

Wyoming State Board of Education Agenda

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

October 28 th , 2015 Natrona CSD #1 Jefferson Room 970 North Glenn Road Casper, Wyoming		
9:00 a.m. - 9:15 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order & roll call 	
	<ul style="list-style-type: none"> • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes State Board September Retreat October 8, 2015 GoToMeeting 	Tab B
9:15 a.m. – 11:15 p.m.	Board Reports from SBE Coordinator and WDE to include:	
	<ul style="list-style-type: none"> • State System of Support 	Tab C
	<ul style="list-style-type: none"> • JEC & Select Committee Report 	Tab D
	<ul style="list-style-type: none"> • SBE Goals 	Tab E
	<ul style="list-style-type: none"> • Legislative Agenda 	Tab F
	<ul style="list-style-type: none"> • Definition of a High School Graduate 	Tab G
	<ul style="list-style-type: none"> • GoToMeeting App 	
11:15 p.m. – 12:00 p.m.	SBE Committee Reports	Tab H
	<ul style="list-style-type: none"> • Communications Committee 	
	Working Lunch	
12:00 p.m.- 12:30 p.m.	Additional Reports	
	<ul style="list-style-type: none"> • NASBE Annual Conference- Nate Breen & Belenda Willson 	
	<ul style="list-style-type: none"> • Wind River Job Corps- Belenda Willson & Scotty Ratliff 	
12:30 p.m. – 4:00 p.m.	Action Items:	
	<ul style="list-style-type: none"> • Court Order Placement of Students Providers- Jo Ann Numoto 	Tab I
	<ul style="list-style-type: none"> • Amendment to Pascal Public Relations Contract 	Tab J
4:00 p.m.– 4:15 p.m.	Other Issues, Concerns, Discussion, Public Comment & Adjournment:	
4:30 p.m.- 6:00 p.m.	Tour of New Academies Pathway Campus	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 28, 2015

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the October 28, 2015 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

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

COMMENTS:

Wyoming State Board of Education Agenda

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 28, 2015

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on October 8, 2015 and meetings from the State Board Retreat 2015

SUPPORTING INFORMATION ATTACHED:

- Minutes of October 8, 2015
- Minutes of SBE September Retreat 2015

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

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
October 8th, 2015
GoToMeeting

Wyoming State Board of Education members present: Pete Gosar, Belenda Willson, Jillian Balow, Nate Breen, Kathy Coon, Sue Belish, Jim Rose, Scotty Ratliff, Ken Rathbun, and Walt Wilcox

Absent: Hugh Hageman and Kathryn Sessions

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Oaks, WDE; Brent Young, WDE; Dicky Shanor, WDE; Scott Marion, Center for Assessment; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:01 a.m.

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

APPROVAL OF AGENDA

Nate Breen moved to approve the agenda as presented, seconded by Ken Rathbun, the motion carried.

THE SBE OCTOBER 15TH REPORT TO LSO

Dr. Scott Marion, Center for Assessment, presented the final draft of Wyoming's Statewide Assessment System: Recommendations from the Wyoming Assessment Task Force. Dr. Marion asked the Board to review and provide any feedback by October 13th.

Sue Belish thanked Scott for adding her requested theory of action and statute references, but she was concerned with the wording on the interim assessment design, requested that Scott make that section clearer.

Jim Rose expressed his concern that the report does not address the transition from secondary to post-secondary and does not see where a summative assessment can be used towards placement into a post-secondary institute. Jim Rose suggested that additional language be added to the report on transitioning.

Scott Marion responded that a paragraph could be added to the report to address Jim Rose's concerns on the transition from secondary to post-secondary institutions.

A roll call consensus is called for:

Pete Gosar- Yes
Kathy Coon- Yes
Ken Rathubun- Yes
Jillian Balow- Yes
Sue Belish- Yes
Nate Breen- Yes
Scotty Ratliff- Yes
Walt Wilcox- Yes
Belenda Willson- Yes

A “Yes” consensus was made to add the additional paragraph to the report.

Paige Fenton Hughes, continued to review the report with the Board.

The Board discussed Tab B, Professional Judgment Panel in the October 15th Report. Pete Gosar requested the school performance table on the last page of Tab B be put into two charts instead of the one, and that it not be included with the final report sent to LSO.

Brent Young presented the Board with the theory of action graphic in Tab C, System of Support of the October 15th Report.

Scotty Ratliff asked that the WDE present information at the next SBE on what an intervention would look like and what options would be available for schools and districts, and additionally, how much money would an intervention cost.

Superintendent Jillian Balow stated that she was excited to see the State Board and Wyoming Department on the same page, but was concerned with the cover memo provided in the report on System of Support. She felt that the tone of the memo did not reflect the collaboration that has taken place between the SBE and WDE and requested that the memo be revised.

Pete Gosar asked the WDE to provide the inaccuracies to Paige Fenton Hughes and that she will correct the memo to reflect those mistakes.

Brent Young stated that he will work with Scotty Ratliff on his request for the next SBE meeting and with Paige Fenton Hughes to correct the inaccuracies in the memo.

Walt Wilcox requested that additional information on what contact has been done with districts on the System of Support be presented at the next meeting.

Sue Belish added that she would like to have a discussion on the bigger issues and legislative assistance at the October 28th meeting as well. She also felt that the theory of action should be included in the final October 15th Report but have it marked as “Draft”

Nate Breen moved to include the theory of action slide, marked at “draft”, into the final October 15th Report to LSO, seconded by Sue Belish; the motion carried.

The Board then review Tab D of the October 15th report on District Assessment System. Paige Fenton Hughes explained that this section is an informational item.

Sue Belish moved to approve the Tab D section of the report with the addition of providing the dates that the Jan Hoegh workshops were provided, seconded by Walt Wilcox; the motion carried.

Tab E, Content and Performance Standards, of the October 15th report was brought to the Boards attention. The Board discussed the addition of the science standards timeline to the report.

Walt Wilcox moved to include a link to the standards webpage in the report, Kathy Coon seconded; the motion carried.

The Board review Tab F, Exemption Request, of the report. Paige Fenton Hughes notified the Board that the information provided were materials they had seen before and gave a brief summary of the process.

Belenda Willson moved to approve the presented Tab F as part of the final October 15th report, seconded by Nate Breen; the motion carried.

Lastly, the Board reviewed Tab G, Duties Prescribed by Law.

Belenda Willson moved to approve Tab G, as presented, to be included in the final October 15th report, seconded by Ken Rathbun; the motion carried.

CONTRACT AMENDMENT ON PASCAL PUBLIC RELATIONS

SBE Coordinator, Paige Fenton Hughes, briefly discussed the contract amendment for Pascal Public Relation. She requested that action on the amendment be tabled until the State Board of Education meeting on October 28, 2015.

Belenda Willson moved to table the contract amendment for Pascal Public Relations until the October 28th meeting, seconded by Nate Breen; the motion carried.

CHAPTER 31 RULES

Brent Young reviewed the Chapter 31 Rules provided in the Board packet and informed the Board that the final rules were brought to this Board meeting for approval to prevent time running out on the emergency rules while the Governor reviewed the final rules

Nate Breen moved to adopt Rules, Chapter 31, Graduation Requirements, as proposed in the meeting packet, seconded by Ken Rathbun; the motion carried.

No public comment was given

Walt Wilcox moved to adjourn, seconded by Ken Rathbun; the motion carried.

The State Board of Education meeting adjourned at 10:17 a.m.

DRAFT

WYOMING STATE BOARD OF EDUCATION
September 23, 24, & 25, 2015
Lakeside Lodge
99 Forest Service Road
Pinedale, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, Ron Micheli, Jim Rose, Dicky Shanor, proxy for Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff, Kathryn Sessions, Walt Wilcox, and Belenda Willson

Members absent: Kathy Coon and Hugh Hageman

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Albert Sommer, Representative House District 20, Jay Harnack, Superintendent of Sublette CSD #1, Jennifer Hayword, Sublette CSD #1 Trustee; Steve Miller, Sublette CSD #1; Greg Legerski, Sublette CSD #1; Jeryl Fluckiger, Sublette CSD #1; Kathy Scheurman, WEA.

September 23, 2015

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 11:06 a.m.

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

APPROVAL OF AGENDA

Scotty Ratliff moved to approve the agenda as presented, seconded by Sue Belish; the motion carried.

APPROVAL OF MINUTES

Minutes from the August 6, 2015 State Board of Education meeting were presented for approval.

Ron Micheli moved to approve the August 6, 2015 minutes, seconded by Scotty Ratliff; the motion carried.

Minutes from the August 13, 2015 State Board of Education meeting were presented for approval.

Nate Breen moved to approve the August 13, 2015 meeting minutes, seconded by Sue Belish; the motion carried.

BUDGET REQUEST

Paige Fenton Hughes, SBE Coordinator, reviewed the memo and the materials provided in the packet. She specifically talked about the upcoming budgets and the need for moving the funds from the 900 to the 001 budget, the Board will not request any more funds for this biennium, and that the Board will have some money for a communications plan in the next budget year but not enough for the whole plan presented in the meeting packet.

The Board discussed taking more ownership of its budget.

Nate Breen suggested the Board create a three year strategic plan and have the budget fit into that, instead of the other way around.

The Board further discussed the possible need for its retreats to be held in April or May, after the Legislature assigns duties and priorities to better prepare for the work.

Sue Belish moved to approve the budget submission, seconded by Belenda Willson; the motion carried.

OCTOBER 15TH REPORT

Paige Fenton Hughes, reviewed the requirements of October 15th report that is due to the Legislative Service Office on October 15, 2015. The Board will have a teleconference.

Assessment Task Force Report:

Dr. Scott Marion, Center for Assessment, presented the Assessment Task Force report to the Board that highlighted the process of the task force, goals for an assessment system, the reality of assessment and some high level recommendations from the task force.

Sue Belish requested that a theory of action and an impact and effect of the recommendations be included in the report. Additionally, Sue wanted to know if the task force will continue.

Scott Marion did not think the task force will continue, but the work is in the WDE's hands now. Dr. Marion asked the Board for feedback on the report. The Board discussed briefly the recommendations associated with having the last required state standards-based summative assessment at the end of 10th grade.

The Board liked the rest of the suggestions in the report.

Professional Judgment Panel:

Dr. Mike Flicek presented to the Board on the report from the Professional Judgment Panel provided in the meeting packet. He also addressed that there may not be a need for the Professional Judgment Panel in the future, for the exception of alternative schools. Because with school accountability is in a place where we do not have to do cut scores every year. Lastly, Dr. Flicek showed the Board the school level accountability report.

District Assessment System (DAS) Update:

Brent Young, WDE Liaison, handed out the new District Assessment System guidebook. The Chapter 31 Rules, public comment ends October 4th, the emergency rules were already approved by the Board to ensure there was no conflict between statute and rules districts were being asked to follow.

Paige Fenton Hughes, added that two other documents, not in the meeting packet, on the DAS will be included in the final October 15th report. They are a memo from Deb Lindsey to the districts and a cover memo from the assessment team at the WDE with more specific details on the process.

Content and Performance Standards:

SBE Coordinator, Paige Fenton Hughes, reviewed the information provide in the meeting packet; the 2015 revised Wyoming content & performance standards report and the table showing the nine year plan for standards review. Paige noted that the report is actually not due to the Legislature until December 1st, but the Laurie Hernandez completed the report early so the Board to submit in its October 15th report.

Albert Sommers, Rep HD #20, requested that the Board also include an update on the status of the science standards in the October 15th Report.

Exemption Request:

Paige Fenton Hughes reported that there is no new information regarding the exemption request to the USDOE about testing every other year and that the Board has already received all the information in the meeting the packet; however, it is required to be included in the report.

System of Support (SoS):

Paige Fenton Hughes announced and introduced Dr. Joel Dvorak as being awarded the RFP on the System of Support: strategic planning phase.

Dr. Dvorak discussed his work for the last 13 days on the job and his vision of the strategic work moving forward. His focus is to build a systems that will last for decades and raise the achievement of all Wyoming students. He will create a collaborative council to define the vision and mission.

Members of the Board had questions for Dr. Dvorak on who will make up the council, how does he envision the role of the State Board of Education in his planning, how long this will take and if he is aware of the urgency in completing this phase, and the overall frustrations with the process so far.

Pete Gosar, chairman, requested that a complete plan be presented to the Board by the end of the year.

Dr. Jim Rose, felt that State System of Support is the most important work of the Board and suggested the Board read 'The Prize,' by Dale Russakoff, which details the debacle of the Mark Zuckerberg grant to the Newark school system. Dr. Rose felt the book would help the Board in determining what not to do with SoS.

Dicky Shanor, proxy for Superintendent Balow, does not want the Board to discredit what it has already started with Wyoming Association of School Administrators (WASA), the Wyoming Center of Educational Leadership (WyCEL) and the beginning work with Dr. Dvorak. Mr. Shanor feels that the Statewide System of Support should be presented to the Joint Education Interim Committee as a team, standing together.

Brent Young, shifted the conversation back to the meeting materials provided in the packet. He noted that work is being done internally around evaluations, that conversations with REL

Northwest and the North Central Comprehensive Center have started all around the SoS and building capacity within the agency to sustain it.

Ron Micheli, suggested that Brent take a look at what other states have done for their own System of Support, there might not be a need to reinvent the wheel.

The meeting recessed at 6:07 p.m.

September 24, 2015

The Board reconvened at 11:22 a.m.

CONTINUATION OF OCTOBER 15TH REPORT

Duties Prescribed by Law

Paige Fenton Hughes reviewed the cover memo and list of duties provided in the meeting packet.

Sue Belish suggested that the SBE Administrative Committee should go through the list and recommend whether a duty should be the Wyoming Department of Educations or the State Boards.

Albert Sommers, Rep HD # 20, said that if the Board does not speak up, the Legislature will not hear it. The Board discussed giving more input to the Legislature.

Chairman Pete Gosar requested that if any member had suggestions or revisions on the October 15th Report that they provide them to Chelsie Oaks, SBE executive assistant, by October 14, 2015.

ADVISORY COMMITTEE

Sue Belish reported that she serves on the Advisory Committee to the Select Committee on Statewide Accountability and reviewed the meeting notes for the July 27th & August 28th meetings with the Board. She said that the committee is on phase II of accountability and that she will continue to participate on the committee and bring back information to the Board.

ADMINISTRATIVE COMMITTEE

Sue Belish serves as the chairwoman of the SBE Administrative Committee, she reviewed the notes provided in the meeting packet from the committee teleconference on September 16. Sue requested that the Board provide a motion to approve the NASBE Grant submitted by Paige Fenton Hughes.

Belenda Willson moved to approve the NASBE Grant, seconded by Nate Breen; the motion carried.

Lastly, the Board discussed its continual request for a permanent position from the Legislature. It determined that now is not the right time to continue with that request this session, but that the Board does want it kept on the radar.

COMMUNICATION COMMITTEE

The recommendations and estimates from Pascal Public Relations were brought to the Boards attention.

Kathryn Session commented that the Board needed to decide what direction it wanted to take, and she felt that there was a lot of repetition in the proposal.

Brent Young listed what the communications team at the WDE could accomplish; launching a Twitter account and developing a brand and logo. He said that these tasks could be completed in the fall of this year and in addition that the team could assist with copy editing, a newsletter, formatting and releasing press releases.

Belenda Willson said that she felt Pascal PR created a good plan and suggested that the Board pick and choose what it wants out of the plan, for example, communications training for the whole board.

Kari Eakins, Communications Director, WDE, discussed the process the department uses for press releases and how SBE's message would get acrossed.

Belenda Willson moved for the WDE, Communications Team to create the logo and color schemes for the Board, seconded by Nate Breen; the motion carried.

Kathryn Sessions moved to have Paige Fenton Hughes have a discussion with Pascal PR for designing the messaging of who the board is and what is its responsibilities and priorities, seconded by Dicky Shanor, proxy for Superintendent Balow; the motion carried.

WDE REPORTS

Brent Young gave a report on: Native American Education,he noted that Rob Black at the WDE had been assigned as the new tribal liaison; Accreditation, added that this is going to be a big year with 19 school districts to review; the Alternative School Technical Advisory Group, Chelsie will forward that report to Board members; the Distance Education Task Force An attachment is included in the packet that provides a summary by the Distance Education Task Force (DETF); and the Hathaway Scholarship Program, is working on improving several different aspects of the program. Several areas are becoming more automated and efficient. One area of note that is also going to be revamped is the branding and marketing of the program.

PUBLIC COMMENT

Kathy Scheurman commented that she was glad to be at the Board's retreat.

Albert Sommers, thanked the Board for hosting its retreat in Pinedale.

Ken Rathbun moved for the meeting to adjourn, seconded by Kathryn Session; the motion carried.

The meeting adjourned at 3:52 p.m.

The Board held a book study on *Our Kids: The American Dream in Crisis* by Robert Putnam. No action was taken.

September 25, 2015

The Board discussed goal setting, the definition of a high school graduate, collaborative work and pursuing a council and topics for a legislative agenda. No action was taken.

The Board concluded its retreat at 11:08 a.m.

DRAFT



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Brent Young

Chief Policy Officer

Dianne Bailey

Chief Operations Officer



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On the Web

edu.wyoming.gov
wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education

FROM: Brent Young

DATE: October 28, 2015

RE: System of Support Communications

Meeting Date: October 28, 2015

Agenda Item: System of Support Update

Item Type: Action: _____ Informational: _____x

Background:

Dr. Dvorak will present information on the strategic planning work for the statewide system of support (SSoS). He will update the board in regards to the membership of the SSoS council and the theory of action slides presented at the October 8, 2015 meeting. In addition to these updates, I have included examples of SSoS communication that has been sent out by the WDE (Request from Oct. 8 meeting). This is not a complete list of documents but each are related to language found in §21-02-204 (f).

The majority of the communication has been related to the comprehensive school planning document. Also included are examples from the Federal SSoS requirement, accountability results, components to streamline district requirements (Early Lit Plan), District Assessment Systems, Superintendent updates, roles and responsibilities for superintendents and local boards, and regional PLC events.

The department is ready with communication to district superintendents in regards to required activities for the 2015-2016 school year. I feel it is appropriate to have this next update and conversation with the Wyoming State Board of Education before the communication is sent out to Wyoming school districts.

Please let me know if you have any questions regarding this informational item. I can be reached at 307-777-2059 or at brent.young@wyo.gov



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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On the Web

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www.wyomingmeasuresup.com

MEMORANDUM NO. 2015-036

TO: School District Superintendents
Principals
Curriculum Directors

FROM: Lachelle Brant, Early Learning Consultant, Accountability Division

DATE: March 30, 2015

SUBJECT: Early Literacy Plans and WDE 626 Data Collection

EARLY LITERACY PLANS AND WDE 626 MODIFICATIONS

Pursuant to W.S. 21-3-401, each school district is required to implement a reading screening program that includes a reading assessment plan for grades K-3.

The Wyoming Department of Education will no longer require the submission of early literacy plans. Instead, districts shall update their Early Literacy Plans in the fall of each school year and make the plans accessible and available on its own district website.

Beginning Spring of 2015, submission of the WDE626 collection will be eliminated. Instead, Spring MAP data in grades K-3 will be utilized to determine which schools are meeting 85% proficiency based on the established cut scores below. Each school not meeting 85% proficiency based on the MAP cut scores will be notified and required to submit an Intervention Plan that will be included in the School Improvement Plan.

READING– Proficient Cut	
Grade	MAP Cut- Points
K	161
1	180
2	191
3	200
4	206
5	213
6	218
7	220
8	224

Students who do not demonstrate proficiency in reading, shall be placed on either an Individualized Reading Plan (IRP) or a Group Reading Plan (GRP). A GRP would be appropriate for students who are somewhat below grade level with similar instructional needs.

Please note, each school district may select and implement a reading screening program beyond MAP to determine the need for an IRP or GRP. All students in grades K-3 who do not score proficient in reading in the fall must receive supplemental/intervention reading instruction using an evidence-based intervention plan. All IRPs and GRPs are required to be placed on file at the district.

Contact Lachelle Brant with questions at lachelle.brant1@wyo.gov or at 307-777-6476.



WYOMING
DEPARTMENT OF EDUCATION



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On the Web

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MEMORANDUM NO. 2015-053

TO: District Superintendents
Principals
Curriculum Directors
High School Counselors

FROM: Deb Lindsey, Director of State Assessment,
Accountability Division

DATE: May 4, 2015

SUBJECT: Legislative Changes Related to District Assessment
System Requirements

CHANGES TO DISTRICT ASSESSMENT SYSTEM

2015 Session Laws, Chapter 0179 (Senate File 0008/Senate Enrolled Act 87 [SF0008/SEA87]) includes significant changes to district assessment system design, reporting, and review requirements. This memo provides an outline of changes as a result of language that has been eliminated and/or added. The timing and guidance on when and how these changes will be implemented and supported through the Department of Education are included, when possible. Guidance documents related to the district assessment system design requirements and the review processes are being developed and those materials will be provided as soon as possible.

In summary, the statutory changes streamline requirements for district assessment systems and associated graduation requirements by:

- Eliminating annual reporting of district assessment systems (formerly due August 1), effective immediately; instead, reviews of district assessment systems will be integrated with the accreditation process by
 - a. Requiring districts to annually attest that their district assessment systems and graduation requirements are consistent with state board requirements via the AdvancEd ASSIST assurances, by November 1 of each year, and

- b. Requiring districts to provide evidence of alignment of their district assessment systems every five years as a part of the AdvancEd accreditation review, beginning with the 2015-16 school year (more frequent reviews may be required when schools are rated as “not meeting expectations” in the school accountability system authorized under the Wyoming Accountability in Education Act)
- Eliminating “measure or multiple measures” (the former body of evidence) proficiency requirements for high school graduation, and substituting course completion (sufficient Carnegie units/credits) as the graduation requirement, effective March 9, 2015
- Eliminating tiered diplomas, effective for students graduating after March 9, 2015

Specifics related to each of the changes are provided below, along with relevant statutory excerpts. Please note that statutory citations and page numbers relate to the following document: <http://legisweb.state.wy.us/2015/Enroll/SF0008.pdf>.

Changes as a result of language that has been eliminated:

Districts are no longer required to submit an annual report on the district assessment system beginning August 1, 2015.

21-3-110 (a) (xxiv)

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. (pg. 14)

Districts are no longer required to include a measure or multiple measures for purposes of determining completion of high school graduation requirements.

21-2-304 (a) (iv)

~~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.~~ (pg. 10)

21-3-110 (a) (xxiv)

~~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.~~ (pg. 14)

The associated requirement to describe performance levels in order to achieve proficiency of the common core of knowledge and common core of skills related to high school graduation is no longer required.

21-2-304 (a) (iii)

Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district of this state. ~~and shall describe required performance levels in order to achieve proficiency of the common core of knowledge and common core of skills prescribed under W.S. 21-9-101(b).~~ (pg. 9)

Effective for the 2015 high school graduation class, the requirement for high school diploma endorsements has been eliminated.

21-2-304 (a) (iv)

~~A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:~~ (pgs. 10, 11)

21-3-110 (a) (xxv)

~~At minimum, provide the three (3) endorsements on high school transcripts specified under W.S. 21-2-304(a)(iv) and may provide additional endorsements.~~ (pgs. 14, 15)

The WDE950 Collection for the 2015 graduating class will make reporting endorsements an “optional” data field. Districts may choose to continue this practice, but it is no longer a state requirement. However, transcripts for students graduating before the effective date of this law (March 9, 2015) must still include an endorsement.

Changes as a result of language that has been added:

The bill adds language to identify “course completion” as the standard to be met for graduation from high school. Completion of the required number of Carnegie Units will be evidence of meeting this requirement.

21-2-304 (a) (iv)

The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and 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). (pg. 10)

This bill added an annual report of evidence on 1) district assessment alignment to the content and performance standards, and 2) graduation standards.

21-3-110 (a) (xv)

...and on or before November 1 of each school year, report to the department evidence of the alignment of its assessment system with the uniform state standards provided within its schools; (pg. 12)

21-3-110 (a) (xxv)

...and on or before November 1 of each school year, report to the department of education evidence that the district is compliant with high school graduation standards imposed by the state board under W.S. 21-2-304(a)(iii); (pg. 15)

Meeting this requirement will be accomplished by adding to or revising the existing WDE assurance statements submitted by November 1 through the AdvancED ASSIST system.

The AdvancED five (5) year accreditation review cycle will include a specific review of the district assessment system. This review will be implemented with the 2015-2016 school year.

21-2-202 (a) (xxxvi)

(xxxvi) Commencing school year 2015-2016, in conjunction with the school district accreditation process required under W.S. 21-2-304(a)(ii) and as a component of the statewide education accountability system created under W.S. 21-2-204, conduct a review of each school district's assessment system once every five (5) years to ensure alignment with the uniform state education standards promulgated by the state board, and to ensure district adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii). Reviews undertaken pursuant to this paragraph, together with findings, shall be reported to the state board and any deficiencies determined by the review shall be addressed through the statewide system of support established under W.S. 21-2-204(f). (pg. 3)

21-2-204 (a) (iv)

Once every five (5) years and on a staggered basis, 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 as aligned with the uniform state standards and the attainment of high school graduation requirements. (pg. 10)

21-3-110 (a) (xxxiv)

Effective school year 2015-2016, in conjunction with district accreditation, as a component of the statewide education accountability system and in accordance with W.S. 21-2-202(a)(xxxvi), be subject to a review by the department of education once every five (5) years on the alignment of the district's assessment system with the uniform state education standards promulgated by the state board, and the district's adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii). (pg. 15)

Current Chapter 31 Rules require district assessment systems to be aligned, consistent, fair, and have a defensible standard setting method. The new language places the emphasis on alignment to the unified state standards. The Chapter 31 rules will be revised and a guidance document will be developed and provided to support districts in the near term.

In addition to the review that will be conducted in conjunction with the five (5) year accreditation review cycle, if a school is designated as “not meeting expectations” through the

accountability model calculation, the representative(s) identified for this district may conduct a specific review of the district's assessment system as part of the statewide system of support.

21-2-204 (f) (vi)

In addition, the evaluation of a district's student assessment system as provided by paragraph (vii) of this subsection may be undertaken in that school year immediately following any school year in which a school within the district has been designated as not meeting expectations. (pg. 5)

The guidance document noted above will provide support for districts and the representatives as they review the district assessment system in light of the “not meeting expectations” accountability rating.

For questions or concerns, please contact Shelly Andrews at shelly.andrews@wyo.gov or 307.777.3781.



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MEMORANDUM NO. 2015-079

TO: School District Superintendents
School District Title I Directors

FROM: Scott Bullock, Title I School Improvement

DATE: July 27, 2015

SUBJECT: SES Provider Waiver Request

COMMENT PERIOD ON PROPOSED 2015-2016 SES WAIVER

The Wyoming Department of Education (WDE) is requesting public comment regarding a request for a one-year waiver from a specific regulatory provision of Title I, Part A of the Elementary And Secondary Education Act (ESEA).

This provision, found at 34 C.F.R. § 200.47(b)(1)(iv) (A), (B), prohibits Wyoming from approving as providers of Supplemental Educational Services (SES), schools identified for improvement, corrective action, or restructuring.

Local Educational Agencies (LEAs) identified for improvement or corrective action are also prohibited from providing supplemental educational services.

The waiver, if approved, would allow schools and LEAs in improvement, corrective action, or restructuring status to apply to become state-approved SES providers for the 2015-2016 school year. Local schools and LEAs that meet all of the state requirements may apply to offer services that would otherwise be provided by third-party vendors.

An approved SES waiver would not commit Wyoming or the LEAs to any further restrictions or regulations.

LEAs and schools would be required to complete existing provider requirements to obtain approval.

Comments can be submitted to Scott Bullock at (307)777-6260 or scott.bullock1@wyo.gov from July 27 to August 10, at 5:00 p.m.

For questions, contact Scott Bullock at (307)777-6260 or scott.bullock1@wyo.gov.

Attachment:
Draft Waiver Request



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MEMORANDUM NO. 2015-096

TO: School District Superintendents
Principals

FROM: Bill Pannell, Accreditation Supervisor
Accountability Division

DATE: August 31, 2015

SUBJECT: Comprehensive School Plan Conference Calls

WDE OFFERING COMPREHENSIVE SCHOOL PLAN CONFERENCE CALLS

The Wyoming Department of Education (WDE) will conduct conference calls on September 17, 2015 to provide technical assistance regarding the Comprehensive School Plan. The WDE recently sent out a survey to determine the current degree of familiarity with the Comprehensive School Plan. Each school is required to have their plan posted on district or school websites by November 1.

Two calls will be held: one at 10:00 a.m. and one at 4:00 p.m. To join the call, dial 1-888-670-9530 or 307-438-9905, or go to www.uberconference.com/wdeuberconference. WDE staff will discuss the sample plan, indicator summaries, improvement plans, and plan submission.

To support district and school leaders, the WDE accreditation staff has posted a brief set of directions on how to complete and submit the plan. These directions can be accessed at: <http://goo.gl/QOgvEE>.

For more information, please contact Bill Pannell at Bill.Pannell@wyo.gov or 307-777-7322, or Brian Aragon at Brian.Aragon@wyo.gov or 307-777-8505.



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MEMORANDUM NO. 2015-088

TO: School District Superintendents
Principals

FROM: Julie Magee, Director
Accountability Division

DATE: August 24, 2015

SUBJECT: Embargoed School Performance Ratings and AYP

CONFIDENTIAL RELEASE OF SCHOOL PERFORMANCE RATING AND AYP DETERMINATIONS

The Wyoming Department of Education (WDE) will release 2014-15 confidential school performance reports for all Wyoming schools on Friday, August 21. Data is embargoed and not to be shared with the public until the scheduled public release on September 8.

Consistent with the requirements of the Wyoming Accountability in Education Act, data summarized in the School Performance Reports will place schools into one of four categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.

The School Performance Reports rate schools using a combination of several indicators. For grades 3-8, the indicators are achievement, growth, and equity, while high schools will have indicators for achievement, equity and college and career readiness. Specific measures used in the model are based on PAWS, EXPLORE, PLAN, and ACT as well as data on graduation, ninth grade completion, and Hathaway Scholarship eligibility. For more explanation on how the measures are used in the model refer to the [School Performance Rating Model for 2015](#).

The School Performance Reports are posted on the Wyoming Education Fusion portal at <http://fusion.edu.wyoming.gov>. To view these reports, you must have a fusion user account with one of the following roles: Superintendent, Principal, Assistant Principal, Assessment Coordinator, Accountability Coordinator, Special Education Director, Curriculum Coordinator, Title I Coordinator or Assessment Confidential Reports. If you do not know your username and/or password, there is a "Password Help"

link located in the upper center of the screen. If you do not have a fusion user account please see your district Fusion Administrator.

Once logged in to Fusion, choose the blue "Data Reporting" link. On the left side of the next page choose the "State Accountability Confidential" link. This will provide a list of confidential reports available to view.

There will be a two-week confidential review of the data by school district personnel. During this two-week period, schools will be asked to review their data and submit potential concerns or corrections to the WDE. District superintendents are asked to electronically sign off on their data at the following link: <https://portals.edu.wyoming.gov/Confirm/View/2014-15SPR>, no later than Friday, September 4.

Please note, the Adequate Yearly Progress data will be available for confidential review as well. A public release of state and federal accountability data is scheduled on Tuesday, September 8.

For questions related to the school ratings or indicators, contact Mike Flicek at 307-259-3963 or michaelflicek@gmail.com.

For questions, concerns or suggested changes about school or district data or federal accountability, contact Sean McInerney at 307-777-8752 or sean.mcinerney@wyo.gov.

For questions related to the Fusion website, contact Susan Williams at 307-777-6252 or susan.williams@wyo.gov.

August 7, 2015

From: Superintendent Jillian Balow

To: District Superintendents

Hello-

I want to spend just a bit of time summarizing the Statewide System of Support (SSoS) proposal that is before the State Board of Education.

In essence, the SSoS is a system Wyoming is required to have under federal law and expected to put into place under the state accountability law. For more than eight months, many of us have all worked hard to build the infrastructure for the SSoS. Here's the gist of the proposal:

- Establish a coherent approach to Professional Learning Communities (PLCs) throughout Wyoming school districts with Wyoming school district superintendents (WASA) as the lead.
- Strengthen education leadership in Wyoming through UW and the Wyoming Center for Educational Leadership.
- Implement comprehensive school improvement planning with a focus on consolidating and aligning accreditation and accountability efforts.
- Conduct immediate and ongoing system of support strategic planning for implementation, improvement and evaluation.

The district superintendents, through WASA, have played a key role in structuring the SSoS. All needs assessment data and research points to leadership capacity, PLCs, and strategic planning as lynchpins for success.

At a special State Board meeting this past week, the discussion centered around the components of the SSoS. Trustee Sessions asked how this equated to better teaching and improved learning. That's where you come in! Any effort is as meaningful and far reaching as you make it. I believe that we have forty-eight districts that want to be the best. You have an opportunity to weigh in on the tools you need to be successful and to implement those with the knowledge and belief that we will strengthen school culture, improve teaching, and positively impact student achievement.

The next step is to have the plan and funding for implementation approved by the State Board on August 13. Then the work can commence immediately.

An article from the Cheyenne newspaper that was not posted electronically is worth a quick read, and can be seen [here](#).



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FOR IMMEDIATE RELEASE

September 8, 2015

Visit edu.wyoming.gov/press for contact details

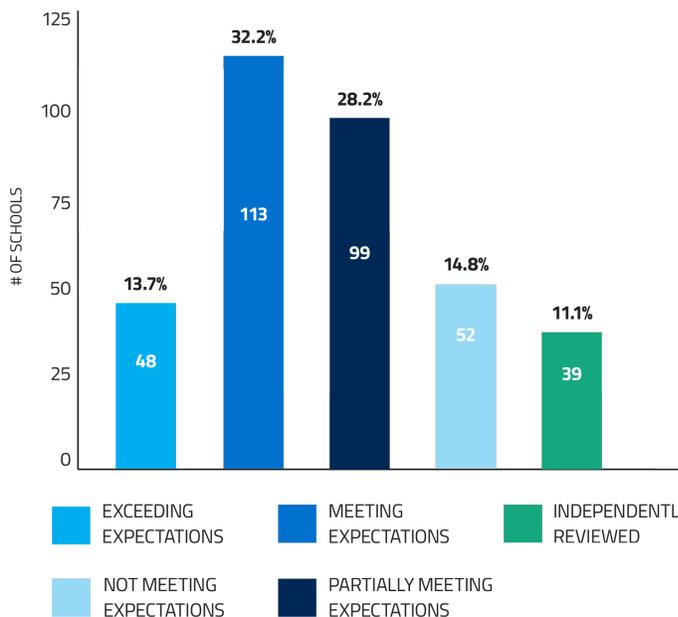
2015 ACCOUNTABILITY DETERMINATIONS RELEASED FOR WYOMING SCHOOLS

EMBARGOED UNTIL 1 PM ON SEPT 8, 2015

CHEYENNE - Federal and state accountability determinations were released by the Wyoming Department of Education (WDE) today and are available at goo.gl/oSNvvq. State accountability measures show most Wyoming schools are meeting or partially meeting expectations.

2014-2015 SCHOOL PERFORMANCE LEVELS

BASED ON STATE ACCOUNTABILITY MEASURES



“Now is the time to take a hard look at where schools are at and what needs to be done to get them to the next level,” says Superintendent of Public Instruction Jillian Balow. “This data gives us the valid measure needed to get schools where we want them and fortify Wyoming’s future.”

Superintendent Balow says the WDE is using the state accountability system to guide school improvement efforts. Every school is required to complete a comprehensive plan based on their school performance level. New components of the State System of Support will provide resources to improve leadership, instruction and other areas in Wyoming education.

According to federal accountability determinations, only 17 percent of Wyoming schools made Adequate Yearly Progress (AYP) during the 2014-15 school year. Superintendent Balow says this is not an accurate reflection of how Wyoming schools are doing, “No Child Left Behind gives an outdated, narrow view of student achievement. It’s overly focused on standardized test scores and meeting proficiency, instead of improving all students. I once again call on Congress to reauthorize the Elementary and Secondary Education Act and give more control back to the states.”

For questions, contact Kari Eakins at 307-777-2053 or kari.eakins@wyo.gov.

- END -



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MEMORANDUM NO. 2015-116

TO: School District Superintendents
School Principals

FROM: Brent Young, Chief Policy Officer

DATE: September 28, 2015

SUBJECT: Comprehensive School Plan Conference Calls

WDE OFFERING ANOTHER ROUND OF COMPREHENSIVE PLAN CONFERENCE CALLS

The Wyoming Department of Education (WDE) will conduct another round of conference calls on November 4, 2015 to provide technical assistance regarding the Comprehensive School Plan. A previous round took place on September 17, and was met with positive feedback. If you missed those calls, please consider joining this upcoming one. Each school is required to have their plan posted on district or school websites by December 7, 2015.

Two calls will be held: one at 10:00 a.m. and one at 4:00 p.m. To join the call, dial 1-888-670-9530 or 307-438-9905, or go to www.uberconference.com/wdeuberconference.

WDE staff will discuss the sample plan, indicator summaries, improvement plans, and plan submission.

To support district and school leaders, the WDE Accreditation Team has posted a brief set of directions on how to complete and submit the plan. These directions can be accessed at: <http://goo.gl/QOgvEE>.

For more information, please contact Bill Pannell at Bill.Pannell@wyo.gov or 307-777-7322, or Brian Aragon at Brian.Aragon@wyo.gov or 307-777-8505.



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MEMORANDUM NO. 2015-102

TO: School District Superintendents
School Principals
Curriculum Coordinators

FROM: Brent Young, Chief Policy Officer

DATE: September 14, 2015

SUBJECT: Comprehensive Plan Deadline Moved to December 7

PROCESS TO SUBMIT IMPROVEMENT PLANS FOR SCHOOLS

DUE DECEMBER 7, 2015

This year, schools are required to file a Comprehensive School Improvement Plan for the first time. According to federal guidelines, schools have 90 days after Adequate Yearly Progress (AYP) determinations are made to submit their improvement plans. This means the plans must be submitted by December 7, 2015, which supersedes previous November 1 deadlines.

After the initial plans are submitted, the WDE will provide assistance to schools until their improvement plans are fully aligned with the Wyoming Accountability in Education Act (WAEA), as well as federal requirements.

The process for submission of Improvement Plans for schools has changed. The new Comprehensive Plan has replaced the Improvement Plan, and an example can be found within Memorandum No. 2015-031. Visit this link for more information: edu.wyoming.gov/downloads/communications/memos/2015/2015-031.pdf.

This plan document is required by the WAEA for all schools in the Meeting, Partially Meeting, and Not Meeting categories. It is also required for all schools not meeting AYP for the federal No Child Left Behind Act (NCLB). In addition, the plan replaces the School Improvement Plan for AdvancED accreditation.

The Comprehensive Plan should also be used by those schools required to submit literacy improvement plans. W.S. 21-3-401(c) requires schools that are not meeting 85% proficiency in reading by 3rd grade to submit improvement plans. In order to meet this requirement, please include the bulleted items below in your

school's Comprehensive Plan. The section where the information will be included is identified in blue next to each requirement.

- District's general strategy for increasing reading proficiency for the next school year included in the teaching and learning improvement plan section of the comprehensive plan
- Address the use of instructional facilitators in grades K-3 across the district (Indicator 3.7 in the comprehensive plan)
- Address the use of certified tutors used in grades K-3 across the district (Indicator 3.12 in the comprehensive plan)

The direct link to the plan is: [Comprehensive Plan Document](#).

Directions for the plan can be found at: [Comprehensive Plan Directions](#)

Plans are due by December 7, 2015. Once the Comprehensive Plan is completed, please make it available on your school and/or district website, and submit the link to WDE using the submission form at this link: [Plan Submission](#)

For questions regarding plan submission, please contact Dianne Frazer at 307-777-8676 or dianne.frazer@wyo.gov. For questions regarding the Literacy Plan, please contact Lachelle Brant at 307-777-6476 or lachelle.brant1@wyo.gov.



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MEMORANDUM NO. 2015-132

TO: School District Superintendents
Building Principals
Curriculum Coordinators

FROM: Brent Young, Chief Policy Officer

DATE: October 19, 2015

SUBJECT: Professional Learning Community Regional Events

DATES SET FOR PLC REGIONAL EVENTS

Fourteen regional Professional Learning Community (PLC) events are available to Wyoming school districts as a component of the 2015-2016 Statewide System of Support plan.

Through a contract with the Wyoming Association of School Administrators (WASA), Dr. Anthony Muhammad will work to create PLC support throughout the State of Wyoming. Topics include the following:

- The basic PLC overview
- Transforming school culture
- Developing authentic collaborative teams
- Agreeing on what all students should know and be able to do
- Assessing whether students have learned those ideas
- Providing additional support for students that need interventions or enrichments

Interested districts and participants should contact the hosting school superintendent about which of the above topics will be the focus of each event.

11/09/15: Riverton, Fremont #25

11/10/15: Powell, Park #1

11/11/15: Cody, Park #6

11/12/15: Worland, Washakie #1

02/16/16: Douglas, Converse #1

02/17/16: Gillette, Campbell #1

02/18/16: Newcastle, Weston #1

02/19/16: Torrington, Goshen #1
03/28/16: Pinedale, Sublette #1
03/29/16: Evanston, Uinta #1
03/30/16: Rawlins, Carbon #1
03/31/16: Cheyenne, Laramie #1
04/01/16: Laramie, Albany #1
04/07/16: Casper Natrona #1

WASA will be sending out further communication to district superintendents in regards to each regional event.

For more information, please contact Brent Young, Chief Policy Officer, at 307-777-2059 or brent.young@wyo.gov.

Actions	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
Comprehensive Plan	Document effective practices and submit to local superintendent and WDE. Due Date: 12/7/15 Posted on school or district website.	Plan shall be based upon an evaluation of strengths and weaknesses of specific WAEA indicator scores. Submit to local superintendent and WDE. Due Date: 12/7/15 Posted on school or district website.	Identifies and addresses all content and indicator areas where performance is below target levels. Submit to local superintendent and WDE. Due Date: 12/7/15 Posted on school or district website.	Identifies and addresses all content and indicator areas where performance is below target levels. Submit to local superintendent and WDE. Due Date: 12-7-15 Posted on school or district website.
Local School Board Approval	NA	Appointed Representative	Appointed Representative	Appointed Representative Comprehensive Plan
Representative	NA	Monitors the school's progress towards meeting identified goals/Monitors implementation of processes, measures, and methods contained in plan.	Monitors the school's progress towards meeting identified goals/Monitors implementation of processes, measures, and methods contained in plan/Assist district in identifying and securing necessary resources to support identified goals.	Assists in drafting the school improvement plan, including the selection of programs or interventions to improve student performance and includes the requirements as found in "Partially Meeting Expectations" Schools.
District Assessment System	Part of five year review for AdvancED Accreditation	Part of five year review for AdvancED Accreditation	Part of five year review for AdvancED Accreditation	Evaluation may be undertaken in the school year immediately following identification.
Notes			A school not meeting improvement goals for two years may be subject to requirements as "Not Meeting Expectation" schools.	
Statutory Reference	21-2-204 (iii)	21-2-204 (iv) (vii)	21-2-204 (v) (vii)	21-2-204 (vi) (vii)

System of Support

A guide for implementation

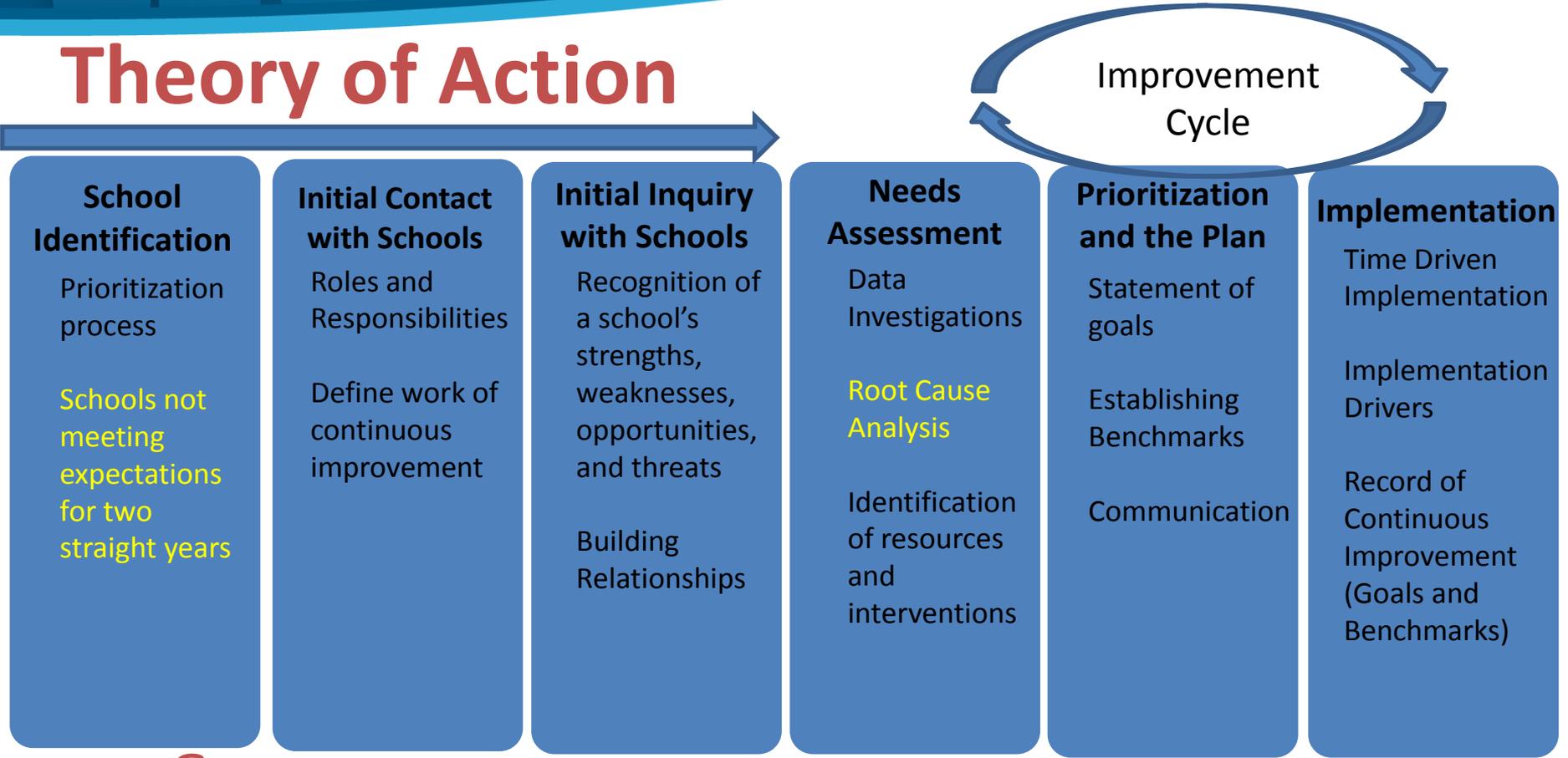
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Overarching Goals of Wyoming's Accountability in Education Act (WAEA)

- See Wyoming become a national education leader among states;
- Ensure all students leave Wyoming schools career or college ready;
- Recognize student growth and increase the rate of that growth for all students;
- Recognize student achievement and minimize achievement gaps;
- Improve teacher, school, and district leader quality.
- Maximize efficiency of Wyoming education;
- Increase credibility and support for Wyoming public schools.

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Theory of Action



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SSoS Collaborative Council

Quarterly identification of system's needs and services
 Reviews schools' records of continuous improvement
 Reviews implementation of instructional strategies

*Template adapted from Minnesota's Department of Education SSoS framework

Statewide System of Support Theory of Action and Implementation

Wyoming's Accountability in Education Act (WAEA) establishes performance ratings for all public schools which identifies schools performing at the highest levels (Exceeding Expectations) to those schools that are persistently underperforming (Not Meeting Expectations). The statewide system of support (SSoS) works with all levels of schools to showcase best practices and to develop and implement supports that support teaching and learning in our lower performing schools. The supports begin within the infrastructure of district and school leadership teams. The implementation of selected interventions are driven by teacher led professional learning community teams.

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Theory of Action for Low Performing Schools

The school identification and prioritization process begins each fall as the State of Wyoming releases performance ratings for all schools. Similar to the current federal accountability model, lowest performing schools will be identified by receiving a "Not Meeting Expectations" performance rating for two consecutive years.

Initial contact with identified schools will be made by the Wyoming Department of Education (WDE). Understanding the roles and responsibilities of local boards, superintendents, and schools will be the goal during this initial contact phase. Requirements for each of these groups will be outlined with specific actions for each group. The scope of the continuous improvement process and its resources will be defined and shared, i.e. Comprehensive School Plan.

As schools begin the inquiry step of the continuous improvement process they will identify those indicators that recognize the strengths, weaknesses, opportunities, and threats for their school's efforts to improve student achievement.

The continuous improvement cycle is characterized by an individual school's needs assessment, priorities, and the implementation of selected interventions and strategies. During the needs assessment phase, schools, along with their representative, will utilize the dynamic data reporting features offered through the WDE in conjunction with their own locally developed data reporting tools to complete a "data dive" in an effort to understand what the data is telling them about their school's student academic performance. Each identified school's improvement team will complete a systematic process called Root Cause Analysis (RCA). A root cause is defined as "the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom." (Preus, 2003, Root Cause Analysis: Using Data to Dissolve Problems). An RCA is defined as an effective tool used both reactively, to investigate an adverse event that already has occurred, and proactively, to analyze and improve processes and systems before they break down (Preus, 2003).

Combining information from the data dive and the RCA, schools will then begin the process of identifying resources, intervention, and strategies to support their school improvement goals. Documentation of these resources, intervention, and strategies will be identified in each school's comprehensive plan and will be publically posted on the school's and/or district's web site. The assigned representative's role will assist the school's leadership team in this process which will include the selection of interventions and strategies.

The plan will clearly articulate the school's goals and the identified benchmarks that will provide evidence of implementation and effectiveness. Improvement plans for the selected goals will address activities that support teaching and learning, involve school and district level leadership, and that address the utilization of school and district resources. All plans must be time driven and clearly articulate individuals responsible for implementation.

Collaborative Council for Wyoming's Statewide System of Support

The collaborative council made up of education stakeholders in Wyoming will serve as the system's guiding coalition through the Wyoming State Board of Education and Wyoming Department of Education. The council will, through quarterly meetings, evaluate the support system's current needs and services and provide recommendations for future activities and resources. Bi-annually, the council will monitor each prioritized school's evidence of implementation and their records of continuous improvement toward meeting their improvement plan goals and benchmarks. Feedback from the council's monitoring will be delivered to the school's superintendent and appointed representative. An annual report will be shared with the Wyoming State Board of Education through the Wyoming Department of Education.

Draft Copy

How Wyoming schools, at any performance level, leverages support from the statewide system

- High performing schools, those “Exceeding Expectations” will be sharing their story of how they have achieved at the highest performance level and will demonstrate their continuous improvement cycle through the posting of their comprehensive plan.
 - All Wyoming schools will have access to these stories and plans which is intended to raise levels of collaboration among Wyoming’s school systems.
- All Wyoming schools will have access to statewide professional development opportunities.
 - Examples for the 2015-2016 school year include the following:
 - Creating a culture of high expectations-Regional Events (teacher, principal, superintendent)
 - Leadership Development and Support (teacher, principal, superintendent)
 - Wyoming Center for Educational Leadership
 - Individual Level Supports
 - Principal Academy, Principal Mentorship, One on One Principal and School Improvement Support, UW Literacy Center Teacher Training, Instructional Facilitator Training
 - School Level Supports
 - School Improvement Planning, School Leadership Team Academy, Literacy Center School Wide Training, Steps for Success (WDE), Professional Learning Community Summit (Sheridan School District #2 and WDE)
 - District Level Supports
 - ECHO Project for Superintendents, School Board Governance (WSBA), Strategic Planning (WSBA), Professional Learning Communities (WASA)
 - Wyoming Department of Education
 - School Improvement, Standards, Assessment, English Learners, CTE, Digital Learning, Data, Early Learning,

Draft Copy



WYOMING

State Board of Education

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

PETE GOSAR
Chair, Laramie

October 19, 2015

KATHY COON
Vice Chair, Lusk

TO: State Board Members

KEN RATHBUN
Treasurer, Sundance

FROM: Paige Fenton Hughes, Coordinator

JILLIAN BALOW
State Superintendent

RE: Board update

I haven't had a chance to just update you lately on what I've been doing and where I've been going. I think we'll have time at this meeting to just get you caught up.

SUE BELISH
Ranchester

I was asked to present at the Wyoming Association of School Administrators (WASA) workshop for new superintendents. The informational session was a two-day event in Riverton. My task was to just give an overview of the roles and responsibilities of the state board and to share facts about the board. Brent and Jillian were there, so you can hear from them as well.

NATE BREEN
Cheyenne

HUGH HAGEMAN
Fort Laramie

The AdvancED Continuous Improvement Conference was held the end of September in Casper. I was asked to serve on the AdvancED Wyoming Advisory Council, so we met on Sunday afternoon. Later that evening we had a dinner which was attended by AdvancED representatives from around the region. There have been a lot of changes inside the AdvancED organization, essentially a whole new internal restructuring. The globe has been divided into regions in order to better serve systems and schools all around the world. Jillian and Dicky will also be serving on this council, so you can hear their insights as well.

RON MICHELI
Fort Bridger

SCOTTY RATLIFF
Riverton

JIM ROSE
Ex-Officio, CCC

The conference was held on Monday and Tuesday, September 28 and 29, 2015. In addition to receiving training about our responsibilities as members of the council, we also were privileged to attend breakout and keynote sessions when we could. One keynote was Angela Maiers, who spoke about how to engage students in active learning in the classroom. The other keynote was LeAnn Nickelsen, co-author of *Deeper Learning: 7 Powerful Strategies for In-Depth and Longer-Lasting Learning*. I also attended the session that Scott Marion and Joseph Martineau presented along with members of the assessment task force about the recommendations of the task force. The recommendations were largely well received. Audrey Kleinsasser presented a School-University Partnership session on the Robert Putnam book that we discussed in Pinedale. She did a great job of using an excerpt from the book to bring the discussion around to issues facing Wyoming schools related to the widening opportunity gap. There was time for me to share some of the highlights of our conversation in Pinedale. On a related note, it looks like Putnam might be speaking at the WSBA conference a year from now.

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

Here's a link if you want to check out the entire agenda for the AdvancED conference: <http://www.cvent.com/events/advanced-wyoming-fall-2015-continuous-improvement-conference/event-summary-afd0986dbfe241f7a0088f006915bb09.aspx>

The first week of October, I was honored to serve as the associate lead evaluator for the school accreditation visit to St. Stephen's. It's always a good thing to get back in schools for a few days and be reminded of why we do the work we do. The visit lasted from Sunday afternoon to Wednesday afternoon. Our lead evaluator was a friend of mine from Indiana, so it was good to get caught up with him as well. We had a Kansas superintendent, WDE staff, and Wyoming educators rounding out the team. It was a lot of fun, but caused me some serious setbacks in getting caught up on work! Seventeen districts are accredited this year, and those data will make up the report we get from Geri Fitzgerald in the spring. We'll be able to see trends over three years when she gets all the numbers done.

We are heading off to the NASBE national conference tomorrow, so you'll see on your agenda that we'll have some updates for you all when we get back. Nate is presenting; Belenda is leading the regional elections in addition to her work groups; and our team is leading a table discussion on assessment. We'll share all the news when we meet.



WYOMING

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Thermopolis

CHELSIE OAKS
Executive Assistant

October 28, 2015

TO: State Board of Education

FROM: Paige Fenton Hughes, Coordinator

RE: Tab E-Wyoming State Board of Education Goals

- Facilitate the development of and implementation of a comprehensive, multi-tiered system of support focused on assisting schools not meeting Wyoming Accountability in Education model indicator targets.
- Implement elements of a comprehensive communication plan aimed at
 - Fostering understanding of the role, duties, and responsibilities of the state board;
 - Stressing the importance of communities and families in supporting high quality education for all Wyoming children;
 - Sharing the importance of rigorous, college and career ready content and performance standards.
- Lead in developing and utilizing collaborative partnerships to collectively impact positive student outcomes.



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WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

October 28, 2015

TO: State Board of Education

FROM: Paige Fenton Hughes, Coordinator

RE: Tab F- Wyoming State Board of Education Legislative Priorities

The Wyoming State Board of Education supports:

Adequate school funding aimed at ensuring a high quality education for every Wyoming child by improving student learning, recruiting and retaining quality educators, and providing for district capital construction needs;

High quality early learning programs that are an option for every child in Wyoming;

Legislation to promote greater understanding of Wyoming's tribal culture and history among non-Native people;

Reviewing student attendance policies as they relate to beginning school, dropping out of school, and regularly attending school;

Allowing flexibility in teacher licensure to allow teachers to award credit in more than one content area;

Training for school board members regarding leadership and governance.



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KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

October 28, 2015

TO: State Board of Education

FROM: Paige Fenton Hughes, Coordinator

RE: Tab G-Definition of a High School Graduate

The 2012 Wyoming Comprehensive Accountability Framework Phase I Report of the Advisory Committee to the Select Committee on Statewide Education Accountability notes that “the most critical aspect of developing a student graduation accountability system is to define a Wyoming high school graduate” (Marion & Domaleski, 2012). The report contemplates a “design committee” coming up with a definition of a Wyoming high school graduate. Over the past couple of years, the Wyoming State Board of Education has discussed the definition of a high school graduate from time to time and has solicited input from a collaborative group of stakeholders. Also, the Complete College Wyoming group has been crafting a working paper on college and career readiness for Wyoming students. The state board reviewed this document, took into consideration input from the collaborative council, and included their own perspectives in crafting a definition of a Wyoming high school graduate that includes the knowledge, intellectual skills, and dispositions of successful students. All graduates of Wyoming schools shall, at a minimum, be prepared to enter the University of Wyoming and Wyoming community colleges. Toward that end, each student shall meet the standards of graduation as prescribed by the State of Wyoming and the district from which he or she graduates. Moreover, each student shall be equipped for his or her role as a citizen and participant in the political system as well as to compete both economically and intellectually in a global society.

More specifically, Wyoming high school graduates should demonstrate college and career ready levels of competence on a college or career readiness assessment and have developed a foundation in the academic disciplines identified in the Hathaway Success Curriculum (Complete College Wyoming, 2015).

In addition to a foundational knowledge base, Wyoming students should demonstrate the following intellectual skills:

- Solving problems persistently and creatively;
- Researching and synthesizing information from a variety of sources;

- Reading fluently and reading for understanding;
- Writing and speaking so as to convey meaning to a variety of audiences.

In order to be an engaged and contributing member of society, Wyoming high school graduates will demonstrate

- A healthy curiosity and the ability to reflect thoughtfully;
- Perseverance and persistence when facing challenges;
- Ability to confidently question;
- Adaptability and flexibility as a life-long learner;
- Acceptance of diversity.

STATE BOARD OF EDUCATION



Wyoming State Board of Education
Communications Committee Call
10:00 AM, October 14, 2015

- 10:00 AM Review recommendations for Pascal contract and costs
I want to talk through this language: Develop a multi-purpose introductory packet, including a fact sheet (and possibly FAQ with it) to explain the role and functionality of the State Board, the importance of its policy decisions and how it works with other educational entities. Develop a strategy for releasing this introductory packet (from legislators to other key stakeholders, how will we share it and when).
- The committee talked through different options for amending the Pascal contract. Paige will take the committee suggestions and revise the amended contract for inclusion in the board packet for October 28.
- 10:20 AM Update on constituent call regarding communications
- Paige updated the committee on a communications from and a call with a constituent and Pete regarding state board communications.
- 10:30 AM Other issues/concerns/discussion

ACTION SUMMARY REVIEW STATE BOARD of EDUCATION

September 2015

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Excelsior Youth Center, Aurora, Colorado on September 23 and 24, 2015. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

Excelsior Youth Center is located at 15001 E. Oxford Avenue, Aurora, Colorado. Excelsior Youth Center's educational program is designed for females, ages eleven through eighteen and their families with individualized therapeutic and educational programming opportunities from community-based to residential treatment services. Excelsior Youth Center has a continuum of care centered on "Family Preservation". The continuum includes "Comprehensive Educational Programming" with specific options including: Community Based Services (working with boys and girls who are high risk for out-of-home placement); Short Term Intensive Intervention; Respite Care (relief services); Intensive Outpatient Program; Day Treatment (available for girls living in the community with special educational and mental health needs); 21 Day Stabilization & Assessment Program (help stabilize youth in immediate distress, assess needs of child and family and begin course in individualized treatment), and Family Focused Residential Treatment (live-in educational and therapeutic services). Other information: equine and canine therapy, three CEO/Executive Directors (including current CEO) in forty-year history; programs focus on Conduct Disorder, Offensive Specific, Human Trafficking, attachment disorder; have two on-site psychologists. Post-secondary options such as graduation by home district, CDE diploma from Colorado approved facilities, or portfolio for college in Colorado, high school equivalency, or work force readiness.

Excelsior Youth Center is currently undergoing a restructuring of sorts; however, they seem to have retained a core of individuals who have more than eight years at the Center (their marketing person, assistant principal, and others who have been promoted from within). Others who have less than two years include their CEO, who has been at the helm for a few months over a year, their CFO, and an administrative assistant. In addition to the approved

certifications/licensures for Residential Treatment Centers, Excelsior Youth Center participates with AdvancED and has received the AdvancED accreditation valid through June 2020. Teacher and administrator certification is through the Colorado Department of Education.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Excelsior Youth Center as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

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

COMMENTS:

ACTION SUMMARY REVIEW STATE BOARD of EDUCATION

October 2015

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed Shiloh Home, Inc. on September 30 and October 1, 2015. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

The Shiloh Home, Inc./Shiloh House, administrative office is located at 6400 W. Coal Mine Avenue, Littleton, Colorado. Shiloh House offers Residential Child Care Facility (RCCF) services in ten (10) programs available on four campuses. RCCF programs are designed for specific age ranges, allowing for services to be offered to youth between ages of five to seventeen (5-17). Please note: RCCF is Colorado's acronym and similar to Residential Treatment Centers.

Shiloh House Adams Campus serves ten (10) male and female youth ages seven through twelve (7-12); also included on this campus is the Community Outreach Services and soon to open, *Family Engagement Center*, which will house several community entities that share high risk youth and families. Shiloh House Longmont campus serves twenty-two (22) male youth ages twelve to seventeen (12-17) in two separate homes. Service options include treatment for problem sexual conduct. Shiloh House Sanctuary Program Thornton area provides short term emergency shelter for youth ages five to seventeen (5-17) as well as longer term residential services for male and female youth ages twelve to seventeen (12-17). Shiloh House Littleton Campus offers four residential programs for male youth ages twelve to eighteen (12-18); two of the programs provide treatment services tailored to address needs specific to youth with problem sexual conduct. Shiloh Academy's specialized and regular education programming are offered to youth participating in Shiloh Academy's residential or day treatment programs with locations in Littleton, Longmont, Thornton, and Adams County. In addition to AdvancED accreditation, effective through June 2018, Shiloh Academy incorporates Positive Behavior Intervention and Supports (PBIS) with their R.I.S.E. model (Respect, Independence, Safety, and Effort). Teacher and administrator certification is through the Colorado Department of Education. Shiloh House currently has one Wyoming court ordered student attending the Littleton campus.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Shiloh Home, Inc./Shiloh House as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

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

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 19, 2015

ISSUE: Amendment to Pascal Public Relations Contract

AUTHORITY: NA

BACKGROUND/HISTORY:

Pascal Public Relations completed the communications plan for the board which was approved in August. In September, the board requested that Kelly Pascal Gould be contacted about completing a document containing background information about the state board of education, its duties and responsibilities, and how the board works with other state education entities. A plan to release and share the information is also included in the contract amendment. Adopting a contract amendment was discussed briefly on October 8, 2015 during the board's teleconference, but the item was tabled in order to provide an opportunity for contract amendment revision and for the board to talk about it face-to-face at the next meeting.

The communications committee met after the October 8 meeting to discuss the contents of amendment. It was determined to include an additional deliverable that would allow the board to engage Kelly in future work that is part of the communication plan at the discretion of and direction of the board without having to amend the contract once again. Therefore, you will see two additional amendments to Attachment A of the original contract.

FUNDING: Not to exceed \$10,000 additional dollars. The duties and responsibilities document is estimated to cost about \$8000 (and those dollars are already available as part of the original contract). The additional dollars would be available in the event the board wants to engage Pascal Public Relations in other tasks as part of implementing the communications plan.

IMPLEMENTATION AND SUSTAINABILITY: The contract amendment actually allows for the first steps of implementing the comprehensive communications plan adopted by the board. It will also allow for the next steps of the plan to be implemented should the board so choose in the near future. The duties and responsibilities document should be able to serve as a background piece that can simply be updated and revised and used from year to year.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to approve the contract amendment to the contract between Pascal Public Relations and the State Board of Education dated June 5, 2015.

SUPPORTING INFORMATION ATTACHED: Contract amendment and revised Attachment A to the original contract.

PREPARED BY: *Paige Fenton Hughes*
Paige Fenton Hughes, Coordinator

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

COMMENTS:

**AMENDMENT ONE TO THE CONTRACT BETWEEN
THE WYOMING STATE BOARD OF EDUCATION
AND
PASCAL PUBLIC RELATIONS**

1. **Parties.** The parties to this Contract are the Wyoming State Board of Education (Agency), whose address is: 2300 Capitol Avenue, Cheyenne, Wyoming 82002, and Pascal Public Relations, 50 E. Loucks, Ste. 206, Sheridan, WY 82801.

2. **Purpose of Amendment.** This Amendment shall constitute the first amendment to the Contract between the Agency and the Contractor which was duly executed on June 5, 2015 and which became effective on June 5, 2105. The purpose of this Amendment is to: (a) add additional responsibilities to Attachment A; and (b) to add payment provisions for additional responsibilities added to Attachment A.

The original Contract, dated June 5, 2015 required the Contractor to develop a communications plan for a total Contract amount not to exceed dollars \$30,000 with an expiration date of May 31, 2017.

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

4. **Amendments.**

The second sentence of Section 4 of the original contract is hereby amended to read as follows:

Total payment under this contract shall not exceed \$40,000.

Add goals to Attachment A which read:

Create, in consultation with the board, a multi-purpose introductory document including a fact sheet (and possible FAQs) to explain the roles and responsibilities of the State Board of Education, the importance of its policy decisions, and how it works with other education entities that can be shared with stakeholders, used in board publications, and aid in public presentations. Develop a strategy for releasing the introductory document.

Complete other tasks as requested and directed by the board which might include, but not be limited to, conducting board training sessions; developing multi-purpose copy for distribution, use on the website or use in social media; prepare for legislative scenarios by developing proactive and reactive strategic communications recommendations, including messaging; and providing ongoing strategic communications support.

Add associated deliverables in Attachment A which read:

Consult with the board when necessary, communicate with board staff, complete necessary background research, and present a final roles and responsibilities document to the board by December 31, 2015.

Complete additional tasks as agreed upon with the board and as directed by the board by dates determined by the board.

Change the cost per deliverable to read:

The cost for the roles and responsibilities document shall not exceed \$8,000 invoiced at \$125 per hour with travel reimbursed.

The cost for additional tasks as directed by the board shall not exceed \$10,000 invoiced at \$125 per hour with travel reimbursed.

Add a measurable indicator of deliverable that reads:

Regular updates to the board as requested and a completed document by December 31, 2105.

Regular updates to the board as requested with completed tasks by dates as directed by the board.

5. Additional Responsibilities of the Agency.

Responsibilities of the Agency have not changed other than as specified above.

6. Additional Responsibilities of the Contractor.

Responsibilities of the Contractor have not changed other than as specified above.

7. Special Provisions.

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

8. General Provisions.

- A. Entirety of Contract.** The original Contract, consisting of seven (7) page(s), and Attachment A, consisting of two (2) pages, and Amendment One, consisting of four (4) pages along with the revised Attachment A consisting of three (3) pages represent the entire and integrated agreement between the parties and supersede all prior negotiations, representations, and agreements, whether written or oral.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

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

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

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

AGENCY:

Wyoming Department of Education (WDE)

_____	_____
Dicky Shanor, Chief of Staff	Date
Wyoming State Board of Education	

_____	_____
Pete Gosar, Chairman	Date

CONTRACTOR:

Pascal Public Relations

_____	_____
Kelly Pascal Gould	Date

ATTORNEY GENERAL'S OFFICE: APPROVAL AS TO FORM

_____	_____
S. Jane Caton, Senior Assistant Attorney General	Date

**ATTACHMENT A (as amended) TO THE
PROFESSIONAL SERVICES CONTRACT BETWEEN THE STATE BOARD OF EDUCATION AND
Wyoming Center for Educational Leadership**

Monitoring Agent: SBE Administrative Committee
 Organization/Division: State Board of Education
 Date Action Plan Developed: May 5, 2015
 Project Timeline From: June 1, 2015 To: May 31, 2017
 Full Contract Amount: \$ not to exceed \$40,000

Interim Monitoring		
Monitored Dates	Monitoring Agent (Init.)	Amt Paid to Date
November of each year		

SBE Chairman Signature _____ **Date:** _____

ACTION PLAN

Goal: To ensure the Wyoming State Board of Education has a completed and comprehensive communication plan in place.								
Deliverables	Target Dates	Was Target Date Met?		Contractor Personnel Involved	Cost Per Deliverable	Measureable Indicators of Deliverable	Is Deliverable Completed	
		Yes	No*				Yes	No*
Facilitate a project kick off meeting and any other necessary meetings either in person or by virtual means, conduct appropriate research, analyze current communications strategies, share findings with the board on ongoing basis	August 15, 2015			Kelly Pascal Gould	Not to exceed \$28,500- invoiced at \$125/hour with costs reimbursed	Agendas provided for meetings, written updates and reports presented to the board throughout the process		
Present a final communications draft plan	August 15, 2015			Kelly Pascal Gould	\$1500 (to include hourly	Appear in person before the state board;		

in a face-to-face presentation with the board					rate, travel and associated costs)	provide and present a completed draft communications plan		
Create, in consultation with the board, a multi-purpose introductory document including a fact sheet (and possible FAQs) to explain the roles and responsibilities of the State Board of Education, the importance of its policy decisions, and how it works with other education entities that can be shared with stakeholders, used in board publications, and aid in public presentations. Develop a strategy for releasing the introductory document.	December 31, 2015			Kelly Pascal Gould	Not to exceed \$8000 (to include hourly rate, travel and associated costs)	Consult with the board when necessary, communicate with board staff, complete necessary background research, and present a final roles and responsibilities document to the board by December 31, 2015.		
Complete other tasks as requested and directed by the board which might include, but not be limited to, conducting board training sessions; developing multi-purpose copy for distribution, use on the website or use in social media; prepare for legislative scenarios by developing proactive and reactive strategic communications	To be determined			Kelly Pascal Gould	Not to exceed \$10000 (to include hourly rate, travel and associated costs)	Complete additional tasks as agreed upon with the board and as directed by the board by dates determined by the board.		

recommendations, including messaging; and providing ongoing strategic communications support.								
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