison.

## Solution: Halving and Doubling

Since 60 is twice 30, the product  $60 \times 225$  is twice the product  $30 \times 225$ . We can write this as an equation:

$$60 \times 225 = (2 \times 30) \times 225 = 2 \times (30 \times 225).$$

The above explanation corresponds to the following picture.



The area of a 225 by 60 rectangle ( $60 \times 225$ ) is double that of a 225 by 30 rectangle ( $30 \times 225$ ).



## Illustrative Mathematics Examples – Elementary Level

### 5.OA Video Game Scores Alignment 1: 5.OA.A.2

Eric is playing a video game. At a certain point in the game, he has 31 500 points. Then the following events happen, in order:

- He earns 2450 additional points.
  - He loses 3310 points.
  - The game ends, and his score doubles.
- a. Write an expression for the number of points Eric has at the end of the game. Do not evaluate the expression. The expression should keep track of what happens in each step listed above.

### Commentary:

Standard 5.OA.2 asks students to "Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them." This task asks students to exercise both of these complementary skills, writing an expression in part (a) and interpreting a given expression in (b). The numbers given in the problem are deliberately large and "ugly" to discourage students from calculating Eric's and Leila's scores. The focus of this problem is not on numerical answers, but instead on building and interpreting expressions that could be entered in a calculator or communicated to another student unfamiliar with the context.

## Solution:

- a. When Eric earns 2450 additional points, his score becomes  $31500 + 2450$ .

When he loses 3310 points, his score becomes  $(31500 + 2450) - 3310$ .

(Note that this can also be written without the parentheses.)

When Eric's score doubles, the score becomes  $2 \times ((31500 + 2450) - 3310)$ , which can also be written  $2(31500 + 2450 - 3310)$ .

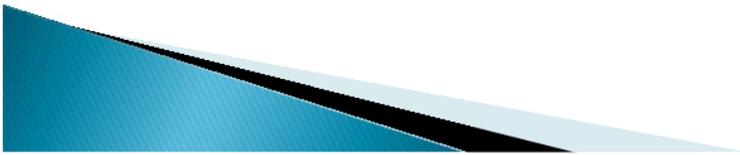


## Video Game Scores (cont.)

- b. Eric's sister Leila plays the same game.  
When she is finished playing, her score is given by the expression

$$3(24500 + 3610) - 6780$$

Describe a sequence of events that might have led to Leila earning this score.

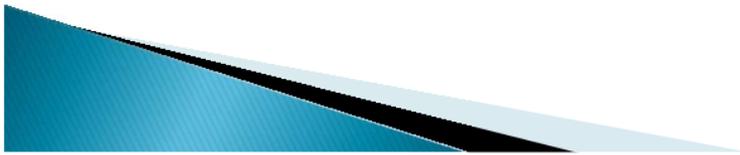


## Solution:

b. Here is a possible sequence of events that might lead to the score given:

- At a certain point in the game, Leila has 24500 points.
- She earns 3610 additional points.
- Her score triples.
- She loses 6780 points.

Note that the order of the steps is important; rearranging the steps will likely lead to a different expression and a different final score.



## Illustrative Mathematics Examples – H.S. Level

A–SSE Delivery Trucks  
Alignment 1: A–SSE.A.1

A company uses two different-sized trucks to deliver sand. The first truck can transport  $x$  cubic yards, and the second  $y$  cubic yards. The first truck makes  $S$  trips to a job site, while the second makes  $T$  trips. What do the following expressions represent in practical terms?

- a.  $S + T$
- b.  $x + y$
- c.  $xS + yT$
- d.  $\frac{xS + yT}{S + T}$

### Commentary:

In this task we are interpreting different expressions using four variables in a real world context. The later parts build on the earlier ones. All expressions describe quantities that a truck company might want to look at when planning for a job.

Adapted from Algebra: Form and Function, McCallum et al, Wiley, 2010.

## Solution:

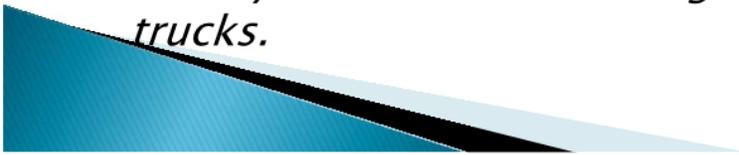
a.  $S$  is the number of trips the first truck makes to a job site, and  $T$  is the number of trips the second truck makes to a job site. It follows that

$S + T =$  the total number of trips both trucks make to a job site

b. We know that  $x$  and  $y$  are the amount of sand, in cubic yards, that the first and second truck can transport, respectively. Then

$x + y =$  the total amount of sand that both trucks can transport together

In other words, the company can transport  $x + y$  cubic yards of sand in a single trip using both trucks.



## Solution (cont.)

- c. We can think of  $xS + yT$  in separate terms. The first term,  $xS$ , multiplies  $x$ , the amount of sand the first truck can transport, by  $S$ , the number of trips the first truck makes to a job site. This means

$xS =$  the total amount of sand being delivered to a job site by the first truck

In the second term,  $y$ , the amount of sand the second truck can transport, is being multiplied by  $T$ , the number of trips the second truck makes. This means

$yT =$  the total amount of sand being delivered to a job site by the second truck

We then have that

$xS + yT =$  the total amount of sand (in cubic yards) being delivered to a job site by both trucks



## Solution (cont.)

- d. From part (c), we know that  $xS + yT$  is the total amount of sand, in cubic yards, being delivered to a job site. We also know from part (a) that  $S + T$  is the number of total trips being made to a job site. By dividing  $xS + yT$  by  $S + T$ , we are averaging out the amount of sand being transported over the total number of trips. So,

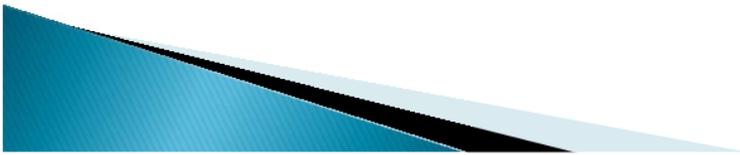
$$\frac{xS + yT}{S + T} = \text{the average amount of sand being transported per trip.}$$


## Math Sample Items – ACT

### ▶ ACT PLAN

- A certain school's enrollment increased 5% this year over last year's enrollment. If the school now has 1,260 students enrolled, how many students were enrolled last year?

- A. 1,020
- B. 1,197
- C. 1,200
- D. 1,255
- E. 1,323



## Math Sample Items – ACT

### ▶ ACT PLUS WRITING

- Abandoned mines frequently fill with water. Before an abandoned mine can be reopened, the water must be pumped out. The size of pump required depends on the depth of the mine. If pumping out a mine that is  $D$  feet deep requires a pump that pumps a minimum of  $D^3/25 + 4D - 250$  gallons per minute, pumping out a mine that is 150 feet deep would require a pump that pumps a minimum of how many gallons per minute?

- A. 362      D. 1,250  
B. 500      E. 1,750  
C. 800



## Math Sample Items – ACT

### ▶ ACT COMPASS

- An airplane flew for 8 hours at an airspeed of  $x$  miles per hour (mph), and for 7 more hours at 375 mph. If the average airspeed for the entire flight was 350 mph, which of the following equations could be used to find  $x$ ?

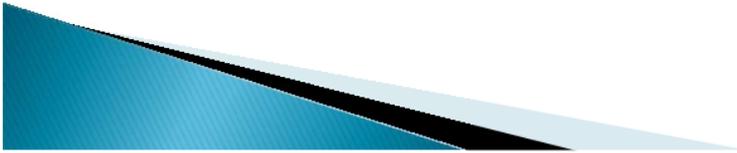
A.  $x + 325 = 2(350)$

B.  $x + 7(325) = 15(350)$

C.  $8x - 7(325) = 350$

D.  $8x + 7(325) = 2(350)$

E.  $8x + 7(325) = 15(350)$



## [www.turnonccmath.net](http://www.turnonccmath.net)

- ▶ A new learning trajectory resource to support interpretation of the CCSSM.
- ▶ The GISMO mathematics education research team, at NC State University's Friday Institute, has developed 18 Learning Trajectories with descriptors that unpack all of the K–8 CCSSM Standards, with mapping to the CCSSM via a hexagon map of the standards.
- ▶ Can be used for PD, instructional planning, and teacher content knowledge enrichment.

## Free Resources for CCSSM

- ▶ [www.illustrativemathematics.org](http://www.illustrativemathematics.org)
  - ...Illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards
- ▶ [https://www.teachingchannel.org/videos?page=1&categories=topics\\_common-core](https://www.teachingchannel.org/videos?page=1&categories=topics_common-core)
  - Teaching Channel – houses many short videos of lessons being taught in the classroom and can be broken out by subject, grade, and especially, common core
- ▶ <http://www.nctm.org/resources/content.aspx?id=16385>
  - Lessons & Teaching Ideas on the NCTM website



## Attachment 5

SMARTER Balanced Assessment Consortium IHE Letter of Intent

**Letter of Intent for Institutes of Higher Education**  
**SMARTER Balanced Assessment Consortium**  
**Race to the Top Fund Assessment Program: Comprehensive Assessment**  
**Systems Grant Application**

CFDA Number: 84.395B

The purpose of this Letter of Intent is to

- (a) Detail the responsibilities of the IHE or IHE system,
- (b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
- (c) Commit the State’s higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

**(a) Detail the responsibilities of the IHE or IHE system**

Each IHE or IHE system commits to the following agreements:

1. Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

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May 14, 2010

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SMARTER Balanced Assessment Consortium IHE Letter of Intent

**(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year**

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

| State   | Name of Participating IHEs | Number of Direct Matriculation Students in IHE in 2008-2009 | Total Direct Matriculation Students in State in 2008-2009 |
|---------|----------------------------|---|---|
| WYOMING | University of Wyoming      | 1724  |   |
|         |                            |   |   |
|         |                            |   |   |
|         |                            |   |   |
|         |                            |   |   |

SMARTER Balanced Assessment Consortium IHE Letter of Intent

**(c) Partner IHE or IHE System Signature Blocks**

|   |                                      |
|---|--------------------------------------|
| <p>IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.</p> <p>Each IHE or IHE system commits to the following agreements:</p> <p>(a) Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and</p> <p>(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.</p> |                                      |
| <p>State Name:<br/>WYOMING</p>  |                                      |
| <p>State’s higher education executive officer, if State has one (Printed Name):<br/>Thomas Buchanan, President</p>  | <p>Telephone:<br/>(307) 766-4121</p> |
| <p>Signature State’s higher education executive officer, if State has one:<br/></p>  | <p>Date:<br/>10/20/10</p>            |
| <p>President or head of each participating IHE or IHE system, (Printed Name):<br/>Thomas Buchanan, President<br/>University of Wyoming</p>  | <p>Telephone:<br/>(307) 766-4121</p> |
| <p>Signature of president or head of each participating IHE or IHE system:<br/></p>  | <p>Date:<br/>10/20/10</p>            |

May 14, 2010

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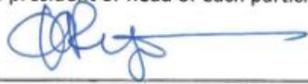
SMARTER Balanced Assessment Consortium IHE Letter of Intent

**(c) Partner IHE or IHE System Signature Blocks**

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

|  |                                    |
|--|------------------------------------|
| State Name:<br><b>Wyoming</b>  |                                    |
| State’s higher education executive officer, if State has one (Printed Name):<br>Tom Buchanan- University of Wyoming/Jim Rose-Wyoming Community College Commission          | Telephone:<br><b>307- 766-4121</b> |
| Signature State’s higher education executive officer, if State has one:<br>             | Date: 28 Oct 2010                  |
| President or head of each participating IHE or IHE system, (Printed Name): Jim Rose<br> | Telephone:<br><b>307-777-7763</b>  |
| Signature of president or head of each participating IHE or IHE system:<br>             | Date: 28 Oct 2010                  |

May 14, 2010

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## Attachment 6

SMARTER Balanced Assessment Consortium MOU

**Memorandum of Understanding**  
**SMARTER Balanced Assessment Consortium**  
**Race to the Top Fund Assessment Program: Comprehensive Assessment**  
**Systems Grant Application**

CFDA Number: 84.395B

This Memorandum of Understanding (“MOU”) is entered as of Nov. 29, 2010, by and between the **SMARTER Balanced Assessment Consortium** (the “Consortium”) and the **State of Wyoming**, which has elected to participate in the Consortium as (check one)

An **Advisory State** (description in section e),

**OR**

A **Governing State** (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the “Program,” as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
  - (i)(A) Advisory State Assurance
  - OR**
  - (i)(B) Governing State Assurance
  - AND**
  - (ii) State Procurement Officer

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May 14, 2010

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## SMARTER Balanced Assessment Consortium MOU

**(a) Consortium Vision and Principles**

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

**SMARTER Balanced Assessment Consortium MOU**

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

**(b) Responsibilities of States in the Consortium**

Each State agrees to the following element of the Consortium’s Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium’s assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

## SMARTER Balanced Assessment Consortium MOU

**(c) Responsibilities of the Consortium**

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

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## SMARTER Balanced Assessment Consortium MOU

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

## SMARTER Balanced Assessment Consortium MOU

**(d) Management of Consortium Funds**

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

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## SMARTER Balanced Assessment Consortium MOU

**(e) Governance Structure and Activities of States in the Consortium**

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
  - Changes in Governance and other official documents,
  - Specific Design elements, and
  - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

**Organizational Structure****Steering Committee**

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

**Steering Committee Responsibilities**

- Determine the broad picture of what the assessment system will look like,

**SMARTER Balanced Assessment Consortium MOU**

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

**Executive Committee**

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

**Executive Committee Responsibilities**

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

**SMARTER Balanced Assessment Consortium MOU****Executive Committee Co-Chairs**

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

**Executive Committee Co-Chair Responsibilities**

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

**Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

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be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

#### **Work Groups**

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

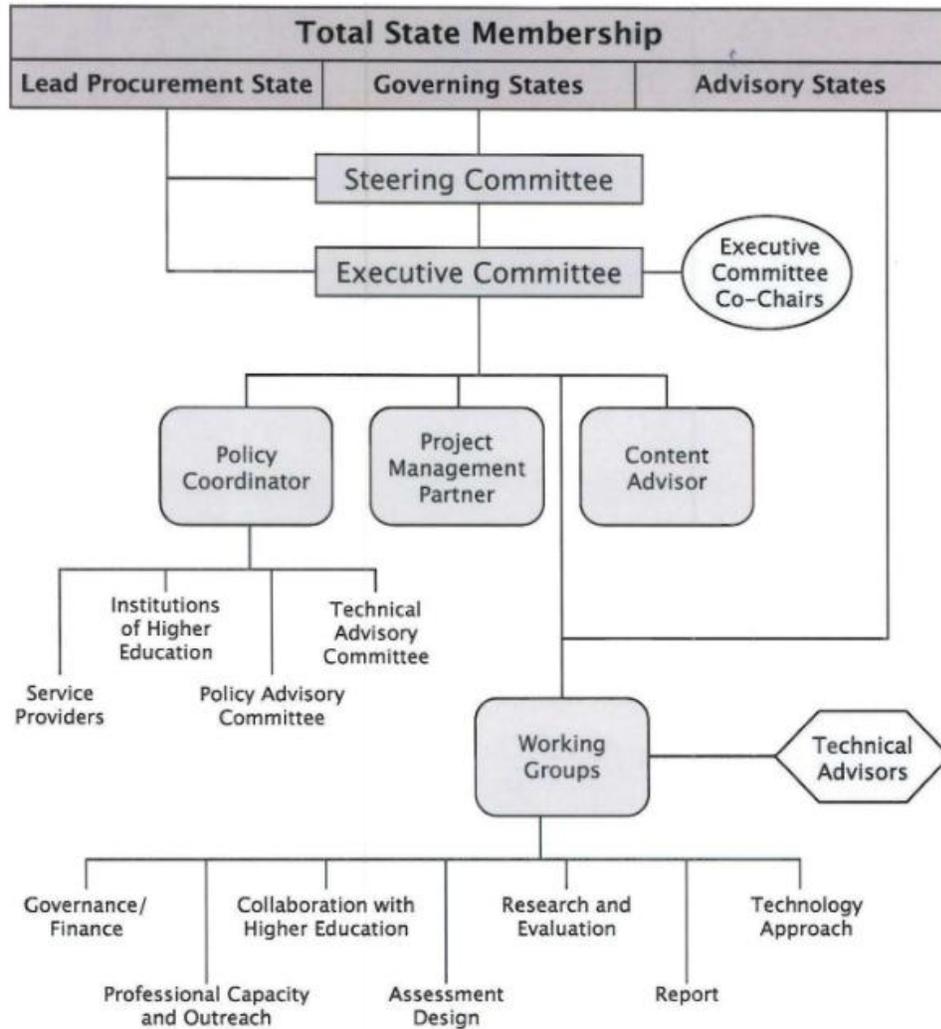
The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

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### SMARTER Balanced Assessment Consortium Organizational Structure



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**SMARTER Balanced Assessment Consortium MOU****(f) State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

**Entrance into Consortium**

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

**Exit from Consortium**

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

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**Changing Roles in the Consortium**

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

**(g) Plan for Identifying Existing State Barriers**

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

| Barrier | Issue/Risk of Issue (if known) | Statute, Regulation, or Policy | Governing Body with Authority to Remove Barrier | Approximate Date to Initiate Action | Target Date for Removal of Barrier | Comments |
|---------|--------------------------------|--------------------------------|---|-------------------------------------|------------------------------------|----------|
|         |                                |                                |   |                                     |                                    |          |
|         |                                |                                |   |                                     |                                    |          |
|         |                                |                                |   |                                     |                                    |          |
|         |                                |                                |   |                                     |                                    |          |

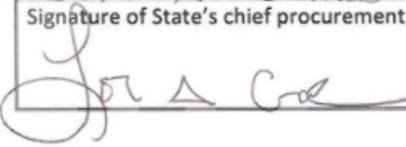
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SMARTER Balanced Assessment Consortium MOU

**(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks**

|  |  |
|--|--|
| <p><b>(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK</b> for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from all "Advisory States" in the Consortium.)</i></p> <p>As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.</p> |  |
| <p>State Name: Wyoming</p>   |  |
| <p>Governor or Authorized Representative of the Governor (Printed Name):</p> <p><i>Dave Freudenthal</i></p>  | <p>Telephone:</p> <p><i>307-777-7434</i></p> |
| <p>Signature of Governor or Authorized Representative of the Governor:</p> <p><i>[Signature]</i></p>   | <p>Date:</p> <p><i>10/6/10</i></p>           |
| <p>Chief State School Officer (Printed Name):</p> <p>Jim McBride, Ed.D.</p>  | <p>Telephone:</p> <p>307-777-7675</p>        |
| <p>Signature of the Chief State School Officer:</p> <p><i>[Signature]</i></p>  | <p>Date:</p> <p><i>4 Oct 10</i></p>          |
| <p>President of the State Board of Education, if applicable (Printed Name):</p> <p><i>Sandra L. BARTON</i></p>   | <p>Telephone:</p> <p><i>307-855-2028</i></p> |
| <p>Signature of the President of the State Board of Education, if applicable:</p> <p><i>[Signature]</i></p>  | <p>Date:</p> <p><i>11-22-10</i></p>          |

SMARTER Balanced Assessment Consortium MOU

|  |                                       |
|--|---------------------------------------|
| <p><b>(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK</b> for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from <u>all States</u> in the Consortium.)</i></p> <p>I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.</p> |                                       |
| <p>State Name:</p> <p>Wyoming</p>  |                                       |
| <p>State's chief procurement official (or designee), (Printed Name):</p> <p>Lori A. Galles (Interim)</p>   | <p>Telephone:</p> <p>307 777 6797</p> |
| <p>Signature of State's chief procurement official (or designee):</p>    | <p>Date:</p> <p>10.13.10</p>          |

## Attachment 12

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

(a) This section shall be cited as the "Wyoming Accountability in Education Act."

(b) A statewide education accountability system shall be established by the state board in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

(i) Repealed By Laws 2012, ch. 101, § 2.

(ii) Repealed By Laws 2012, ch. 101, § 2.

(iii) Become a national education leader among states;

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

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

(vi) Recognize student achievement and minimize achievement gaps;

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

(viii) Maximize efficiency of Wyoming education;

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

(c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:

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

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

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

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

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

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

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

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

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

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

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

(d) Beginning in school year 2012-2013, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section. Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

(i) Repealed By Laws 2012, Ch. 101, § 2.

(ii) Repealed By Laws 2012, Ch. 101, § 2.

(iii) Repealed By Laws 2012, Ch. 101, § 2.

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

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

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

(e) The state board shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board

shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board to:

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

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

(B) Meeting expectations;

(C) Partially meeting expectations; and

(D) Not meeting expectations.

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

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

(f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013-2014, and each school year thereafter, the state superintendent shall take action based upon system results according to the following:

(i) Repealed By Laws 2012, Ch. 101, § 2.

(ii) Repealed By Laws 2012, Ch. 101, § 2.

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

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

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

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content areas

where performance is below target levels. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be approved by the local board of trustees and submitted to the school district superintendent prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a) (xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

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

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

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

(g) Commencing with school year 2013-2014, and each school year thereafter, the school district for any school meeting the computed school improvement targets computed under subsection (e) of this section shall continue to receive a foundation program guarantee amount under W.S. 21-13-309(p) for that school without expenditure restrictions and interference imposed at the state level.

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

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

(A) Supports the overall school performance rating; and

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

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

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

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

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

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

the information required under this subsection and the results of the accountability system for each school in the state.

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

## Attachment 13

ORIGINAL HOUSE  
BILL NO. 0091

**ENGROSSED**

ENROLLED ACT NO. 116, HOUSE OF REPRESENTATIVES

SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING  
2013 GENERAL SESSION

AN ACT relating to education accountability; extending timelines specified for phase I of the accountability system under the Wyoming Accountability in Education Act; clarifying specified assessment and accountability provisions; modifying accountability system college readiness measures as specified; modifying duties and tasks of phase I development and initial implementation; modifying school district assessment requirements for determining graduation eligibility; authorizing rulemaking and requiring reporting; providing compensation, mileage and per diem for state board members; providing appropriations and support for system development; and providing for an effective date.

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

**Section 1.** W.S. 21-2-204(b)(intro), (c)(iv), by creating a new paragraph (vii), (d)(intro), (e)(intro), (h)(intro), (i)(intro) and (j), 21-2-303, 21-2-304(a)(iv)(intro) and 21-3-110(a)(xxiv) are amended to read:

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

(b) A statewide education accountability system shall be established by the state board through the department of education in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

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(c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:

(iv) Readiness, as defined by a standardized achievement college entrance examination ~~or the computer-adaptive college placement assessment~~ administered pursuant to W.S. 21-2-202(a)(xxx) in ~~grades~~ grade eleven (11), ~~and twelve (12) together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310~~, with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness;

(vii) Equity as defined by a measure of academic student growth for nonproficient students in reading and mathematics, subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time. If a school is without a sufficient sequence of assessment scores to support growth computations, another approach to equity may be used subject to approval of the director.

(d) Beginning in school year ~~2012-2013-2013-2014~~, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section.

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Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

(e) The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board through the department to:

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

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

(j) Beginning school year ~~2013-2014~~2014-2015, and each school year thereafter, the state board shall through the director, annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, ~~2014-2015~~, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

**21-2-303. Expenses.**

All appointed members of the state board shall receive ~~travel expenses, for compensation~~, per diem, and mileage expense for actual time spent in performance of their duties and traveling expenses while in attendance, and going to and from board meetings in the same manner and amount as employees of the state members of the Wyoming legislature.

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

(a) The state board of education shall:

(iv) Effective school year 2013-2014, and each school year thereafter, require district administration of

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common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Beginning school year 2014-2015, and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district's measure or measures. The state board shall through the department, annually review and approve each district's assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

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

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

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304(a)(iii). To the extent required by W.S. 21-2-204 and 21-2-304(a)(vii), the district assessment system shall be integrated with the statewide assessment

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system and the statewide accountability system. Components of the district assessment system required by this paragraph shall be designed and used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101(b). Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system established under this paragraph. Beginning school year 2013-2014 and each school year thereafter, a component of the district assessment system shall include common benchmark adaptive assessments for reading and mathematics in grades two (2) through eight (8), common to all districts statewide, administered at least two (2) times during any one (1) school year and administered once in grade one (1). An additional component of the district assessment system shall continue the longitudinal study of summer school program effectiveness which uses a single common benchmark adaptive assessment in reading and mathematics administered for summer school and extended day intervention and remediation programs in accordance with W.S. 21-13-334(h)(iv);

**Section 2.** W.S. 21-2-202(a)(xxx), 21-2-204(f)(intro), (v) and (vi), 21-2-304(a)(v)(E) and (vi) and 21-3-110(a)(xxix), as amended by 2013 Wyoming Session Laws, Chapter 1, Section 2, are amended to read:

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**21-2-202. Duties of the director.**

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

(xxx) Effective school year 2012-2013 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination, computer-adaptive college placement assessment and a job skills assessment test selected by the director to all students in the eleventh and twelfth grades throughout the state in accordance with this paragraph. The examinations and tests selected by the director, shall be administered throughout the United States and shall be relied upon by institutions of higher education. The college entrance examination shall at a minimum test in the areas of English, reading, writing, mathematics and science for all students in grade eleven (11). The jobs skills assessment test shall be optional for all students in grade eleven (11) and shall at a minimum test in the areas of applied math, reading for information and locating information. The director shall pay all costs associated with administering the college entrance examination, the computer-adaptive college placement assessment and the jobs skills assessment test and shall schedule a day during which examinations shall be provided. ~~and one (1) shall be administered to all eleventh and twelfth grade students throughout the state.~~ The date for administration of the college entrance examination in grade eleven (11) shall be selected so that following receipt of scores, students may timely register for senior year classes which may be necessary to allow the student to qualify for a state provided scholarship. The computer adaptive college placement assessment shall be optional and all students in

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grade twelve (12) shall be provided at least one (1) opportunity to take the computer adaptive college placement assessment in the spring during the school year. The director may enter into agreements with an administrator of the college entrance examination and the computer-adaptive college placement assessment and an administrator of the jobs skills assessment test and adopt rules as necessary to ensure compliance with any requirements of an administrator, such as a secure environment. Waivers may be granted for the examinations and tests required by this paragraph for students with disabilities in accordance with the provisions of the federal No Child Left Behind Act of 2001 and the federal Individuals with Disabilities Education Act. Alternate ~~Alternative~~ assessments and accommodations may ~~shall~~ be offered by the director in accordance with rule and regulation;

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

(f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board director, and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013-2014-2014-2015, and each school year thereafter, the director shall take action based upon system results according to the following:

(v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a

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

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be recommended by the school district superintendent and approved by the local board of trustees ~~and submitted to the school district superintendent~~ prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

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

(a) The state board of education shall:

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

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

(vi) Subject to and in accordance with W.S. 21-2-204, through the director and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, ~~and~~ and readiness and equity as required by W.S. 21-2-204. The

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state board, through the director, shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi-tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences and supports resulting from accountability determinations;

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

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

(xxix) Beginning in school year 2012-2013, and each school year thereafter, administer a program where all students enrolled in the eleventh and twelfth grades in the district shall be required to take or be provided the opportunity to take, on a date specified by the director of the department of education, a standardized, curriculum based, achievement college entrance examination, a computer-adaptive college placement assessment or a jobs skills assessment test in accordance with W.S. 21-2-202(a)(xxx). Each school district shall provide the opportunity for all home school and private school students in the eleventh and twelfth grades and residing within the district to take the examinations or the jobs skills assessment test at no cost to the student on the same date administered to all eleventh and twelfth grade public

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school students in the state. The results of the examinations or jobs skills assessment test taken shall be included in each student's transcript;

**Section 3.** 2011 Wyoming Session Laws, Chapter 184, Section 4(d)(vii) is amended to read:

**Section 4.**

(d) The select committee on statewide education accountability shall be assisted by an advisory committee to provide information to the select committee as it deems necessary to carry out this section. The advisory committee shall consist of the following members:

(vii) A representative of the department of education designated by the ~~state superintendent of public instruction~~ director of the department;

**Section 4.** W.S. 21-2-204(g) is repealed.

**Section 5.**

(a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 5, and subject to the advice and guidance of the state board, the department of education shall develop phase I of the pilot statewide education accountability system in accordance with components prescribed by W.S. 21-2-204 and 21-2-304(a)(vi). Specifically, the phase I pilot accountability system development shall:

(i) Refine and correct components of the pilot accountability system, as developed by the state board

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submitted in a November 2012 report to the select committee on statewide education accountability, which is in a manner that is in accordance with the January, 2012 education accountability report and W.S. 21-2-204. In executing this paragraph, the department shall develop a model reflecting refined and corrected components that is based upon:

(A) Technically defensible computations of achievement, growth, equity and readiness, with proper consideration provided for inclusion and attribution requirements; and

(B) Data analyses to evaluate the reliability and validity of each component and the overall accountability system, conducted in a manner consistent with the January, 2012 education accountability report.

(ii) Include completion of business rules required for the implementation and administration of a fully operational phase I pilot accountability system refined and corrected under paragraph (i) of this subsection, including alternative schools under W.S. 21-13-309(m) (v) (B);

(iii) Reconvene the Wyoming education accountability professional judgment panel established under 2012 Wyoming Session Laws, Chapter 101, Section 5(b)(ii), expanded as deemed necessary by the department and the state board to include additional and alternative members beyond those members specified under law. The professional judgment panel shall be used by the department in developing and establishing target performance levels specified under W.S. 21-2-204(e);

(iv) Use available data from prior school years to demonstrate operation of the phase I pilot system

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subject to business rules developed by the department under paragraph (ii) of this subsection and target performance levels determined by the professional judgment panel under paragraph (iii) of this subsection. The pilot system shall analyze and recommend possible use of results from the computer adaptive placement assessment in grade twelve (12) administered under W.S. 21-2-202(a)(xxx) in a manner that is technically valid and defensible. The results from the computer adaptive placement assessment shall be aggregated at the school level, as a measure of post secondary readiness, and shall include specific values and weights for incorporation into the phase I pilot system;

(v) In consultation with the advisory committee to the select committee on statewide education accountability created under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as amended by section 3 of this act, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4(b), design a multi-tiered system of support, interventions and consequences which is coordinated with school performance determinations and complies with W.S. 21-2-204(f). The system of support shall be specified in a design document and implementation plan.

(b) Not later than October 15, 2013, the state board, through the department, shall submit a report on phase I of the pilot statewide education accountability system developed under this section to the select committee on statewide education accountability established under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued by 2012 Wyoming Session Laws, Chapter 101, Section 4. Based upon this report, the select committee shall report its findings and recommendations to the Wyoming legislature prior to the 2014 budget session, including implementing legislation and a timeline for implementation when applicable.

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(c) Notwithstanding W.S. 21-2-204 and 21-2-304, the state board and the department of education shall investigate options available to the state for future assessment system development. The state board, through the department, shall periodically report to the select committee on statewide education accountability regarding the status of assessment development, investigation of options available to the state and the impact of existing law governing statewide assessments on future assessment development. The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development.

(d) The department of education shall continue work necessary to secure a waiver from the federal department of education allowing the use of the standardized achievement college entrance examination administered in grade eleven (11) as required by 2012 Wyoming Session Laws, Chapter 101, Section 3(a).

(e) The state board and department of education, in implementing W.S. 21-2-304(a)(iv) and 21-3-110(a)(xxiv), as amended by section 1 of this act, pertaining to development of guidelines for measures to be included within school district assessment systems for purposes of determining successful completion of high school graduation requirements, shall periodically report progress to the select committee. A report with final recommendations on guidelines shall be included within the October 15, 2013, report required under subsection (b) of this section.

(f) In carrying out duties prescribed by this section, and in addition to outreach provided by members of the advisory committee to the select committee as created by 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as

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amended by section 3 of this act, the state board through the department of education shall provide outreach activities and communications to school districts and to local communities coinciding with the development of components of the report required by subsection (b) of this section, and with the development of recommendations contained within this report. Comments generated from district and local community outreach activities shall be considered by the board and the department in executing requirements imposed under this section, and shall be included within the report submitted to the select committee pursuant to subsection (b) of this section.

**Section 6.**

(a) For the period commencing on the effective date of this section and ending June 30, 2014, up to two hundred fifty thousand dollars (\$250,000.00) is appropriated from the school foundation program account to the department of education to carry out duties imposed by this act upon the department and the state board. This appropriation may be expended for acquisition of necessary professional consulting expertise. The department and state board shall report expenditures of amounts appropriated under this subsection to members of the select committee on statewide education accountability on or before January 15, 2014.

(b) In addition to support provided to the state board of education and the department of education under subsection (a) of this section, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the provisions of this act.

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**Section 7.** This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

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

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

\_\_\_\_\_  
Governor

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

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

I hereby certify that this act originated in the House.

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

## Attachment 14

ORIGINAL HOUSE  
BILL NO. 0072

ENGROSSED

ENROLLED ACT NO. 60, HOUSE OF REPRESENTATIVES

SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING  
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AN ACT relating to the teacher accountability act of 2011; prescribing phased-in development of phase II of the statewide education accountability system addressing teacher and leader evaluation; eliminating teachers of record as a system component; specifying study parameters and timelines; imposing reporting requirements; and providing for an effective date.

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

**Section 1.** W.S. 21-2-304(b)(xv) and (xvi), 21-3-110(a)(xvii), (xviii), (xix), (xxx) and (b), 21-7-102(a)(ii)(A) and (B) and 21-7-110(a)(vii) are amended to read:

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

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

(xv) Not later than July 1, ~~2013~~ 2016, promulgate rules and regulations for the implementation and administration of ~~an annual~~ a comprehensive school district teacher performance evaluation system based in part upon defined student academic performance measures as prescribed by law, ~~and~~ upon longitudinal data systems ~~linking student achievement with teachers of record and upon measures of professional practice according to standards for professional practice prescribed by board rule and regulation~~. The evaluation system shall clearly prescribe standards for highly effective performance, effective performance, performance in need of improvement and ineffective performance. ~~and define teacher of record for purposes of the teacher and school district leader~~

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~~evaluation and accountability system.~~ Rules and regulations adopted under this paragraph shall to the extent the statewide accountability system is not compromised, allow districts the opportunity to refine the system to meet the individual needs of the district. The performance evaluation system shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to teachers performing unsatisfactorily, which are designed to improve instruction and student achievement;

(xvi) Not later than July 1, ~~2013~~ 2015, promulgate rules and regulations for implementation and administration of ~~an annual~~ a comprehensive performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity. The performance evaluation system shall be based in part upon defined student academic performance measures as prescribed by law, upon longitudinal data systems and upon measures of professional practice according to standards prescribed by board rule and regulation. The system shall also allow districts opportunity to refine the system to meet the individual needs of the district and shall include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to district administrative personnel performing unsatisfactorily, designed to improve leadership, management and student achievement;

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

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

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(xvii) Not later than school year ~~2013-2014~~ 2016-2017 and each school year thereafter, require the performance of each initial contract teacher to be evaluated ~~in writing at least twice annually~~ summatively based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv). The teacher shall receive a copy of each evaluation of his performance;

(xviii) Not later than school year ~~2013-2014~~ 2016-2017 and each school year thereafter, establish a teacher performance evaluation system and require the performance of each continuing contract teacher to be evaluated ~~in writing at least once each year~~ summatively based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv). The teacher shall receive a copy of each evaluation of his performance;

(xix) Not later than school year ~~2013-2014~~ 2016-2017 and each school year thereafter, based in part upon student achievement measures established by the state board of education under W.S. 21-2-304(b)(xv), performance evaluations shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development and the performance level of all teachers within the school district, and as documentation for unsatisfactory performance ~~for that may lead to~~ dismissal, suspension and termination proceedings under W.S. 21-7-110;

(xxx) Not later than school year ~~2013-2014~~ 2015-2016 and each school year thereafter, in addition to paragraphs (xvii), (xviii) and (xix), require the performance of each school district leader, including

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superintendents and principals and other district or school leaders serving in a similar capacity to be evaluated in accordance with the statewide education accountability system established under W.S. 21-2-204. Not later than August 15, ~~2014–2016~~ and August 15 of each school year thereafter, in accordance with rules and regulations of the state board, the district board shall also provide the state board written reports verifying school district leader performance and providing performance scores necessary for continued employment;

(b) On or before ~~April 15, 2014–June 1, 2017~~ and June 1 of each school year thereafter, each school district superintendent shall provide a report to the board of trustees identifying all teachers and on or before June 1, 2016, and June 1 of each school year thereafter, identifying all school and district leaders within the district whose performance, through evaluations conducted under paragraphs (a)(xvii) through (xix) and (xxx) of this section, has been determined ~~inadequate—in need of improvement~~ or ~~unsatisfactory-ineffective~~ for that school year. The report shall include a summary of mentoring and other professional development activities made available to the identified school and district leaders and teachers to improve instruction and student achievement. Not later than ~~June 1, 2014–July 1, 2016 for school and district leaders, and July 1, 2017 for district teachers,~~ and July 1 of each school year thereafter, the board shall file a report with the department of education certifying compliance with this subsection.

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

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

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(ii) "Continuing Contract Teacher":

(A) Any initial contract teacher who has been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years, has had his contract renewed for a fourth consecutive school year and, beginning school year ~~2013-2014~~2016-2017 and each school year thereafter, has performed satisfactorily on performance evaluations implemented by the district under W.S. 21-3-110(a)(xvii) during this period of time; or

(B) A teacher who has achieved continuing contract status in one (1) district, and who without lapse of time has taught two (2) consecutive school years and has had his contract renewed for a third consecutive school year by the employing school district, and, beginning school year ~~2013-2014~~2016-2017 and each school year thereafter, has performed satisfactorily on performance evaluations conducted by both districts under W.S. 21-3-110(a)(xvii) during this period of time.

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

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

(vii) Beginning school year ~~2013-2014~~2016-2017 and each school year thereafter, inadequate performance as determined through ~~annual~~ performance evaluation tied to student academic growth for at least two (2) consecutive years completed in accordance with W.S. 21-3-110(a)(xvii) through (xix);

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**Section 2.** W.S. 21-2-203(c)(ii)(C) and 21-2-304(a)(v)(D), as amended by 2013 Wyoming Session Laws, Chapter 1, Section 2 are amended to read:

**21-2-203. School district data collection and funding model administration; duties and responsibilities specified; data advisory committee; school district compliance.**

(c) The duties of the department are, in accordance with rules promulgated by the director, to:

(ii) Collect data from school districts necessary for the department to administer the school finance system and the statewide education accountability system established under W.S. 21-2-204. In accomplishing this, the department shall:

(C) Use existing data to establish longitudinal data systems linking student achievement with ~~teachers of record and relevant~~ school principals and school district leaders, as necessary for the statewide education accountability system.

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

(a) The state board of education shall:

(v) Through the director and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment

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system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section, ~~and not later than school year 2013-2014, link student performance and progress to teachers of record~~ and by school year 2015-2016, link student performance and progress to school and district leaders, including superintendents, principals and other district or school leaders serving in a similar capacity. The assessment system shall ensure the integrity of student performance measurements used at each grade level ~~to enable~~ are valid for the purposes for which they are being used, including valid year-to-year comparisons of student and school level results, and shall be sufficient to ~~capture~~ produce necessary data to enable application of measures of performance indicators as required under W.S. 21-2-204;

### Section 3.

(a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 6(c), the select committee on statewide education accountability, as created under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4, shall continue a study of a teacher and school district leader evaluation and accountability system. This system shall comprise phase II of the statewide education

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accountability system as initiated by 2011 Wyoming Session Laws, Chapter 184, Section 4(g). The design framework for the teacher and school district leader evaluation and accountability system shall:

(i) Support and promote improvement in student learning in Wyoming schools;

(ii) Be designed coherently to support a system of continuous school improvement, working seamlessly with phase I of the school accountability system established under W.S. 21-2-204 and fostering collaboration among teachers, administrators and other public education stakeholders;

(iii) Be designed and implemented with integrity and incorporate transparency necessary for all relevant participants to clearly understand expectations, including identification of an appropriate methodology to link student performance to the performance of teachers and school and district leaders as necessary for creation and implementation of an accountability system under W.S. 21-2-204 and 21-2-304;

(iv) Be designed to promote opportunities for meaningful professional growth of teachers and school district leaders;

(v) Allow for flexibility to fit local district and community contexts and needs.

(b) Using minimum requirements specified under 2012 Wyoming Session Laws, Chapter 101, Section 6(c), the select committee, through the advisory committee established under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), and continued under 2012 Wyoming Session Laws, Chapter 101,

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Section 4(b), shall develop recommendations for the phase II teacher and school district leader evaluation and accountability system based upon evidence of student learning as well as measures of professional educator practice organized according to five (5) domains, each weighted relatively equally, and specified as follows:

(i) Learner development and learning differences and environments;

(ii) Content knowledge and application of content;

(iii) Instructional practice including assessment, planning for instruction and instructional strategies;

(iv) Professional responsibility including professional learning and ethical practice and leadership and collaboration;

(v) Evidence of student learning.

(c) Recommendations on the design framework for the teacher and leader evaluation and accountability system developed by the advisory committee pursuant to this section shall focus on creating coherence among school, leader and teacher evaluation systems. In addition, recommendations by the advisory committee shall establish design documents to effectively communicate requirements to school districts, to create guidance and provide training to districts in implementing evaluation systems with fidelity and to design systems and structures for professional learning opportunities. The design framework shall expand the three (3) levels of performance descriptors prescribed under 2012 Wyoming Session Laws,

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Chapter 101, Section 6(c)(v), to four (4) levels of performance descriptors, specified as follows:

- (i) Highly effective performance;
- (ii) Effective performance;
- (iii) Performance in need of improvement; and
- (iv) Ineffective performance.

(d) On or before October 15, 2013, the advisory committee shall report to the select committee on statewide education accountability recommendations on the design of a teacher and leader evaluation and accountability system. System recommendations shall be designed such that the leader evaluation and accountability system is completed prior to finalization of the teacher evaluation and accountability system to enable effective participation by school leaders in the final design of the teacher evaluation and accountability system. Recommendations under this subsection shall not be bound by and may recommend rescission of existing rules and regulations pertaining to certified personnel evaluation systems, specifically including chapter 29, department of education rules and regulations. Recommendations reported under this subsection shall be subject to the following timelines for system implementation and piloting:

(i) During school year 2013-2014, the design shall enable provision of required training and professional learning opportunities to leaders, school board members and teachers, enable communication of system requirements to key stakeholders and shall pilot data collection methods and pilot selected accountability and

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evaluation system components based upon a sample of volunteer school districts;

(ii) During school year 2014-2015, the design shall continue provision of professional learning opportunities for key stakeholders, allow for system design revision based upon results of the voluntary pilot implemented during school year 2013-2014 and shall pilot all components of the leader evaluation and accountability system in all school districts, and components of the teacher evaluation and accountability system in all school districts which may be structured in a manner that requires each school district to implement only a partial system comprised of selected components, but allows all teacher system components to be piloted through a collection of partial assessments in all school districts during this school year;

(iii) During school year 2015-2016, the design shall be reviewed and may be revised as necessary based upon the school year 2014-2015 pilot, continue provision of professional learning opportunities based on needs identified through the school year 2014-2015 pilot, conduct initial peer review of school district evaluation models according to guidelines for the peer review process as specified in the report required under subsection (e) of this section, disseminate to school districts best practices based upon peer review results and require all school districts to implement leader evaluation and accountability systems and to pilot all teacher system components;

(iv) During school year 2016-2017, the system design shall be reviewed and may be revised based upon the school year 2015-2016 pilot, continue provision of professional learning opportunities based upon needs

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identified in the school year 2015-2016 pilot, conduct a second peer review of school district evaluation models as specified in the report required under subsection (e) of this section, disseminate to school district best practices based upon peer review results and require all school districts to implement teacher evaluation and accountability systems and continue implementation of leader evaluation and accountability systems subject to system revisions based upon review of the 2015-2016 initial implementation year.

(e) Based upon the report and recommendations submitted by the advisory committee, the select committee shall report its findings and recommendations, including necessary enabling legislation, to the legislature for consideration during the 2014 budget session.

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**Section 4.** This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

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

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

\_\_\_\_\_  
Governor

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

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

I hereby certify that this act originated in the House.

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