



# WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

October 13, 2016 Fremont CSD #1 Boardroom 863 Sweetwater Street, Lander, WY		
10:00 a.m. - 11:00 a.m.	Tour of Wind River Job Corps	
11:30 a.m. - 12:00 p.m.	Lunch	
12:00 p.m. - 12:05 p.m.	<b>State Board of Education</b>	
	• Call to order	
	• Approval of agenda	Tab A
	• Minutes	Tab B
	• Treasurer's report	Tab C
12:05 p.m. - 12:20 p.m.	Wyoming State Superintendent Update	
12:20 p.m. - 1:05 p.m.	WDE Division Update and Homeless Education In ESSA	Tab D
1:05 p.m. - 3:30 p.m.	Board Reports and Updates- Lisa Weigel, Tom Sachse & Staff	
		Tab E
		Tab F
		Tab G
		Tab H
		Tab I
		Tab J
3:30 p.m. - 4:30 p.m.	Complete College Wyoming- Jackie Freeze	Tab K
	State Board of Education Meeting Recess	
October 14, 2016 Fremont CSD #1 Boardroom 863 Sweetwater Street, Lander, WY		
	Reconvening of the <b>State Board of Education</b>	
8:00 a.m. - 9:00 a.m.	SBE Committee Reports	
	• Administrative Committee	
	• Communication Committee	Tab L

	<ul style="list-style-type: none"> <li>Accountability Committee</li> </ul>	
9:00 a.m.- 9:30 a.m.	Strategic Plan Session Update- Tom Sachse	
9:30 a.m. - 10:00 a.m.	Rules Discussion- Foresight Law + Policy and Shelly Andrews	Tab M
10:00 a.m. - 11:00 a.m.	<u>Action Items:</u> <ul style="list-style-type: none"> <li>Court Order Placement of Students (COPS)- Jo Ann Numoto</li> <li>SBE Policies</li> <li>October 15<sup>th</sup> Report</li> </ul>	Tab N
		Tab O
	Other issues, concerns, discussion, public comment:	
	Adjourn	



## ACTION SUMMARY SHEET

**DATE:** October 13, 2016

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the October 13-14, 2016 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

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## ACTION SUMMARY SHEET

**DATE:** October 13, 2016

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the State Board of Education meetings from August 18, 2016 & September 22-23, 2016.

**SUPPORTING INFORMATION ATTACHED:**

- August 18, 2016
- September 22-23, 2016

**PREPARED BY:** Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

**COMMENTS:**

WYOMING STATE BOARD OF EDUCATION  
August 18<sup>th</sup>, 2016  
WCA Regional Training Center  
2220 Bryan Stock Trail  
Casper, Wyoming

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

Members absent: Hugh Hageman and Kathy Coon.

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Tom Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Katherine Leuschel, Attorney General's Office (AG); Mary Kay Hill, Governor's Office; Julie Magee, WDE; Mike Flicek, WDE; Jo Ann Numoto, WDE; Brent Bacon, WDE; and Kathy Scheurman, WEA

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#### CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 11:05 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 Sue Belish; the motion carried.

#### APPROVAL OF MINUTES

Minutes from the June 23-24, 2016 State Board of Education meeting were presented for approval. Sue Belish moved to approve the minutes as presented, seconded by Dicky Shanor, proxy for Superintendent. Robin Schamber abstained; the motion carried.

Minutes from the July 8, 2016 State Board of Education meeting were presented for approval. Ken Rathbun moved to approve the minutes as presented, seconded by Nate Breen. Robin Schamber abstained; the motion carried.

#### TREASURER'S REPORT

SBE Treasurer, Ken Rathbun, presented the summary review and expenditures report for board's budgets. He noted that some of the travel expenses were submitted after the biennium close out and that is why these charges are appearing in the new budget.

Scotty Ratliff moved to approve the presented Treasurer's Report, Sue Belish seconded; the motion carried.

## BOARD REPORTS AND UPDATES

### September 1 Legislative Report

SBE Coordinator, Tom Sachse, presented a draft of the September 1 Legislative Report regarding the Governance Structure of the State Board and the Need for an Independent State Board Coordinator.

The board discussed in detail the necessity and importance of an SBE coordinator position.

Sue Belish recommended revisions to the report that included: rearranging the order of the recommendations in the executive summary and the section about state boards in general. On the section on the need of an executive officer she suggested a description of the board coordinator and executive assistant should be included. Board Member Belish also recommended adding a paragraph in the report about how the position was eliminated in the first place, that the board did not support the elimination and that it was discussed outside of the board deliberations. Additionally she recommended emphasizing that the SBE used to have more staff prior to 2012.

Lastly, Sue recommended adding a paragraph for more partnering between the WDE and the coordinator and the report should also contain an opinion on the governance structure.

Discussion also took place around the SBE budget authority and the boards' wish to have more budgetary authority.

Sue Belish moved that her suggested changes be made to the report, Scotty Ratliff seconded. Dicky Shanor, proxy for State Superintendent, opposed. The motion carried.

Sue Belish moved that the recommendation of the State Board have budget authority over its own budget be included in the recommendations section of the report. Scotty Ratliff seconded. Dicky Shanor, proxy for State Superintendent, opposed; the motion carried.

Scotty Ratliff moved to recommend that the Dean of Education at the University of Wyoming be an ex-officio member of the board be added to the recommendation section of the report. Nate Breen seconded; the motion carried.

Scotty Ratliff moved to recommend that all ex-officio members not be voting members on the board. Pete Gosar seconded.

Sue Belish stated that she would not be voting in favor of the motion, that she felt the board and State Superintendent needed to be partners and if making ex-officio members full voting members of that board would help then that should be recommended.

The motion failed.

Ken Rathbun moved the board recommend in the report that all ex-officio members of the board be full voting members. Seconded by Nate Breen. Pete Gosar opposed; the motion carried.



## WDE HIGHLIGHTS

Rob Black, WDE, was recently named the social studies consultant and has been working as the Native American Education consultant. Mr. Black gave highlights from the annual Native American Conference that took place on August 10-11, 2016 in Riverton and suggested that the board consider inviting the Triad to the SBE October meeting.

The board viewed a PBS video on the Wind River Reservation about Why Teach Native American History.

## CONINUATION OF BOARD REPORTS AND UPDATES

### NASBE Meetings

Tom Sachse gave an update on the National Association of State Boards of Education (NASBE) New Member Institute he added in July and asked members to consider attending the annual conference in October that will take place in Kansas City, Missouri this year.

### Strategic Action Plan

SBE Coordinator, Tom Sachse, reviewed the revised action plan with the board. He also noted that he has been working with Kelly Pascal Gould from Pascal Public Relations on blog posts.

Sue Belish requested that the board's mission and vision be handed out at each meeting, she thought this would make the board more accountable.

### Legislative Action Plan

Tom Sachse reviewed the legislative action plan provided in the meeting packet with the Board. He will be adding the recommendations from the September 1 Legislative Report to the plan.

### SBE Retreat

Tom Sachse discussed possible agenda items and topics for the upcoming SBE retreat.

Nate Breen requested an update on the WyCEL and ECHO project.

Belenda Wilson asked that information be provided on the future of SBE communications since the board will not be able to fund the communication contract for much longer.

Pete Gosar requested a presentation on the Every Students Succeeds Act (ESSA).

### SBE Policies

SBE Coordinator, Tom Sachse, reported that he and Lisa Weigel, WDE Liaison, have been working together to edit the policies and presented sections 1, 2, 3,7,8, 19 & 22 for review.

To help condense the policies, Tom suggested that on each policy the legislation be removed and that a hyperlink to the statute be included instead.

Proxy for State Superintendent, Dicky Shanor, did not feel like the statutes belong in the policies.

Sue Belish noted that in her experience with local school districts, they usually reference statute that goes along with policy.

The board determined that sections 19 & 22 of policy would be reviewed again in the next SBE meeting.

Sue Belish wanted to know how the board would develop a policy around reviewing and approving executive session minutes. Mackenzie Williams, SBE Attorney, will work with the board coordinator on creating an appropriate policy.

### Rules Update

Tom Sachse and Mackenzie Williams, gave an update on the status of the current Chapter 31 Rules and the ongoing dialogue that has taken place between the Legislative Service Office, WDE and SBE. Most recently, communication has been exchanged on what exactly is being expected in the revision of the rules. Mackenzie reviewed the two issues that needed to be addressed. With that understanding expect that the process will begin to move forward. Mackenzie advised the board to rescind the emergency rules and the proposed regular rules.

### Specialty Task Forces

Deb Lindsey, WDE, gave an update on the status of the specialty task forces. Most of the recommendations will be coming out of the early childhood specialty task force.

### Assessment Request for Proposal

Deb Lindsey, WDE, gave an update on the request for proposal (RFP) for the new assessment and that there will actually be two RFP's issued, one for grade 11<sup>th</sup> & 12<sup>th</sup> and the other for 1<sup>st</sup>-10<sup>th</sup>.

Mrs. Lindsey then highlighted the key components from the theory of action. The timeline for the next steps is that the RFP's will be released in early September and will be left out for responses for six weeks. Once those six weeks are up Deb will put together proposals for the review committee. Then the committee will determine the top two or three proposals, complete the final rating, and bring a recommendation to the SBE for final approval.

She did not want to over specify but wanted to make sure the board felt it had enough information.

### Every Student Succeeds Act (ESSA)

Lisa Weigel and Brent Bacon presented on ESSA. They are working on keeping the ESSA website up to date at all times.

Brent Bacon talked about the internal work group at the WDE, which is composed of people from the whole department. The internal work group just received a template upon which the state plan will be submitted. Mr. Bacon noted that not everything is going to change but the biggest shift is from compliance based to responsibility based system. The state plan should be completed and submitted in the spring of 2017.

The board will have a complete timeline of ESSA at the September retreat.

## ACCOUNTABILITY UPDATE

Julie Magee and Mike Flicek gave an update on Wyoming School Accountability. Mike Flicek reviewed the information that was provided in the meeting packet. The board thanked Mrs. Magee and Mr. Flicek for their time.

## CHAPTER THREE RULES

Julie Magee, WDE, presented the Chapter 3 Rules on Rules of Practice and Procedure and gave a brief history of the rule review. The department did not receive a single comment on the rules, so there are no proposed changes to the rules. At this time the WDE would like to propose the rules for adoption.

Sue Belish moved that the board adopt the Chapter 3 Rules on Practice and Procedure as presented to the board, Scotty Ratliff seconded; the motion carried.

## SBE POLICIES

Sue Belish moved to approve sections 1, 2, 3, 7 & 8 of the SBE policies. Scotty Ratliff seconded.

Dicky Shanor, proxy for State Superintendent, noted that with the discussed revision of section 19 earlier in the meeting he will support the motion.

The motion carried.

## RECOMMENDATION OF COURT ORDERED PLACEMENT OF STUDENTS

Jo Ann Numoto, WDE, presented the Northwest Wyoming Treatment Center and the Piney Ridge Treatment Center/Summit Academy be approved facilities for Court Ordered Placement of Students.

Sue Belish moved that the State Board of Education (SBE) designate Piney Ridge Treatment Center/Summit Academy as an approved facility for Court Ordered Placement of Students and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review.

Walt Wilcox seconded; the motion carried.

Walt Wilcox moved that the State Board of Education (SBE) designate Northwest Wyoming Treatment Center as an approved facility for Court Ordered Placement of Students and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review.

Sue Belish seconded. Kathryn Sessions opposed; the motion carried.

## SEPTEMBER 1 LEGISLATIVE REPORT

Tom Sachse suggested the board assemble a committee to review and approve the final edits of this report.

Chairman, Pete Gosar, thought the administration committee would be the best fit.

Sue Belish moved that the SBE administration committee be responsible for approving the final report before it is submitted to the Legislative Services Office on September 1<sup>st</sup>. Ken Rathbun seconded; the motion carried.

## OTHER ISSUES

Sue Belish requested the Attorney General's Office staff provide all statutes that are referenced for accreditation of schools.

Walt Wilcox recommended that the administration committee assist Tom Sachse in choosing topics for the SBE retreat.

Mackenzie Williams reminded the board that it needed to make a decision on the Chapter 31 Rules.

Sue Belish moved to rescind the emergency rules and proposed regular rules for Chapter 31. Nate Been seconded; the motion carried.

## NEXT MEETING

The Board's next meeting will take place at Eatons' Ranch in Wolf, Wyoming on September 22-23, 2016

The meeting adjourned at 5:09 p.m.

WYOMING STATE BOARD OF EDUCATION  
September 22-23, 2016  
Eaton's Ranch  
Wolf Wyoming

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

Members absent: Hugh Hageman, Kathryn Sessions, Jim Rose, and Sue Belish

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Tom Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Katherine Leuschel, Attorney General's Office (AG); Sara McGinnis, Sheridan CSD # 1; Rob Dennis, ACT; and Kathy Scheurman, WEA

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September 22, 2016

The board held discussions around the integration and alignment of Chapters 6, 10, & 31. Tom Sachse, SBE Coordinator, lead a discussion around the implications of the rules for accreditation, standards, and district assessment system. Additionally, SBE committee reports were given, an update on the Statewide Systems of Support was heard and the board worked on its goals and education priorities. No action was taken.

September 23, 2016

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:15 a.m.

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

POLICY REVIEW OF 11, 12, 19, AND 22

The board discussed Section 22 of its policy manual around executive sessions of the board.

Kathy Coon moved to change the wording in paragraph one, second sentence to read: "An executive session is commonly attended by members of the board, board attorney and staff identified by the Chair". Walt Wilcox Seconded.

Jillian Balow suggested leaving in the WDE Liaison and board staff but taking out the board attorney and executive assistant and she suggested the board should be more inclusive or follow the law around executive sessions exactly.

Walt Wilcox wanted to keep the board attorney listed, because of past experiences he has had on boards.

Jillian Balow opposed; the motion carried.

Ken Rathbun moved to approve sections 11, 12, 19 of the SBE policy manual as provided in the packet and to adopt section 22 as amended. Kathy Coon seconded. Jillian Balow opposed; the motion carried.

## SCIENCE STANDARDS

Laurie Hernandez, WDE, presented the Wyoming Content and Performance Science Standards that had been out for public comment which closed on August 12. She addressed the comments and same non-substantial edits that were made. Additionally, Laurie presented a three year timeline that would go into effect for school districts for full implementation of the science standards.

The board discussed at length what school year the full implementation date would be for school districts and if it was enough time for schools to align to the new science standards.

Ken Rathbun moved to adopt Chapter 10 Rules on Standards, the 2016 Wyoming Science Standards documents, which include appendices, and the ELA K-1 Extended Standards as proposed with the implementations date being the 2020-2021 school year. Jillian Balow seconded; the motion carried.

## SPECIALTY ASSESSMENT TASK FORCES REPORTS

Deb Lindsey, WDE, presented the history and the final recommendations of the specialty assessment task forces. There were four specialty committees: Alternative Assessment, English Language Proficiency Assessment, Career and Technical Assessment, and Early Literacy/Kindergarten-Grade 2 Assessment. The North Central Comprehensive Center at McREL supported the facilitation and synthesis of consensus decisions made in each of the stakeholder groups.

Walt Wilcox moved to approve the recommendations of the Specialty Assessment Task Forces. Seconded by Scotty Ratliff; the motion carried.

## THE ROLE OF THE SBE IN THE 2015 ESSA

Superintendent of Public Instruction, Jillian Balow, gave an in-depth presentation on the Every Student Succeeds Act (ESSA) and where Wyoming currently stands in the process. She presented information on where the state board will be need to be utilized in the plan and how Wyoming is already ahead of other states.

The State Superintendent further explained the timeline that has been created for the completion of the state plan and that an internal design group has been assembled at the WDE to keep the ball moving forward on writing the plan. The WDE has also hired a task manager, Public Knowledge, to assist the Department in adhering to the timeline.

Jillian stated that she will keep the board apprised of the timeline and that all state plans will be implanted in the 2017-2018 school year.

## PUBLIC COMMENT

Sara McGinnis, Sheridan CSD # 1, thanked the board for holding its meeting outside of normal meeting locations.

Rob Dennis, ACT, thanked Jillian Balow for thorough presentation on ESSA.

Kathy Scheurman, WEA, expressed her excitement for the passing of the Wyoming Content and Performance Science Standards.

#### NEXT MEETING

The Board's next meeting will take place October 13-14, 2016; meeting location to be determined.

The meeting adjourned at 12:22 p.m.

DRAFT



**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** October 13, 2016

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

**BACKGROUND:** The State Board of Education budget for the period ending September 27, 2016 shows a balance of \$337,834.21

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Treasurer's Reports as submitted.

**SUPPORTING INFORMATION ATTACHED:**

- State Board Budget Summary ending September 27, 2016

**PREPARED BY:** Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

**COMMENTS:**



**State Board of Education Reporting Period of August 8- September 27 2016 Expenditures**

Date	Object	Amount	Vendor Name	Description	App Unit
<b>SBE Salaries (0100 series)</b>					
29-Aug-2016	0104	\$ 1,575.00		Salaries	001
27-Sep-2016	0104	\$ 1,350.00		Salaries	001
29-Aug-2016	0105	\$ 55.12		Employer Paid Benefits	001
27-Sep-2016	0105	\$ 27.57		Employer Paid Benefits	001
29-Aug-2016	0105	\$ 120.48		Employer Paid Benefits	001
27-Sep-2016	0105	\$ 103.26		Employer Paid Benefits	001
29-Aug-2016	0105	\$ 9.29		Employer Paid Benefits	001
27-Sep-2016	0105	\$ 4.65		Employer Paid Benefits	001
		<b>3,245.37</b>			
<b>Supportive Services (0200 series)</b>					
8-Sep-2016	0204	\$ 6.35	UMB BANK NA CARD CENTER	FEDEX- Shipping-4-371-83187	
8-Sep-2016	0204	\$ 6.21	UMB BANK NA CARD CENTER	FEDEX-Shipping- 4-360-22536	
8-Sep-2016	0204	\$ 12.94	UMB BANK NA CARD CENTER	FEDEX-Shipping- 4-372-95104	
8-Sep-2016	0204	\$ 12.67	UMB BANK NA CARD CENTER	FEDEX-Shipping- 4-367-08404	
8-Sep-2016	0204	\$ 6.62	UMB BANK NA CARD CENTER	FEDEX-Shipping- 4-375-42529	
15-Aug-2016	0221	\$ 174.95	SUZANNE BELISH	Mileage reimbursement SBE Meeting 7/5 - 6/16 Casper, Wy	
15-Aug-2016	0221	\$ 218.00	SUZANNE BELISH	Per Diem reimbursement SBE Meeting 7/5 - 6/16 Casper, Wy	
8-Sep-2016	0231	\$ 29.50	UMB BANK NA CARD CENTER	WYOMING TROPHY & ENGRAVING-Name Tags/Desk Plate-T. Sachse-SB	
8-Sep-2016	0240	\$ 147.34	UMB BANK NA CARD CENTER	CITRIX-Go To Meeting Subscription	
22-Sep-2016	0240	\$ 222.00	GOV CONNECTION INC	July 11, 2016 Apple Care Protection 3Yrs Invoice #53933523	
22-Sep-2016	0242	\$ 1,094.00	GOV CONNECTION INC	July 11, 2016 Apple MacBook Invoice #53929665	
31-Aug-2016	0420	\$ 238.05		206TC5125	
		<b>2,168.63</b>			
<b>Professional Services (0900 series)</b>					
		<b>0.00</b>			
<b>App Unit 001 Total</b>		<b>\$5,414.00</b>			

# WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Budget

30 June 2016 thru 27 September 2016

## SUMMARY REPORT

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	3,245.37		56,754.63	94.59%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	8,036.37		119,238.63	93.69%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	238.05		5,498.95	95.85%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	300.00		50,494.00	99.41%
	243,806.00	11,819.79	0.00	231,986.21	95.15%
DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Professional Services (0900 series)					
[App Unit 009]	145,848.00	0.00	40,000.00	105,848.00	72.57%
	145,848.00			105,848.00	72.57%
<b>TOTAL</b>	<b>389,654.00</b>	<b>11,819.79</b>	<b>40,000.00</b>	<b>337,834.21</b>	<b>86.70%</b>

October 6, 2016

To: Wyoming State Board of Education

From: Tom Sachse, SBE Coordinato

RE: Homeless Update

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Following the request at the September Planning Meeting, Kenya Haynes from the WDE will provide an update on Homeless Education in the Every Student Succeeds Act. She will describe the definition and identification process for homeless students. She will also describe role districts play in providing homeless students with educational services and how community organizations provide additional support services

# Understanding Homelessness in Educational Settings

McKinney-Vento Education Assistance Act in Practice  
Wyoming State Board of Education, October 13, 2016

# Program Goal

The purpose of this presentation is to provide a general overview of the statutory requirements of the McKinney-Vento Homeless Assistance Act, learn about the face of child and youth homelessness in Wyoming, and discuss the implementation of the homeless education amendments in the Every Student Succeeds Act.

# Who Are the Homeless?

- There are two federal definitions of homelessness.
- The Department of Housing and Urban Development defines homelessness as living in a shelter, in a car, on the street, or a place not designed for human habitation.
- The Department of Education definition is broader, defining an individual as homeless if their residence is not fixed, regular, and adequate.

# Fixed

Stationary,  
permanent, and not  
subject to change





# Regular

Used on a predictable, routine, or consistent basis (e.g., nightly); consider the relative permanence





# Adequate

Sufficient for meeting both the physical and psychological needs typically met in home environments



# Examples

- Families sharing the housing of others due to loss of housing, economic hardship or similar reason (“doubling up”)
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of adequate alternative accommodations
- Living in emergency or transitional shelters
- Living in a public or private place not designed for humans to live
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar setting
- Fleeing domestic violence
- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances

# Minimum Housing Standards

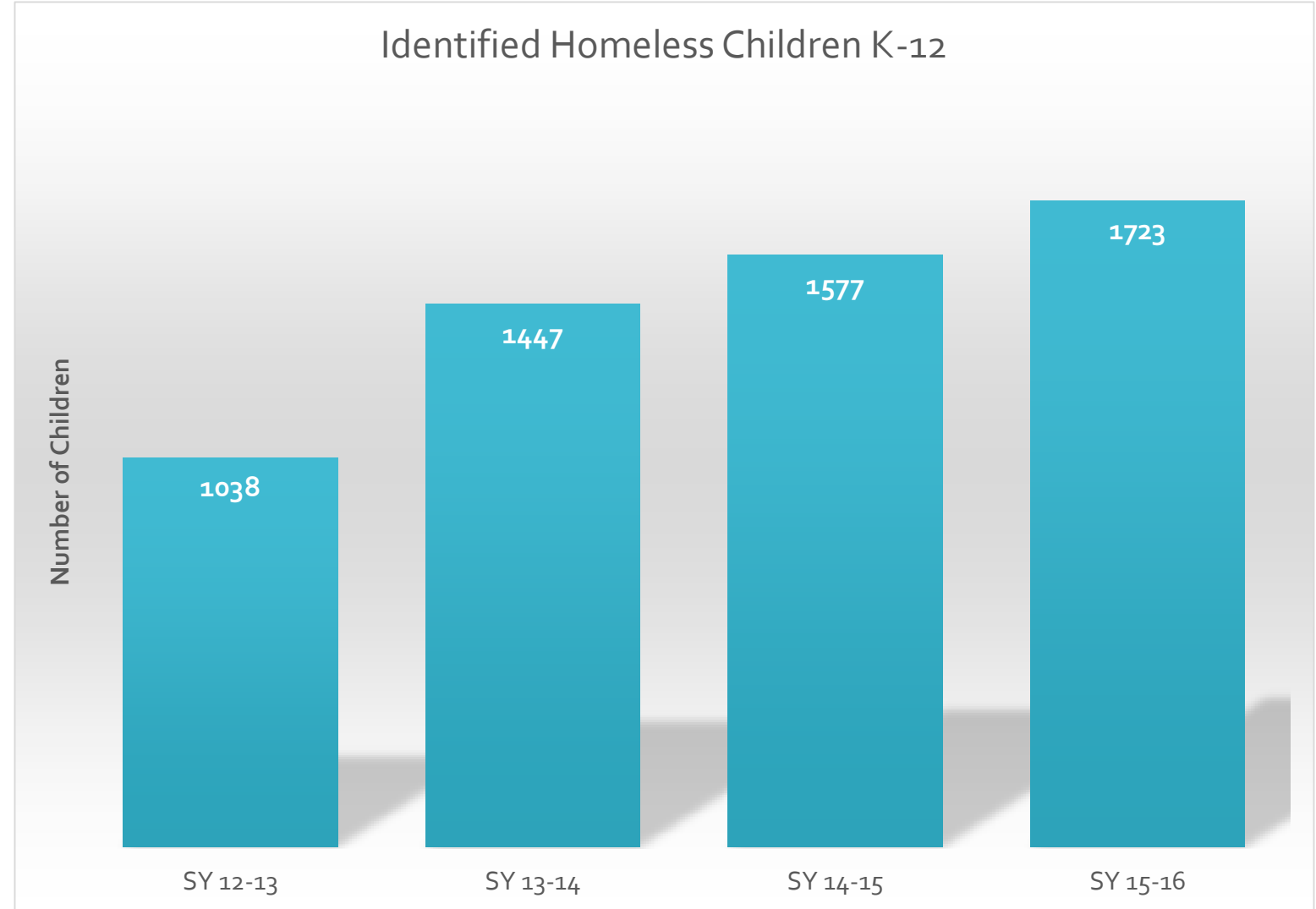
- Separate kitchen and bathroom with operational sinks
- Food refrigeration
- Functional stove or range with oven
- Hot and cold running water
- Proper heating facilities
- Kitchen must have space for storage, preparation and serving of food
- At least one bathroom with a bathtub or shower, flush toilet, sink and ensure privacy
- Home must be free from insect or rodent infestation
- Home must have solid foundation
- Every sleeping room must have a window or door providing access to the outside
- Home must provide shelter from the weather; roof does not leak
- Home must be of adequate size; no overcrowding

# Wyoming by the Numbers

Source: Administration for Children  
and Families. 2016. *Early Childhood  
Homelessness in the United States:  
50-State Profile*



# Wyoming by the Numbers



# What is McKinney- Vento?

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act: reauthorized by Title IX, Part A of the Every Student Succeeds Act
- Main themes of the McKinney-Vento Act
  - School Access
  - School Stability
  - Support for academic success
  - Child-centered, best interest decision making
  - Critical role of the local homeless education liaison

# Student Rights

- Immediate enrollment, even if the student is lacking documentation normally required (such as a birth certificate)
- Attendance at the “school of origin” or the local attendance area school, whichever is in the best interest of the child
- Transportation to the school of origin
- Dispute resolution
- Free breakfast and lunch
- Categorically eligible for Title I, Part A
- Students are eligible for services through the end of the school year they are identified, even if they become permanently housed

# District Responsibilities

Districts must:

- Designate a local homeless education liaison
- Ensure that the local liaison attends training provided by the State Coordinator for Homeless Education
- Identify homeless children, even if they are not currently enrolled in school
- Review policies to eliminate barriers to homeless children and youth, including policies regarding school fees and activities
- Provide immediate enrollment
- Inform parents, guardians, and/or youth of their educational rights
- Ensure the public posting of educational rights through the district and community
- Link homeless students with educational and other services, including preschool, health and housing services
- Ensure that disputes are resolved promptly
- Collaborate with other district programs and community agencies



# Permissible Usages of Funds

- Used only when not available from other sources
- Partial List:
  - Clothing/shoes (school uniform/dress code/gym uniform)
  - Fees to participate in the general education program
  - School supplies
  - Birth certificates necessary to enroll in school
  - Medical/Dental services (glasses, hearing aids, immunizations)
  - Counseling for issues affecting learning, including counseling for issues arising due to domestic violence
  - Outreach services to students living in shelters, motels, and other temporary residences
  - Extended learning time or tutoring support

# Prohibited Usages of Funds

- Rent
- Utilities
- Clothing for parents



# The Every Student Succeeds Act and McKinney-Vento

- Most changes reflect what was considered “best practice” under No Child Left Behind
- Changes of Note
  - A child’s homeless status is now considered part of his/her educational record and is subject to FERPA
  - Demographic data for homeless students must now be part of the State Education Agency website; graduation rates for homeless students must now be calculated
  - “Awaiting foster care” removed from definition of homelessness
  - Local homeless liaisons must now receive training from the State Coordinator for Homeless Education
  - School leaders, including attendance officers, enrollment personnel, and counseling staff must have training in McKinney-Vento

# WDE Implementation of the McKinney- Vento Amendments in ESSA

- Superintendent's Memos
- Face-to-face Training
- Online Training Module
- Webinars
- [Homeless Education Webpages](#)
- [Homeless Education Google + Community](#)
- Local Board Policy Revision and Review
- EHCY State Plan
- State Policy and Statute Review

# Questions



# Contact Information

Kenya Haynes

State Coordinator of Homeless Education

[Kenya.Haynes@wyo.gov](mailto:Kenya.Haynes@wyo.gov)

307-777-3672



October 6, 2016

To: Wyoming State Board of Education

From: Tom Sachse, SBE Coordinato

RE: Draft Legislation

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We will have a number of bills to be watching this fall, but the first has already been drafted. An early draft from the Select Committee on Statewide Education Accountability (17LSO-0157) is attached. This was held for revision rather than action, but there are a number of duties assigned to the state board that we should discuss. I will check with LSO on the status of the independent state board bill and report at your Lander meeting.

## **Section 14**

# **BUDGET GUIDELINES AND GENERAL POLICIES FOR REIMBURSEMENT**

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### **Printing**

~~Agenda guides (colored tabs sent with packets) are to be recycled by returning them to the State Board of Education's executive assistant.~~

### **Budget Authority**

~~The first level of \$750 is at the department discretion to spend on behalf of the Board. The second level requires approval from the Board Officers to spend between \$750 and \$2,000. Any amount above \$2,000 would need approval from majority of the Board~~

~~Adopted 1-9-13~~

### **Room Rental**

Meeting rooms are to be obtained without cost whenever possible.

### **Travel Reimbursement**

~~All Board Member shall be reimbursed in accordance of § 21-2-303.~~ All overnight travel, other than regular Board meetings or hearings must be pre-approved by the Board Chair. All convention expenses must receive prior approval of the Board Chair.

**Explanation:** *When planning on attending a conference or meeting other than a regularly scheduled Board meeting or hearing, contact the executive assistant for the State Board and explain the proposed travel arrangements. The executive assistant will then figure the appropriate cost of the conference or meeting and contact the Board Chair for approval. The executive assistant will then notify the Board member of the approval.*

~~When claiming actual expenses the below guidelines will be used:~~

### **Meals**

~~Meals may be reimbursed as to the State's meal allowance when traveling on official State Board of Education business.~~

### **Mileage**

State Board of Education members are reimbursed in accordance with the state approved mileage rate.

### **Lodging**



Lodging shall be reimbursed for actual expenses incurred upon presentation of a paid receipt. The government rate should be obtained at all hotels, when available.

**Per Diem**

Per Diem will be paid at the state approved rate.

## **Section 17**

### **BOARD MEETINGS**

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#### **Constitutional and Statutory Provisions:**

§16-4-403 Meetings to be open; participation by public; minutes.

~~(a) All meetings of the governing body of an agency are public meetings, open to the public at all times, except as otherwise provided. No action of a governing body of an agency shall be taken except during a public meeting following notice of the meeting in accordance with this act. Action taken at a meeting not in conformity with this act is null and void and not merely voidable.~~

~~(b) A member of the public is not required as a condition of attendance at any meeting to register his name, to supply information, to complete a questionnaire, or fulfill any other condition precedent to his attendance. A person seeking recognition at the meeting may be required to give his name and affiliation.~~

~~(c) Minutes of a meeting:~~

~~(i) Are required to be recorded but not published from meetings when no action is taken by the governing body;~~

~~(ii) Are not required to be recorded or published for day-to-day administrative activities of an agency.~~

---

#### **State Board Policy:**

##### **Types of State Board Meetings**

Meetings of the Board may include regular meetings, special meetings, emergency meetings, committee meetings, and public hearings.

##### **Annual Organizational Meeting**

The January/February meeting will be considered an annual meeting for purposes of the election of officers.

##### **Regular Board Meetings**

Regular meetings of the Board shall be held in January/February and then may be held in; March, April, May, June, August, September, October and November, so long as the Board meets at least four ~~of everytimes every~~ year. The Board will be in consensus on the locations. ~~The April meeting coincides with the Teacher of the Year Banquet.~~

Regular Board meetings will be held in conjunction with the State Board of Vocational Education. When appropriate, the State Board of Education will adjourn and immediately reconvene as the State Board of Vocational Education.

## **Special Board Meetings**

Special meetings of the Board may be called by the Chair or a majority of board members.

There are certain items that are discussed at the same time every year.

## **State Board of Education Meetings**

### **January/February**

- Legislature
- Review BOCES/BOCHES Agreements
- Election of Officers and review of duties
- Invitation to the Governor to attend

### **April**

- Charter Schools Update
- ~~Accreditation Update~~
- Set annual meeting schedule
- Review of strategic plan

### **June**

- Accreditation
- Alternative School Schedules
- Budget
- Select committee to review policy manual

### **September Retreat (Chair's choice of location)**

- Board training and self-evaluation (NASBE is recommended)
- Review and update Wyoming Education Goals and Strategic Plan
- Review recommendations from policy manual committee
- Review of legislative issues

### **November**

- Review the recommendations of the self-evaluation
- Nominating Committee appointed if needed
- Adopt any policies of governance changes

### **Other topics**

- Restructuring
- ~~Common Core State Standards~~ Wyoming Content and Performance Standards
- ~~Common Core Skill~~
- ~~Body of Evidence/Assessment~~ District Assessment System and Statewide Assessment Issues
- Court Ordered Placement-Residential Treatment Center Approval
- Charter School
- District and School Accountability
- Boundary Changes

## **Section 18**

### **BOARD PUBLIC HEARINGS**

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#### **Constitutional and Statutory Provisions:**

§16-4-403. Meetings to be open; participation by public; minutes.

~~(a) All meetings of the governing body of an agency are public meetings, open to the public at all times, except as otherwise provided. No action of a governing body of an agency shall be taken except during a public meeting following notice of the meeting in accordance with this act. Action taken at a meeting not in conformity with this act is null and void and not merely voidable.~~

~~-~~

~~(b) A member of the public is not required as a condition of attendance at any meeting to register his name, to supply information, to complete a questionnaire, or fulfill any other condition precedent to his attendance. A person seeking recognition at the meeting may be required to give his name and affiliation.~~

~~-~~

~~(c) Minutes of a meeting:~~

~~-~~

~~\_\_\_\_\_ (i) Are required to be recorded but not published from meetings when no action is taken  
\_\_\_\_\_ by the governing body;~~

~~-~~

~~\_\_\_\_\_ (ii) Are not required to be recorded or published for day-to-day administrative activities  
\_\_\_\_\_ of an agency.~~

~~-~~

---

#### **State Board Policy:**



**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
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Superintendent of Public Instruction

**Dicky Shanor**

Chief of Staff

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**On the Web**

[edu.wyoming.gov](http://edu.wyoming.gov)  
[wyomingmeasuresup.com](http://wyomingmeasuresup.com)

Date: October 7, 2016  
To: State Board of Education Members  
From: Lisa Weigel, Chief Policy Officer  
Subject: Every Student Succeeds Act Update

The Wyoming Department of Education will be continuing its stakeholder engagement and public outreach on the Every Student Succeeds Act (ESSA) with a Community Roundtable and a statewide listening tour.

The Community Roundtable will take place on October 26 at Casper College. The following Save-the-Date email was sent to stakeholders on September 28:



*U.S. Senator Mike Enzi and State Superintendent Jillian Balow are pleased to invite you to an ESSA Community Roundtable in Casper on October 26.*

*Wyoming stakeholders will have an opportunity to hear from and ask questions of U.S. Department of Education staff in charge of implementing the Every Student Succeeds Act. Wyoming is one of a handful of states selected for a visit. We are excited to have you join us in providing meaningful input on how ESSA affects Wyoming and rural states.*

*The exact times and location for this all-day event are TBD. More information to follow soon.*

The statewide listening tour will offer another chance for meaningful input to be given on the development of Wyoming state plan for the implementation of ESSA. The dates and locations for the tour will be:

- November 3, 2016 at Central Wyoming College in Riverton, Wyo.
- November 10, 2016 at Gillette College in Gillette, Wyo.
- December 1, 2016 at Western Wyoming Community College in Rock Springs, Wyo.
- December 7, 2016 at Northwest College in Powell, Wyo.
- December 8, 2016 at Laramie County Community College in Cheyenne, Wyo.



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**On the Web**

[edu.wyoming.gov](http://edu.wyoming.gov)  
[wyomingmeasuresup.com](http://wyomingmeasuresup.com)

Date: October 6, 2016

To: State Board of Education Members

From: Lisa Weigel, Chief Policy Officer  
Laurie Hernandez, Interim Director,  
Standards and Assessment Division

Subject: Request for Proposal – Comprehensive Statewide  
Assessment System, College Entrance and  
Career/Work Readiness Assessments

The Request for Proposals (RFP) for both the Comprehensive Statewide Assessment System and the College Entrance and Career/Work Readiness Assessments were sent to the Legislative Services Office for Review on September 30, 2016. Concurrently, the Center for Assessment is giving their final review as well.

Each RFP is confidential with restricted access to ensure a fair and equitable opportunity to all that respond with a proposal. If a State Board Member would like the opportunity to look at either or both RFPs, please contact me at [laurie.hernandez@wyo.gov](mailto:laurie.hernandez@wyo.gov) or (307)777-3469 to set up a time and location to do so.



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# Assessment RFP

**SBE Meeting  
October 13, 2016**

**Laurie Hernandez, M.Ed.**

Standards Supervisor, WDE

Interim Director

[Laurie.Hernandez@wyo.gov](mailto:Laurie.Hernandez@wyo.gov)

(307) 777-3469



# Today's Objectives:



- General Timeline
- Review Committee

# Request for Proposal (RFP) for New State Assessments



## General Timeline

- ✓ Already reviewed and approved by DETS
- 9/30 - Submitted to LSO for review (30 days)
  - ✓ Center review (approx. 1 week)
- Attorney General Review (30 days)
- Issued – opened in the online bidding system
  - Open for 30 days

# RFP Timeline



- Released / Issued (4 weeks)
- Questions collected by 3<sup>rd</sup> week
- Q&A released to everyone
- Proposals due at end of 4<sup>th</sup> week



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# Grade 1-10 RFP Proposal Review Committee

## Tentative List of Members

Charlotte Gilbar	Josh Jackson	Assessment
Diana Clapp	Kenny Jones	Individual Learning
Janine Bay Teske	Scott James	Standards
JoAnne Flanagan	Sonya Tisdal	Board Member
Jodi McGuire	Sue Stephens	



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# CCR RFP

## Proposal Review Committee

### Tentative List of Members

Audrey Kleinsasser	Jodi McGuire	Assessment
Charlotte Gilbar	JP Denning	Individual Learning
Janine Bay Teske	Kenny Jones	Standards
Jim Rose	Scott James	CTE
JoAnne Flanagan	Sonya Tisdal	Board Member

# Proposal Review



## Tasks

- Invite groups for reviews
- Initial Review Meeting (training)
- Second Review Meeting and Discussions
  - Pull top rated groups (should be standouts)
  - Invite those vendors for presentations
- Third Review Meeting
  - view presentations



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# QUESTIONS



**Laurie Hernandez, M.Ed**

WDE Standards Supervisor &  
Interim Director

[Laurie.Hernandez@wyo.gov](mailto:Laurie.Hernandez@wyo.gov)

(307) 777-3469

# Assessment Crosswalk

Presentation to Wyoming State Board of Education

10/13/2016

Michael Flicek, Ed.D.

Consultant to WDE



# Assessment Crosswalk – Assessment Task Force Recommendations vs. RFP

- Recommended by Joseph Martineau
- Performed by HumRO
  - Strong alignment was documented
  - Some assessment task force recommendations were outside the scope of the RFP work

## **Assessment Task Force Recommendations**

1. Used in multiple state
2. Robust reporting system
3. Testing time limitation (1% of school year)

## **RFP Expectations**

1. Wyoming student's scores comparable to student scores from other states
2. Robust reporting expected ... may be an existing system with evidence that it meets Wyoming-specific reporting requirement
3. Summative assessment testing time limited to 1% of school year

## **Assessment Task Force Recommendations**

4. Up to date design principles with item types capable of measuring full depth and breath of standards
5. Capitalize on advantages of online administration
6. Timing as late as possible in year with results returned in time for use in school improvement

## **RFP Expectations**

4. Document how item types permit demonstration of full depth and breath of standards ... demonstrate how scores support purposes in TOA
5. Requires assessment to be delivered online with tests of district's capacity in advance
6. Expectation of a three week window ending no later than first week in May

# Governing Principles

- ATF – technical quality should be well documented according to research and/or best practices (citations offered)
- RFP – technical quality according to principled assessment design expected with vendor expected to meet federal peer review requirements and provide documentation for Wyoming's peer review submission
- RFP – references common testing accommodations

# Avoiding an Exclusive Wyoming Assessment

- ATF – each content area tests must be used in at least one other state in order to provide stability, cost savings, enhanced quality and comparability of Wyoming results with another state
- AFT - Must be at least two contractor options available
- RFP – Students' results must be comparable across multiple states ... with contractor to describe advantages in terms of increased technical quality, reduced costs, and increased stability
- RFP – sufficiently open to allow for multiple submitted proposals

# Standards Based vs. College Career Entrance

- ATF – standards based assessment to end in grade 10 with grades 11 and 12 reserved for greater freedom for students to pursue individualized pathways
- RFP – separate RFPs for grades 3-10 and for college entrance and career/work readiness assessments

# Examples of ATF Recommendations Beyond the Scope of RFP

- Study of predictive relationship between grade 3 – 10 standards-based assessments and college entrance or career/work readiness exams
- Department to empanel a policy advisory committee
- Program evaluation of extent that assessment system realized expectations after five years of implementation



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**On the Web**

[edu.wyoming.gov](http://edu.wyoming.gov)  
[wyomingmeasuresup.com](http://wyomingmeasuresup.com)

Date: October 6, 2016

To: State Board of Education Members

From: Lisa Weigel, Chief Policy Officer

Subject: Statewide System of Support Update

During the Collaborative Council Meeting last week, we provided general information on the Statewide Sysytem of Support (SSoS) Program Evaluation that will be conducted over the next two years.

We are inviting the Collaborative Council Members to participate in a focus group that is part of the evaluation of the SSoS, conducted by Education Northwest, a nonprofit research and technical assistance provider in Portland, Oregon. This evaluation will describe the current programs within the SSoS, provide objective and unbiased views of the SSoS, document stakeholder needs and preferences, and guide decision making at the Wyoming Department of Education and among other state leaders.

The focus group will take place during the regularly scheduled November 1, 2016 meeting of the Collaborative Council. Evaluators will also be discussing current methods of collecting participant feedback, so that this feedback might also be included within the evaluation.

Project ECHO specific to Educational Leadership (Tier 1), is in full swing and the first network was held on September 6. Topics include: Teacher and Staff Evaluations, Research on Wyoming Principal Evaluations, Using PLC's to Define and Support Purpose and Direction, Preparing for Election and Communicating with Potential Board Members, Newly Elected Board Members-Accountability.

Data Retreats (Tier 1 and 2): Of the 17 Priority Schools identified for 2014-15, only eight schools remained in the Not Meeting Expectations category and are continuing as priority schools. This fall, in October, November, and December, we have 17 schools



scheduled to attend Data Retreats. This includes all schools identified as priority in 2014-15 that did not attend a retreat, whether or not they have improved their performance rating, and all new schools identified in the 2015-16 school year. Other schools may be attending if space is available.

District Assessment System (Tier 1 & Tier 2):

- Phase III – The Art and Science of Teaching
  - o 4 regions – 4 full days – Online Compendium of Instructional Strategies
- Phase I & II – 3 Regions beginning in January
  - o 2-day sessions
  - o Required of priority school
  - o Open to all schools

We recognized the 11 schools that have been within the Exceeds Expectation Category for three consecutive years through letters to local principals, superintendents, and school board chairs.

# Evaluation of Wyoming's SSoS: Gathering Input Through Site Visits

October 4, 2016

## What is the purpose of this evaluation?

The 2012 Wyoming Legislature required creation of a statewide system of support (SSoS) to provide support to the state's public schools. The SSoS is now operating through a number of programs, and the Wyoming Department of Education (WDE) is seeking to evaluate those programs by contracting with Education Northwest, a nonprofit research and technical assistance provider based in Portland, OR.

The SSoS evaluation will describe the current support programs, provide objective and unbiased views of the SSoS, and document educator and student needs and preferences. The results of this evaluation will be used to inform the future decision making of Wyoming Department of Education (WDE) and other state leaders.

This evaluation will include conducting focus groups with school administrators, teachers, and students. Local insight will provide first-hand knowledge about a school's efforts to improve under the SSoS, as well as describe past efforts, successes and challenges, current needs, and aspirations.

## Why now?

Wyoming leaders recently redesigned the state's programs that assist schools. This SSoS is a multifaceted effort to support schools and leaders need to know how the redesign is working. In addition, new federal legislation—the Every Student Succeeds Act (ESSA)—will likely require further revision to the SSoS. WDE is also planning a series of “listening sessions,” which will occur later in the academic year, to gain additional input, mainly from parents and community members. The listening sessions will provide further data for Education Northwest and WDE to consider.

## Who is conducting the evaluation?

The Wyoming Department of Education (WDE) has hired Education Northwest to conduct this program evaluation. We are a nonprofit research, evaluation, and technical assistance organization based in Portland, Oregon. The Education Northwest team assigned to conduct this project includes evaluators with experience in statewide systems of support; rural education; Native American education; and community-based participatory evaluation, in which stakeholders help shape the evaluation.

## What do site visits involve?

Participating schools will shape many aspects of the site visits. The activities during site visits may, therefore, vary by school. All activities are **voluntary** for participants, although we hope many stakeholders choose to participate. The information provided during the site visit is **confidential**. Only Education Northwest evaluators and/or community members who facilitate a focus group will have access to site visit qualitative data collected during focus groups. Typically, site visits take place over one or two days and include several focus groups (or input meetings), such as:

- Three to four focus groups (30 to 90 minutes) with (4 to 6 individuals per focus group)

- Teachers and administrators knowledgeable about the school’s improvement efforts
- Students who are interested in talking about their school

### **Which schools are participating?**

WDE recommended site visits for schools identified as “priority schools” for 2015–2016 because these schools were eligible to participate in a number of activities in support of school improvement that are part of the SSoS, such as “Data Retreats” (an event examining school data for improvement planning); coaching provided by Wyoming Center for Educational Leadership; or professional learning communities.

### **When will the site visits take place?**

In fall 2016, Education Northwest will conduct site visits for priority schools that participated in WDE’s “Data Retreat.” These schools include: Wyoming Indian Elementary, Middle, and High School; Fort Washakie Middle School; Arapahoe Elementary; and Riverton High School.

The other schools will participate in spring 2017 or fall 2017, and include Newcastle Middle School, Johnson Junior High School, Laramie Montessori Charter, Cottonwood Elementary, South High School, Rawlins High School, Torrington High School, and Rock River Elementary.

### **What else does the evaluation include?**

Site visits are a core part of the evaluation, but Education Northwest will also collect information that provides a broad overview of the SSoS. These data include results from a focus group with a number of education organizations that provide statewide supports for schools, such as the University of Wyoming; reviews of state documents such as school improvement plans; and surveys of participants in particular school improvement activities sponsored by WDE or other organizations.

If you have any questions about the evaluation, please contact

- Lisa Weigel, Chief Policy Officer WDE, (307) 777-2871 or email [lisa.weigel@wyo.gov](mailto:lisa.weigel@wyo.gov)
- Dr. Caitlin Scott at Education Northwest, 503-275-9585 or email [caitlin.scott@educationnorthwest.org](mailto:caitlin.scott@educationnorthwest.org)

# Evaluation of Wyoming's SSoS: Input from the Collaborative Council

October 4, 2016

The Collaborative Council has expert knowledge about supports for school improvement and about Wyoming's statewide system of support (SSoS). Council members can describe past efforts, successes, and challenges, as well as current needs and aspirations. Input from the Collaborative Council will provide objective, unbiased views of the SSoS and guide decision making at the Wyoming Department of Education (WDE) and among other state leaders.

## Why now?

The recently redesigned SSoS is a complex, multifaceted effort to support district and school leaders and raise student achievement. The evaluation will track implementation of this effort and facilitate further revision, as needed. These revisions may be particularly important as Wyoming responds to new federal legislation—the Every Student Succeeds Act (ESSA).

## Who is conducting the evaluation?

To gather input from the Collaborative Council, the Wyoming Department of Education (WDE) has hired Education Northwest, a nonprofit research, evaluation, and technical assistance organization based in Portland, Oregon. The Education Northwest team includes evaluators with experience in statewide systems of support, rural education, Native American education, and participatory evaluation, in which stakeholders help shape the evaluation.

## What input will the Collaborative Council provide?

Members of the Collaborative Council will have the opportunity to participate in focus groups that gather information about their views of the SSoS and their organization's supports for the districts and schools. Evaluators will work with WDE and the facilitator of the Collaborative Council to design the protocol and format for these focus groups. The purpose of these one- to two-hour focus groups will be to:

- 1) Describe the work of the Council
- 2) Document ways in which organizations are aligning their efforts and collaborating
- 3) Surface aspirations for the future, as well as current successes and challenges

Education Northwest hopes that all Collaborative Council members take advantage of the opportunity to participate in the focus groups, but participation is voluntary.

### **When will the focus groups take place?**

One focus group will take place at the beginning of the project, and one will take place in the second year of the project. Education Northwest will arrange the dates of the focus group in collaboration with WDE and the Collaborative Council.

### **How will the results of the focus group be used?**

Results of both focus groups will contribute to the annual evaluation reports and to decision making about future actions to support schools. The second focus group, toward the end of the evaluation, will also measure change over time and provide up-to-date information for decision making at the end of the evaluation period. No one other than the Education Northwest evaluation team will have access to the raw data from the focus groups, and Education Northwest will not mention participant's names in any reports; furthermore, if quotations from the focus group are likely to identify the speaker, Education Northwest will ask the speaker's permission before using the quotation.

### **What else does the evaluation include?**

Focus groups with the Collaborative Council provide important information, but are only one part of the evaluation. Site visits are a core part of the evaluation. WDE recommended site visits for schools identified as "priority schools" for 2015–2016 because these schools were eligible to participate in a number of activities in support of school improvement that are part of the SSoS, such as "Data Retreats" (two-day events examining school data for improvement planning); coaching provided by Wyoming Center for Educational Leadership; or professional learning communities. Typically, site visits will take place over one or two days and include focus groups for:

- Teachers and administrators knowledgeable about the school's improvement efforts
- Students who are interested in talking about their school
- Parents and community members
- An additional group, if the school chooses—which might include school boards, or other leaders who have information to contribute about the school

In addition, evaluators will collect data from other sources, including reviews of state documents such as school improvement plans, and surveys of participants in particular school improvement activities sponsored by WDE or other organizations.

If you have any questions about the evaluation, please contact

- **Lisa Weigel, Chief Policy Officer WDE, (307) 777-2871 or email [lisa.weigel@wyo.gov](mailto:lisa.weigel@wyo.gov)**
- **Dr. Caitlin Scott, 503-275-9585 or email [caitlin.scott@educationnorthwest.org](mailto:caitlin.scott@educationnorthwest.org).**

October 6, 2016

To: Wyoming State Board of Education

From: Tom Sachse, SBE Coordinato

RE: Accountability Report

---

Dr. Mike Flicek will present the (attached) 2016 Wyoming School Accountability Report, which gives comparative results from two years (2015 and 2016) when the tests and the rating systems did not change. This is fascinating work and shows that schools are beginning to respond to the accountability system writ large.

# 2016 Wyoming School Accountability Report

Michael Flicek, Ed.D.

Accountability Consultant to WDE

State Board of Education Presentation -- October 13, 2016

# Results for Grades 3 through 8



# Are Wyoming Schools Improving?

- Purpose of School Accountability
  - To encourage to improve performance on indicators
- In order to measure change (improvement) over time
  - Do not change:
    - Tests (and other data)
    - Target Level Cut-Points
    - Business Rules
- For grades 3-8, nothing was changed from 2015 to 2016
- For high schools, Aspire replaced Explore and Plan
  - Grade 10 *Growth* affected (*Equity* affected)
  - *Additional Readiness* affected
    - *Tested Readiness* is part of additional readiness
  - Not affected
    - *Achievement*
    - *Graduation*

# School Performance Levels for 256 Schools with Scores in 2015 and 2016.

Year	Metric	Not Meeting	Partially Meeting	Meeting	Exceeding	Meeting & Exceeding*
2016	Count	34	75	103	44	<b>147</b>
	Percentage	13%	29%	40%	17%	<b>57%</b>
2015	Count	40	85	89	42	<b>131</b>
	Percentage	16%	33%	35%	16%	<b>51%</b>

\*Chi-squared = 81.849, df = 4, p-value < .001.

# Achievement Target Levels: Grades 3-8

Year	Metric	Below	Meets	Exceeds	Meets & Exceeds*
2016	Count	78	118	43	<b>161</b>
	Percentage	33%	49%	18%	<b>67%</b>
2015	Count	101	102	36	<b>138</b>
	Percentage	42%	43%	15%	<b>58%</b>

\*Chi-squared = 106.99, df = 4, p-value < .001.

# Growth & Equity

- Use *Student Growth Percentiles (SGPs)*
  - Based on within year norms (i.e., growth of all Wyoming students that school year)
  - State median SGP (MGP) is 50 every year
- Statewide distributions of school MGPs on *Growth & Equity* are not expected to change much across years
  - Individual schools will change ranks across years
  - Some schools will move up while others will move down
  - Unlike *Achievement*, the proportion of schools in different *Growth & Equity* target levels would remain fairly consistent across school years even if growth is actually improving
    - When *Growth & Equity* improve, however, we would expect to see improvement in *Achievement*
    - Methodologically, the direct measurement of progress on *Growth & Equity* is possible and a report will be prepared once the analyses has been completed

# Growth and Equity Target Levels: Grades 3-8

Year	Metric	Below	Meets	Exceeds	Meets & Exceeds
GROWTH*					
2016	Count	66	130	43	<b>173</b>
	Percentage	28%	54%	18%	<b>72%</b>
2015	Count	69	127	43	<b>170</b>
	Percentage	29%	53%	18%	<b>71%</b>
EQUITY**					
2016	Count	71	91	59	<b>150</b>
	Percentage	32%	41%	27%	<b>68%</b>
2015	Count	77	83	61	<b>144</b>
	Percentage	35%	37%	28%	<b>65%</b>

\*Chi-squared = 14.545, df = 4, p-value < .01. \*\*Chi-squared = 11.594, df = 4, p-value < .05.

# Grade 3-8 Takeaway

- This was the 4<sup>th</sup> year that schools received scores
  - Changes that lead to improvement take 3 to 5 or more years to implement
  - From 2015 to 2016 improvement was evident on:
    - School Performance Levels
    - Achievement Target Levels
  - From 2015 to 2016 improvement was much less on:
    - Growth Target Levels
    - Equity Target levels
- Not changing assessments or the model made it possible to directly monitor progress or the lack thereof

# Category Agreement: Grade 3-8

	Exact Agreement	Exact plus Adjacent
School Performance Level	50%	92%
Achievement	72%	100%
Growth	52%	98%
Equity	44%	92%

	2015 School Performance Level				
2016 School Performance Level	Not Meeting	Partially Meeting	Meeting	Exceeds	Row Totals
Not Meeting	12	18	4	0	34
Partially Meeting	17	42	14	2	75
Meeting	11	21	53	18	103
Not Meeting	0	4	18	22	44
Column totals	40	85	89	42	256

# Results for High Schools

- Alternative Schools Excluded



# High School Participation Rate for 68 Schools with Scores both Years

	Participation < 90%	Participation => 90% but < 95%	Met Participation Requirement
2016	1	7	60
2015	5	5	58

- In 2016
  - 2 schools docked from *meeting expectations* to *partially meeting expectations*
  - 3 schools went from *partially meeting expectations* to *not meeting expectations*
  - 3 schools were already *not meeting expectations*

# Results for 65 High Schools with Scores in 2015 and 2016.

Year	Metric	Not Meeting	Partially Meeting	Meeting	Exceeding	Meeting & Exceeding*
2016	Count	10	10	40	5	<b>45</b>
	Percentage	15%	15%	62%	8%	<b>69%</b>
2015	Count	12	14	33	6	<b>39</b>
	Percentage	18%	22%	51%	9%	<b>60%</b>

\*Chi-square = 7.5231, df = 4, p-value > .05.

# Achievement Target Levels: High Schools

Year	Metric	Below	Meets	Exceeds	Meets & Exceeds*
2016	Count	21	26	20	<b>46</b>
	Percentage	31%	39%	30%	<b>69%</b>
2015	Count	23	30	14	<b>44</b>
	Percentage	34%	45%	21%	<b>66%</b>

\*Chi-squared = 7.062, df = 4, p-value > .05.

# Graduation Target Levels: High Schools

Year	Metric	Below	Meets	Exceeds	Meets & Exceeds
2016	Count	17	24	26	<b>50</b>
	Percentage	27%	40%	33%	<b>75%</b>
2015	Count	18	27	22	<b>49</b>
	Percentage	34%	45%	21%	<b>73%</b>

# Additional Readiness: High Schools

Year	Metric	Below	Meets	Exceeds	Meets & Exceeds
2016	Count	15	40	13	<b>53</b>
	Percentage	22%	59%	19%	<b>78%</b>
2015	Count	15	43	10	<b>53</b>
	Percentage	22%	63%	15%	<b>78%</b>

# Growth & Equity: High Schools

Year	Metric	Below	Meets	Exceeds	Meets & Exceeds
Growth					
2016	Count	13	49	3	<b>52</b>
	Percentage	20%	75%	5%	<b>80%</b>
2015	Count	16	42	7	<b>49</b>
	Percentage	25%	65%	11%	<b>75%</b>
Equity					
2016	Count	16	22	8	<b>30</b>
	Percentage	35%	48%	17%	<b>65%</b>
2015	Count	14	23	9	<b>32</b>
	Percentage	30%	50%	20%	<b>70%</b>

# Category Agreement: High School

	Exact Agreement	Exact plus Adjacent Agreement
School Performance Level	51%	89%
Achievement	57%	96%
Growth	66%	100%
Equity	52%	96%
Graduation	55%	99%
Additional Readiness	81%	100%

	2015 School Performance Level				
2016 School Performance Level	Not Meeting	Partially Meeting	Meeting	Exceeds	Row Totals
Not Meeting	5	5	0	0	10
Partially Meeting	1	2	7	0	10
Meeting	6	6	24	4	40
Not Meeting	0	1	2	2	5
Column totals	12	14	33	6	65

# High School Takeaway

- Participation rate continues to be a challenge at a few schools
- The change to the Aspire was yet another change
- We really have not seen the kind of positive trend seen in the 3-8 schools at the high school level yet

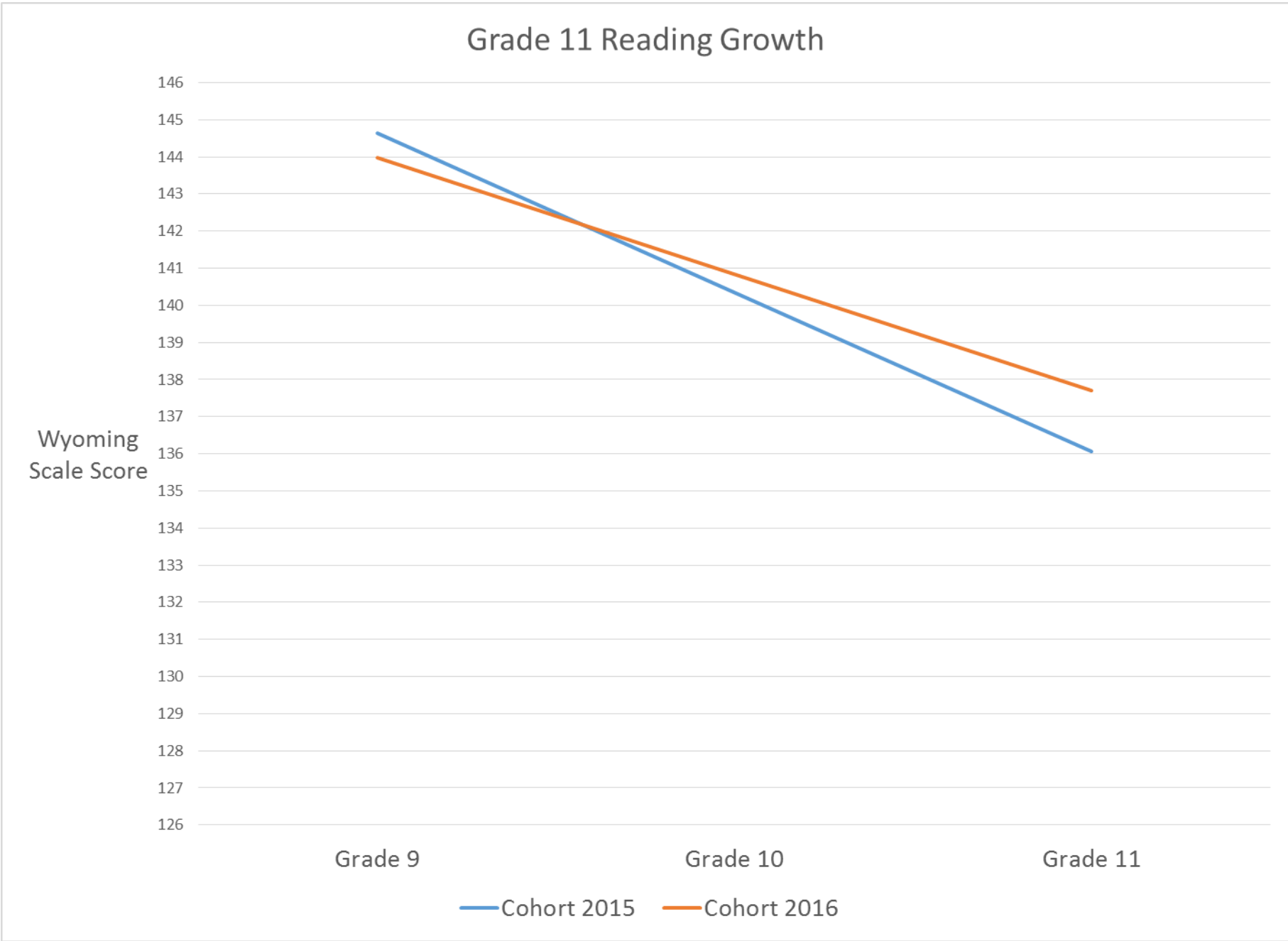


One WAEA Goal: Recognize student growth and increase the rate of that growth for all students

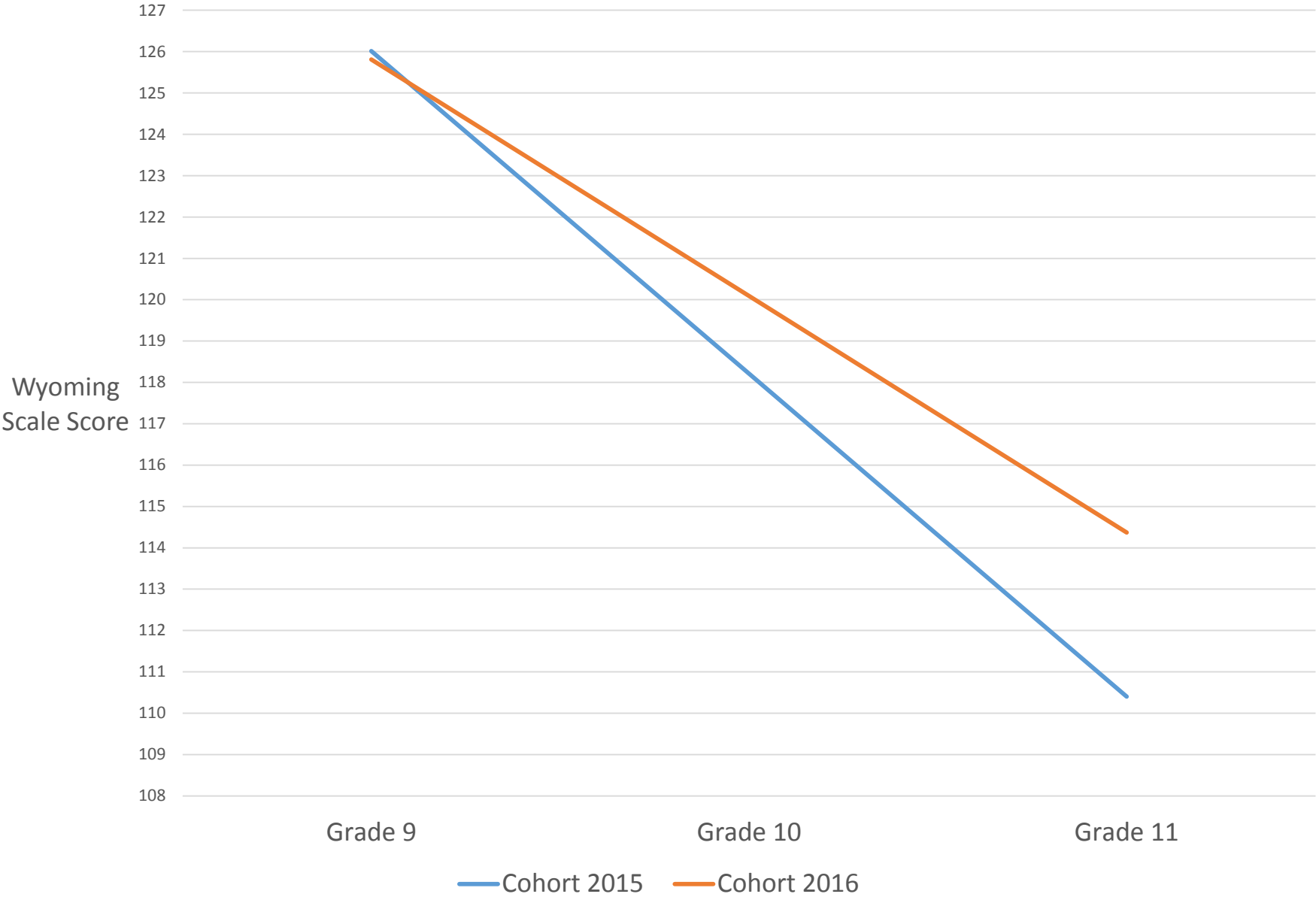
How did growth in 2016 compare to that in 2015 for Grade 11 students?

# Data Structure for HLM Growth Measurement

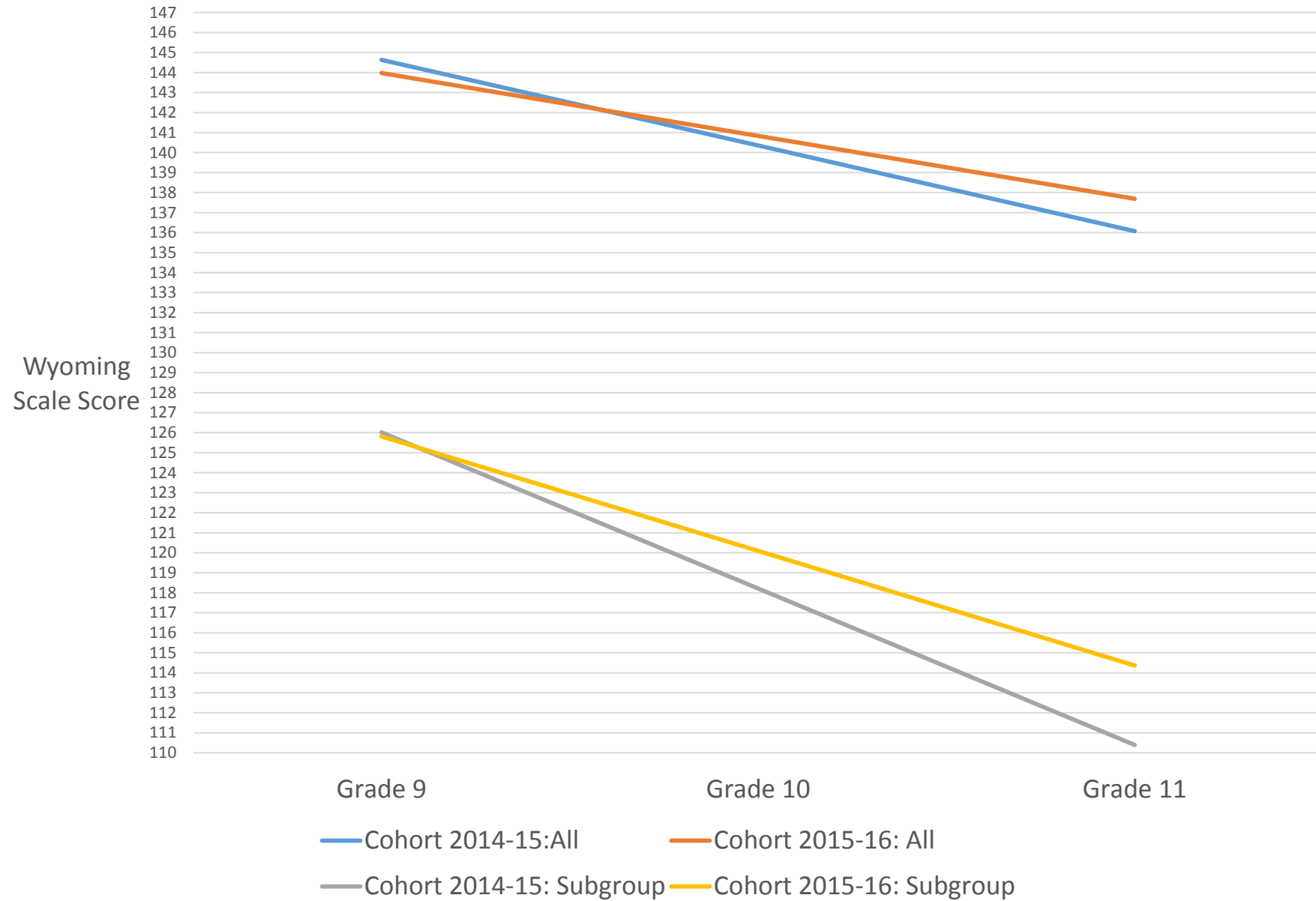
	2012-13	2013-14	2014-15	2015-16
Grade 9 (EXPLORE)	Cohort 2015	Cohort 2016		
Grade 10 (PLAN)		Cohort 2015	Cohort 2016	
Grade 11 (ACT)			Cohort 2015	Cohort 2016



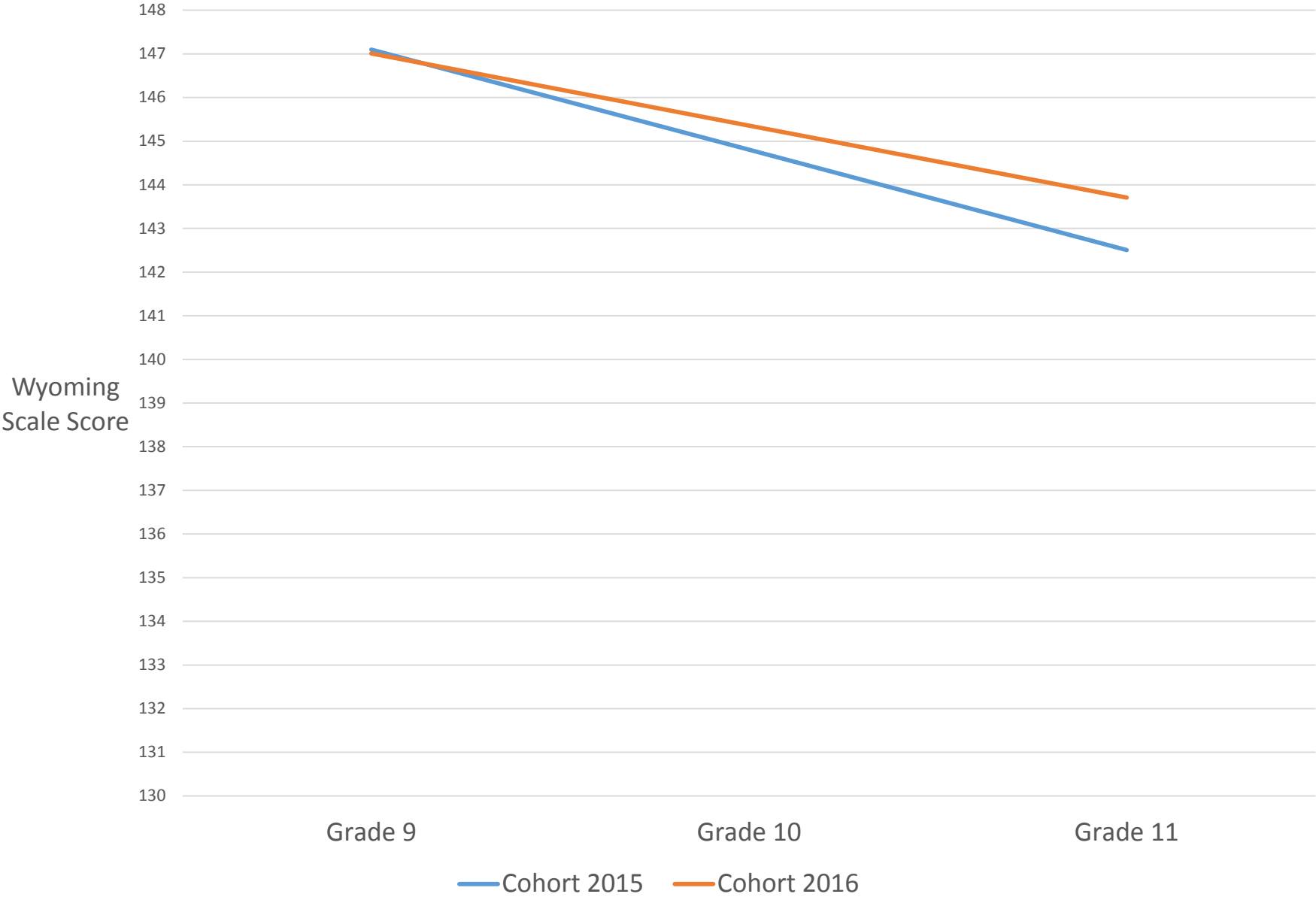
Grade 11 Reading Growth of Consolidated Subgroup (Equity Indicator)



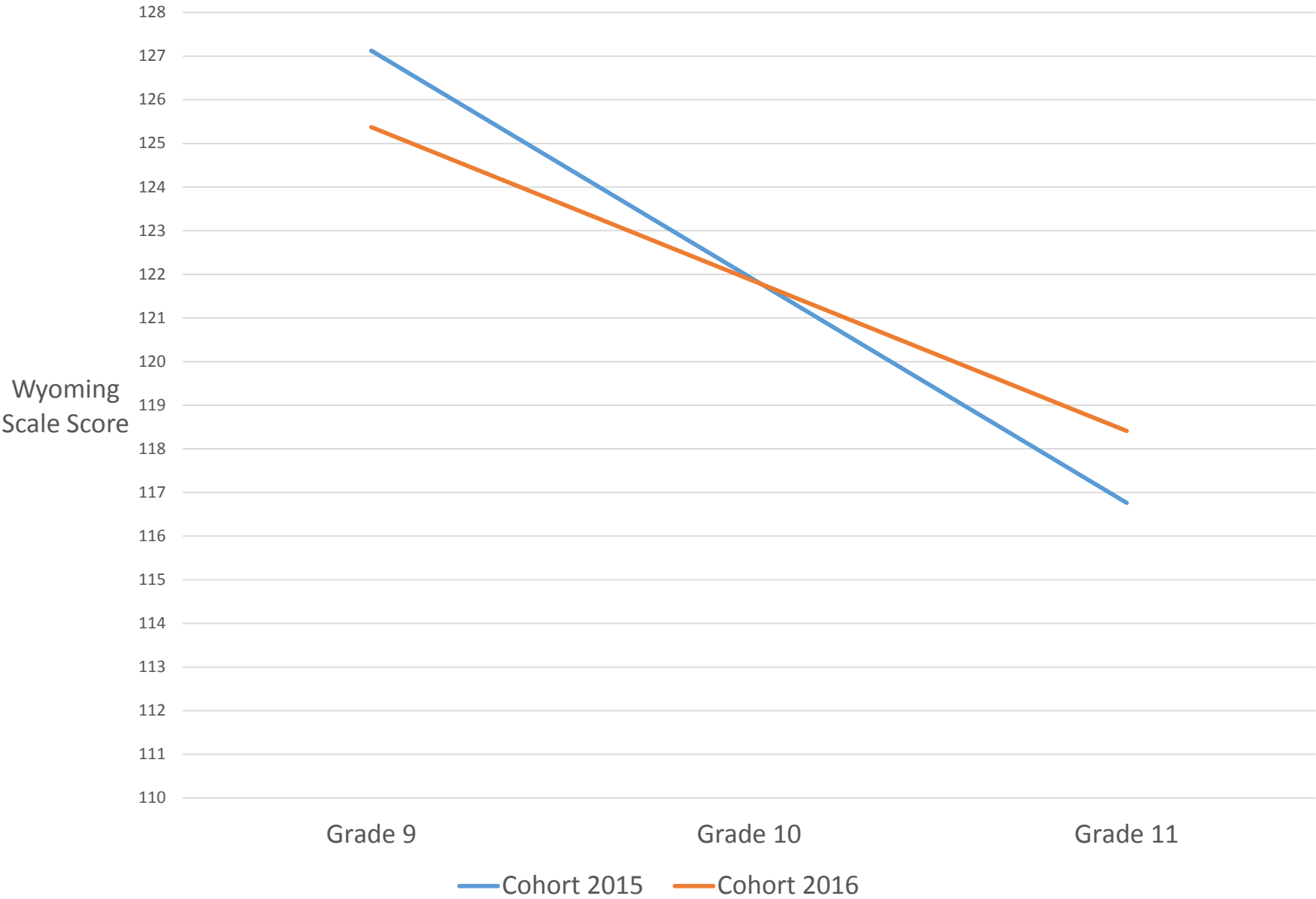
## Grade 11 Reading



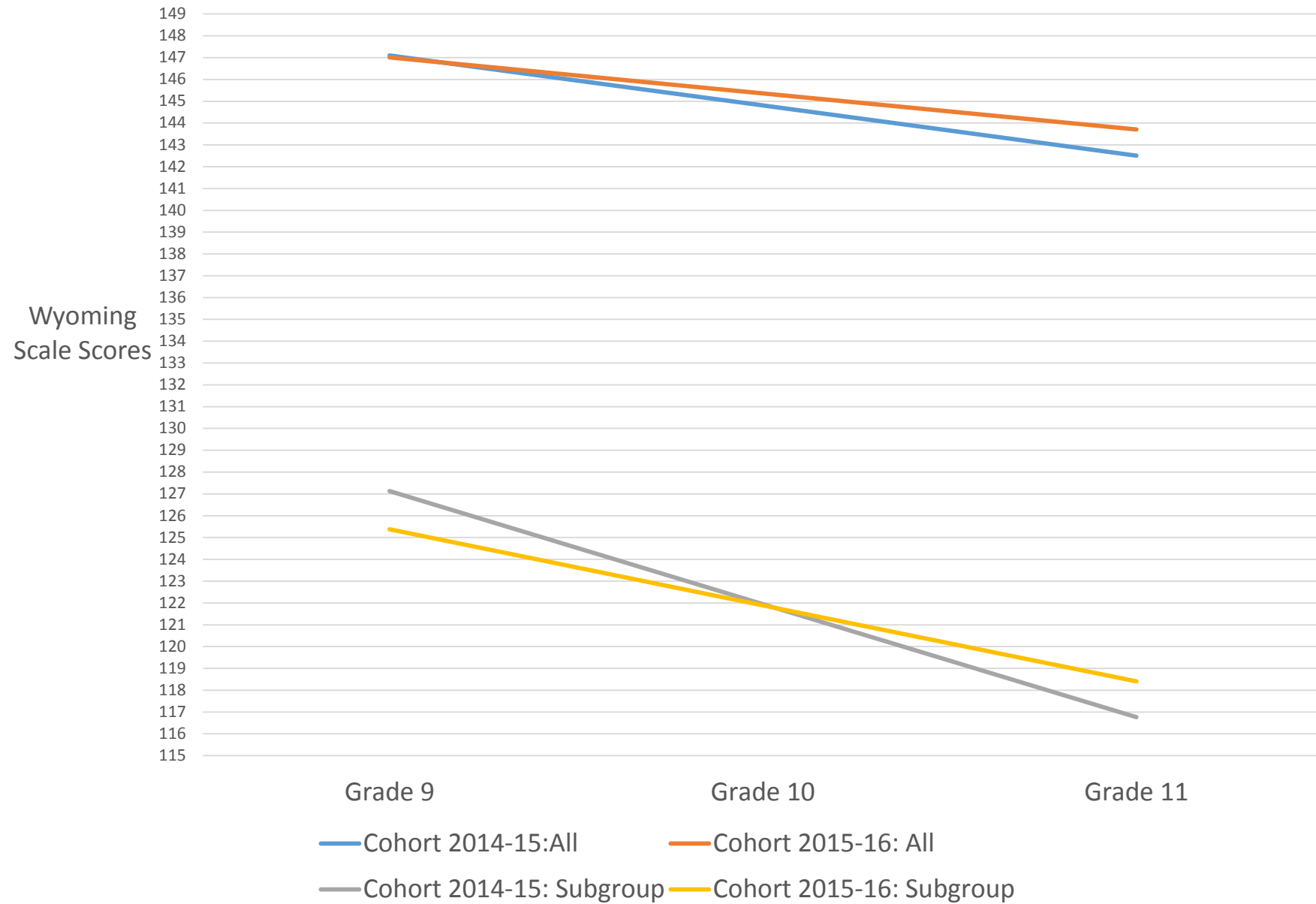
Grade 11 Math Growth



Grade 11 Math Growth of the Consolidated Subgroup (Equity Indicator)



## Grade 11 Math Growth





# Conclusions

- Grade 11 growth in reading and math was significantly higher ( $p < .001$ ) for all students and for students in the consolidated subgroup in 2016 than in 2015
- While statistically significant, the magnitude of the differences were not large ... if differences like these persisted for a few years, however, the size of the increase in growth over time would be substantial
- When the same tests are used for both cohorts of students these analyses are possible ... when tests change it becomes more difficult to document improvement or the lack thereof

# Data Structure for Grades 5-8

	2012-13	2013-14	2014-15	2015-16
Grade 6 PAWS	Cohort 2015	Cohort 2016		
Grade 7 PAWS		Cohort 2015	Cohort 2016	
Grade 8 PAWS			Cohort 2015	Cohort 2016

- Three waves of data (rather than just a pre-test and a post-test) minimize error in growth measures
- To compare apples-to-apples the same test scale should be used for both cohorts
  - A new scale was implemented in 2013-14
  - The 2012-13 test for the 2015 cohort was on a different scale
- The same test scale was used in all of the cells with a common color
- 2017 will be the last year of the PAWS
- In 2017, both the 2016 cohort and the 2017 cohort will have three years of scores on common measurement scale
- In 2017 we will be able to determine if growth in 2017 was higher than growth in 2016 for grades 5 through 8

## College and Career Readiness Statement for Wyoming

*Raising the Rigor of Academic Standards: In today's global economy, a high-quality education is no longer just a pathway to opportunity and success – it is a prerequisite. Because economic progress and educational achievement go hand in hand, educating every American student to graduate prepared for college and for success in a new workforce is a national imperative.*

President Barack Obama  
Remarks to the Hispanic Chamber of Commerce  
March 10, 2009

### **Preamble**

Wyoming students who are college and/or career ready will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, or enter economically viable career pathways. In order to meet this goal, the state has defined a set of learning competencies, intellectual capacities and experiences essential for all students to:

- Be able to continue to learn, and willing to do so
- Provide positive contributions to their families, workplaces and communities
- Be successfully engaged global citizens

Beyond demonstrating college and career ready levels of competence in English Language Arts, Literacy and Mathematics on a readiness assessment, all high school students should develop a foundation in the academic disciplines identified in the Hathaway Success curriculum. Students must be able to:

- Synthesize information from multiple sources to draw conclusions
- Critically analyze information
- Apply models and technology to real world situations
- Write and speak effectively so that a general or specific audience can understand the information
- Read, understand, and summarize information from a variety of sources
- Solve problems with connections to the standard mathematical practices [1]

### **Qualities and Strategies**

Preparation for college and career should help students develop a wide range of quantitative and qualitative abilities that go beyond the minimum levels of competence needed for entry-level college courses and employment. Students will demonstrate:

- Higher order thinking skills of analysis, synthesis, and evaluation
- The ability to think critically, coherently, and creatively
- The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the wherewithal to access these resources when needed.
- Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned perspectives
- The ability to prioritize tasks and goals, and effectively manage their time

### ***Personal & Professional Skills***

Student preparation for college and career should emphasize career awareness, exploration and immersion as well as development of the foundational knowledge and skills necessary to successfully navigate the workplace. College and career ready students will demonstrate:

#### *Work Ethic and Professionalism*

- Attendance and punctuality expected by the workplace
- Workplace appearance and decorum appropriate for position and duties
- Accepting direction and constructive criticism with a positive attitude and response
- Motivation and taking initiative, taking projects from initiation to completion
- Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics

#### *Effective Communication and Interpersonal Skills*

- Oral and written communication appropriate to the workplace
- Listening attentively and confirming understanding
- Successfully interacting with co-workers, individually and in teams

Proficiency in these skills is common for success in all workplaces and should be viewed as the foundation upon which additional workplace and career skills are added based on the specifics of any job.

[1] As defined by the National Council of Teachers of Mathematics.

## **State Board of Education Communications Update**

### **Status:**

Pascal Public Relations continues to work with SBE and WDE team members on high-priority communications projects. Most recent work includes science standards announcement management and JEC meeting preparation.

### **Day-to-Day Work:**

- Provide communications strategy, messaging and counsel
- Expand relationships by seeking out and/or developing opportunities for additional two-way communications with stakeholders
- Continue to collaborate with the WDE and leverage their work and support whenever possible
- Develop post-board meeting releases, and other key announcements
- Support Chelsie by offering edits to pre-board announcements
- Support Tom by recommending and editing blog posts, as needed, and collaborating on other high-priority projects

### **Specific Project Work:**

- Prepare a plan for the State Board of Ed's 100-year anniversary, to focus on the impact the board has had on improving K-12 education in Wyoming, as well as its continued work to ensure a bright future
- Help develop this year's legislative packet, to focus on the board's priorities, upcoming work, and milestones achieved

### **Transitioning:**

Without a new grant to cover the cost of communications, our contract will end May 31, 2017. Even if the board chooses to apply for a new grant and continue our work together, it still makes sense for some tasks to transition to staff members – and this process has already begun.

- Chelsie is preparing first-draft pre-board meeting news releases – along with Kari and Tom, I support her efforts by suggesting edits before the release is sent out.
- Tom will begin drafting blog posts for the web site, and I will support him by suggesting new topics, and direct edits within posts, as needed.

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## **Chapter 31 Rule Revision: Update, Overview, and Explanation of Approach Taken to Overcome Obstacles**

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**Wyoming State Board of Education  
Friday, October 14, 2016  
Lander, Wyoming**

## Questions to be Addressed

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1. What necessitated the revision of Chapter 31?
2. What changes are needed?
3. What are the obstacles to be addressed?
4. What options should the Board consider?
5. What action is recommended?

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# **1. What necessitated the revision of Chapter 31?**



# Background

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- Statutory changes enacted in 2015
- Had impact Chapter 31 – Graduation Requirements and Chapter 6 – School Accreditation
- Chapter 6 also needs to be revised to align with the new federal law – the Every Student Succeeds Act, to address state accountability system and system of support changes, and to ensure all of its provisions are current.
- Chapter 10 may need further revision to address some of the issues raised by LSO (detailed in the slides that follow)

# 2015 – Session Law Changes and Relevant Provisions

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

- (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)...~~ Graduation standards imposed under this paragraph shall require the successful completion of the following components, as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:
- (A) Four (4) school years of English;
  - (B) Three (3) school years of mathematics;
  - (C) Three (3) school years of science; and
  - (D) Three (3) school years of social studies, including history...

# 2015 – Session Law Changes and Relevant Provisions

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

- (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).
- (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.~~

# 2015 – Session Law Changes and Relevant Provisions

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

- (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. ~~A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student. as evidenced by course completion.~~
- (a)(iv) - In addition and following review, refinement and revision of student content and performance standards adopted under paragraph (a)(iii) of this section and reviewed under subsection (c) of this section, the board shall establish a process to ensure district assessment systems are aligned with the refined and revised standards within three (3) full school years following adoption of revised standards.

# 2015 – Session Law Changes and Relevant Provisions

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

- Established new requirement that, commencing sy 2015-2016, in conjunction with school district accreditation, and as a component of the statewide accountability system, the superintendent will **conduct a review of each district's assessment system once every five (5) years “to ensure alignment with the uniform state education standards...and to ensure district adherence to the uniform graduation standards...”** System deficiencies are to be addressed through the statewide system of support. (a)(xxxvi)

## 2015 – Session Law Changes and Relevant Provisions

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### 21-2-204. Wyoming Accountability in Education Act...

- For any school designated as not meeting expectations, established the authority (optional) for the **evaluation of the district's student assessment system** to be undertaken in the school year immediately following such designation. (f)(vi)
- The representative appointed by the state superintendent for school designated as meeting, partially meeting, or not meeting expectations, may, in addition to preexisting duties, **review and evaluate district student assessment systems “to ensure alignment with the uniform state education standards...”**.

# 2015 – Session Law Changes and Relevant Provisions

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

- Revised the requirements for establishment of a student assessment system.
  - ✓ Must still **measure student performance** relative to the uniform student content and performance standards **in all content areas** for which the state board has promulgated standards.
  - ✓ Components of the system must still be designed and used to “**determine the various levels of student performance**”; added the requirement that this be done in “**all content areas of the uniform student content and performance standards**”. Dropped the requirement that they also be used to determine “attainment of high school graduation”.
  - ✓ Eliminated the requirement that the DAS shall include measure(s) used to determine satisfactory completion of high school graduation requirements and developed in accordance with state board guidelines.

# 2015 – Session Law Changes and Relevant Provisions

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

- Eliminated the requirement that board, at a minimum, provide three (3) endorsements on high school transcripts.  
(a)(xxv)
- Established requirement that boards, in addition to the provision of an educational program in compliance with uniform state standards, must annually (on or before Nov. 1) **report to the department evidence of the alignment of its assessment system with the uniform state standards.** (a)(xv)
- Established requirement that boards annually (on or before Nov. 1) **report to the department that the district is compliant with the high school graduation standards.**  
(a)(xxv)



# 2015 – Session Law Changes and Relevant Provisions

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

- Established requirement that the board be **subject to a review** by the Department of Education once every five (5) years on the **alignment of the DAS with the uniform state education standards and the district's adherence to the uniform graduation standards.** (a)(xxxiv)

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## **2. What changes are needed?**

# Recap of Changes to Be Addressed in Ch. 31

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- ❑ Provide for elimination of mandatory high school diploma endorsements on transcripts
- ❑ Provide for elimination of mandatory use of DAS for “determining completion of high school graduation requirements” and expand requirements for students to earn a high school diploma to require that they be “evidenced by course completion” in addition to being measured by each district’s assessment system
- ❑ Change the requirement for the Department’s review of district assessment systems to take place once every five years as opposed to annually...for alignment with standards and adherence with graduation standards
- ❑ Require annual district report to Department on compliance with high school graduation standards

## Changes to be Addressed in Revision of Chapter 6

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- ❑ Establish SBE process to ensure each DAS is aligned with revised content standards within 3 years of adoption
- ❑ A DAS must be designed and used to determine the various levels of student performance in all content areas
- ❑ Eliminate requirements that a DAS be used to determine attainment of high school graduation and include measure(s) used to determine satisfactory completion of high school graduation requirements
- ❑ Require annual district report on alignment of assessment system with state standards

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### 3. What are the obstacles to be addressed?

- *Some technical corrections*
- *Some are best addressed through Chapter 6 revisions, not Chapter 31*
- *Some result from ambiguity in the law and challenges with trying to provide for requirements that span two or more rules*

# Issues Raised by the LSO

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## 1

### **Problem Noted: Insufficient guidance on new DAS requirements**

- “The revised chapter repeats many of the requirements codified in Wyoming Statutes for high school graduation and provides little guidance on the requirements associated with school district assessment systems...
- “By way of example...21-2-304(a)(iv) requires the State Board to:
  - Review and approve each district’s assessment system, which shall be designed to determine the various levels of student performance as aligned with the uniform state standards, every five years; and
  - Establish a process to ensure district assessment systems are aligned with refined and revised uniform state standards within three full years following adoption of revised standards.

[12/15/2015 Administrative Rule Review]

# Issues Raised by the LSO

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1

## Approach Taken to Address this Issue

- Because Chapter 6 – School Accreditation establishes the requirements for district assessment systems (and they extend well beyond use for high school graduation purposes), this deficiency should be addressed in revisions to that rule; summary of proposed changes shared with LSO.

# Issues Raised by the LSO

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## 2

### **Problem Noted: Lacking criteria and process for DAS approval**

- “The revised Chapter is silent however as to how the local school district should develop the assessment system with input of the State Board, what criteria the State Board will use to review and approve school district assessment systems and what process will be developed to ensure the district assessment systems are aligned with the uniform state standards. The emergency Chapter 31 should contain at least the above provisions to comply with the legislative intent...”

[12/15/2015 Administrative Rule Review]



# Issues Raised by the LSO

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## 2

### Approach Taken to Address this Issue

- Because Chapter 6 – School Accreditation establishes the requirements for district assessment systems, this deficiency should be addressed in revisions to that rule; summary of proposed changes shared with LSO.

# Issues Raised by the LSO

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## 3

### **Problem Noted: No indication of consultation with local districts.**

- “There is no indication of consultation with local districts.”  
[12/15/2015 Administrative Rule Review]
- “These emergency rules do not comply with the plain language of W.S. 21-2-304(a)(iv) requiring the State Board to enact rules to “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...””  
[04/18/2016 Emergency Rule Review]

# Issues Raised by the LSO

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## 3

### Approach Taken to Address this Issue

- The consultation requirement is not new; it existed prior to the 2015 legislative session amendments and was not an obstacle in getting approval of the prior (current) version of Chapter 31.
- WDE first sought to address the comment included in the review dated 12/15/2015 by providing evidence of the extensive consultation process used in development of the proposed rule revision.
- When that failed to resolve LSO's objection, and in light of the comment provided in the review dated 04/18/2016, WDE surmised that LSO was requiring that a SBE-district consultation process be detailed within the rule.
- Section 4, in the emergency rule approved by the SBE in July, establishes a detailed process for SBE consultation with local school districts on the establishment of high school diploma requirements that meet the minimum requirements of the revised rule.

# Issues Raised by the LSO

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## 4

### Problem Noted: Lacking guidance on establishment of diploma requirements

- “Chapter 31, Section 4 simply restates the statutory requirements for earning a high school diploma. No additional guidance regarding the charge to establish the requirements for a high school diploma is contained...”

[12/15/2015 Administrative Rule Review]

# Issues Raised by the LSO

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## 4

### Approach Taken to Address this Issue

- Section 3 of the emergency rule approved by the SBE in July provides the minimum requirements that districts must meet in establishing high school diploma requirements.
- Section 4 establishes the process the SBE will use for consultation with districts and the process the WDE will use to monitor district adherence with Chapter 31.

# Issues Raised by the LSO

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## 5

**Problem Noted: The rule is silent on the standards for DAS review for compliance with graduation standards.**

- “With regard to 21-2-304(a)(iv), “...the rules are also silent on the standards by which the Department will review school district assessment systems to determine compliance.”

[12/15/2015 Administrative Rule Review]

# Issues Raised by the LSO

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## 5

### Approach Taken to Address this Issue

- Section 3(d) details the requirements for DAS use in the measurement of student achievement of the standards for graduation and for the review and approval of each DAS.
- Section 4(a) requires each district to submit its high school diploma requirements to the SBE for review and consultation.
- Section 4(b) also provides that district adherence with Section 3 will be evaluated through the accreditation process (as will be detailed in revisions to Chapter 6).

# Issues Raised by the LSO

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## 6

### **Problem Noted: Inconsistent and ambiguous references to “content and performance standards”**

- “It would appear the various references are referring to Chapter 10, Wyoming Content and Performance Standards, as adopted by the State Board on December 18, 2014. However, it is not clear if in fact those are the standards to which the State Board is referring to or if additional standards are forthcoming.”

[12/15/2015 Administrative Rule Review]



# Issues Raised by the LSO

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## 6

### Approach Taken to Address this Issue

- Inconsistencies are corrected in the revision now before the SBE for consideration. Throughout, any reference to the SBE-adopted content and performance standards is to the “Uniform Student Content and Performance Standards”.
- Revisions will need to be made to Chapter 6 and Chapter 10 (and perhaps other rules) to ensure consistent use of this term.

# Issues Raised by the LSO

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## 7

### **Problem Noted: Inappropriate use of term “high school equivalent courses”**

- “Section 5(a)(i) of the emergency rules provide graduation requires a passing grade or successful performance....for a series of “high school equivalent courses.” The statute is silent on high school equivalent courses for purposes of graduation and while it may be one means by which a student can graduate, the plain language of the law allows for a student to graduate upon passage of the courses listed in W.S. 21-2-304(a)(iii)(A) through (D) in addition to any requirements imposed by additional statutes, rules, and regulations.”

[04/18/2016 Emergency Rule Review]

# Issues Raised by the LSO

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## 7

### Approach Taken to Address this Issue

- W.S. 21-2-304(a)(iii) only list specific courses that may be taken to satisfy the requirement of completing three (3) school years of social studies. For the other three content areas, the statute neither lists specific courses nor requires that they be taken at the high school level.
- The emergency rule revision approved by the SBE in July, provides for the successful completion of district-designated courses of instruction aligned with the Uniform Student Content and Performance Standards for grades 9-12, and requiring a logical sequence and progression of instruction from one school year to the next.
- The term “high school equivalent courses” is eliminated.

# Issues Raised by the LSO

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## 8

### **Problem Noted: Inconsistencies between the Chapter 6, Chapter 10 and Chapter 31 rules**

- “The inconsistencies between the Chapter 6, Chapter 10 and Chapter 31 rules are numerous ....By way of example, ...Chapter 10 makes no mention of content and performance standards specifically for grade twelve for English Language Arts, Math or Science. Section 4(a)(i) of Chapter 10 provides for English Language Arts standards for high school in “9-10, 11-12”; for math it provides for standards in “HS” and for science, there is no mention of grade twelve standards. If the grade twelve content and performance standards are the benchmark for graduation, the Chapter 10 rules do not reflect this.”

[04/18/2016 Emergency Rule Review]

# Issues Raised by the LSO

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## 8

### Approach Taken to Address this Issue

- 21-2-304(a)(iii) uses both the terms “standards for graduation” and “graduation standards”, yet neither are defined in statute.
- As they are required to be included in the Uniform Student Content and Performance Standards, more specifics and/or a definition should ideally be provided in Chapter 10.
- This becomes a Chapter 31 issue (and probably also a Chapter 6 issue) because 21-2-304 provides that the requirements for students to earn a HS diploma be “evidenced by course completion and as measured by each district’s assessment system...” The Department’s review of each DAS must be designed, in part, to ensure adherence to the graduation standards.
- The revised SOR provides that the grade 12 content and performance standards are not in and of themselves the SBE’s benchmark for graduation or the standards for graduation. It explains the extent to which current components of the standards include standards for graduation by, in part, detailing what students should know and be able to do by the time they graduate. It also cites specific pages for English, math, science, and social studies that include the standards, performance descriptors, etc. for students in high school grades.

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4. What options should the Board consider?
  5. What action is recommended?

# Options for SBE Consideration

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1. Approve the proposed Chapter 31 revisions and revised Statement of Reasons for submission to the Governor and LSO.
  - *If not accepted, engage in outreach to members of the Joint Education Committee to discuss and seek resolution of any remaining obstacles.*
2. Recommend that further changes be made to Chapter 31 or the SOR prior to SBE action.
3. Postpone further action on Chapter 31 pending revision of Chapter 6, and possibly also Chapter 10, and submit revised rules concurrently for review.
  - *This will leave in place the requirement that districts offer at least three (3) endorsements on high school transcripts.*

# FORESIGHT **LAW + POLICY**

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Thank you.

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**Wyoming Department of Education  
Chapter 31  
High School Diploma Requirements**

**STATEMENT OF REASONS**

2015 SEA No. 87 (2015 Session Laws, Chapter 179) eliminates the requirement that the State Board of Education (SBE) rules require that a high school diploma provide an endorsement level (tiered diploma) on the student's transcript and eliminates the district assessment system (DAS) annual review and reporting requirement. During the past ten months, emergency rules eliminating the tiered diploma endorsement requirement and the district assessment system annual reporting and review requirement have been approved by the Governor. However, through consultation with members of the Governor's staff, the Attorney General's Office staff, and the Legislative Services Offices staff, we recognized that more comprehensive revisions were necessary to address the requirements in the law.

The Department used the expertise of outside advisors to consult with the SBE liaison, WDE staff, and district leadership including superintendents, curriculum and assessment directors, and high school principals to revise Chapter 31 Graduation Requirement rules. The purpose of this consultative process was to develop revised rules, comporting with the plain language of the law, to establish minimum requirements for receipt of a high school diploma and a process for SBE consultation with school districts on the establishment of high school diploma policies. Emergency rule review documents published by the Legislative Service Office (ERR15-025 and ERR16-008) including relevant statutory language were used to guide comprehensive revisions to Chapter 31. Draft documents were developed and presented to stakeholders for consideration and feedback. The District Assessment System Steering Committee, a twelve member committee of district, University, and Department administrators, established in 2012 to provide leadership, expertise, and guidance related district assessment system development, served as the primary consultative group.

**This rule has two primary substantive sections:**

**Section 3 – High School Diploma Requirements**

The proposed revisions outline the SBE-defined minimum requirements for any student to receive a high school diploma from any Wyoming school district. These minimum requirements are to be incorporated within each district's high school diploma policy. The proposed rules address the elimination of the tiered diploma system. The revisions include a list of district policy requirements which, at a minimum, must be in place, as well as specific actions districts must take with regard to the establishment and implementation of high school diploma requirements.

The statutory requirement for course completion as measured by the district assessment system has been addressed by providing four measurement approaches from which a district must choose. Offering 1) course-based, 2) course-based with common assessments, 3) common assessments – stand alone, and 4) mixed model approaches for measurement through the district assessment system supports the SBE's objective of providing flexibility at the district level in order to demonstrate adherence to this statutory requirement. These approaches were developed by the Department, with significant input from district representatives, more than eight (8) years ago, and were codified in the District Assessment System Handbook (2008). These approaches, as defined, establish a menu of options for districts that represent

widely-established methods for using assessment data in determining when a student should be awarded course credit. Because these approaches have been recognized by the Department, detailed in Department guidance and related materials on district assessments and used by local school districts for some time, we believe the level of detail provided in this rule is sufficient to guide district policy.

The minimum requirements for district high school diploma policies include a requirement that students achieve the Standards for Graduation, including satisfaction of the Component Completion Requirement. Both terms are defined in the rule. It is the belief of the SBE that the Uniform Student Content and Performance Standards should establish what students are expected to know and be able to do by the time they graduate, in mathematics, science, language arts, social studies, and in any other content areas as the SBE may undertake to define such expectations. These expectations should be outlined as frameworks that support a progression of learning from the time early learners enter Wyoming public schools until they complete high school and earn a diploma.

Not every set of standards that currently make up the Uniform Student Content and Performance Standards is written to reflect a progression of learning to college- and career-readiness. For example, the Wyoming Fine and Performing Arts Content And Performance Standards “reflect the desire for all Wyoming students to receive a uniform and consistent art education prepared for success in and out of the classroom, they do not presume that the revised standards in the four disciplines will be implemented at every grade level... are organized by grade bands to provide specific guidance about what students need to know and be able to do at the end of 4th, 8th and 11th grades...” (*Wyoming Fine and Performing Arts Content and Performance Standards*, p. 2) Over time, through the process of regular revisions of the standards or on a shorter timeline at the discretion of the SBE, the SBE will strive to make the expectations for what students should know and be able to do by graduation – the graduation standards – more explicit.

The standards for graduation are not just the standards enumerated for the high school grades or high school grade spans, for mastery of content and skills at the high school grades hinges on the development of foundations for learning that are acquired throughout a student’s K-12 experience. Nor do they in and of themselves establish requirements for the receipt of a high school diploma. They explicate the content Boards of Trustees are to make the focus of curriculum, instruction, and assessments in order to provide an education program in compliance with W.S. 21-3-110(a)(xv) (xv), as well as courses designated by the district to satisfy the requirement (W.S. 21-2-304(a)(iii)) that any student must successfully complete four school years of English (based on the language arts standards), three school years of mathematics, three school years of science, and three school years of social studies, in order to graduate. They also include performance level descriptors to help teachers determine where students are performing in relation to the standards.

The minimum requirements for receipt of a high school diploma set out in this rule compel the Board of Trustees and leaders of each District to develop a strong working knowledge of the Uniform Student Content and Performance Standards and the expectations established therein for what students should know and be able to do by the time they graduate. Only with that knowledge, including which standards are and are not required for all students, can Districts identify and provide courses which students must complete to earn a high school diploma, develop and implement assessments to measure student learning, and establish minimum thresholds for student performance as evidence of mastery of the standards.

The following excerpts from the Uniform Student Content and Performance Standards are examples of how they incorporate expectations of what students should know and be able to do by the time they graduate:

1. 2011 Wyoming Mathematics Content and Performance Standards

- “The Standards for Mathematical Practice are embedded at every grade level to establish habits of mind which will empower students to become mathematically literate.” (p. 3)
- “The Standards for Mathematical Content are grade-level specific kindergarten through grade eight and conceptual category specific in high school. They provide a scaffold that allows students to become increasingly more proficient in understanding and using mathematics with a steady progression leading to college and career readiness by the time students graduate from high school.” (p. 3) The mathematical standards for high school are provided on pp. 58-83.
- “Performance Level Descriptors help teachers judge where students are performing in relation to the standards. They describe student performance at various levels of proficiency. To consider a standard as “met”, students are required to perform at the “proficient” level.” (p. 3) Performance Level Descriptors are provided on p. 5.
- “Each grade level in the K – 8 standards is prefaced with an explanation of instructional focus areas for that grade level. Each conceptual category in the high school standards is prefaced with an explanation of the implication of that category to a student’s mastery of mathematics. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★). Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by a plus symbol (+). (Not required for all students.)” (p. 5) “All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards with a (+) symbol may also appear in courses intended for all students.” (p. 62)

2. 2008 Wyoming Science Content and Performance Standards<sup>1</sup>

- The science standards “specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades four, eight, and eleven...” (p. 6)
- “Content Standards: These statements define what students are expected to know and be able to do by the time they graduate...” (p. 6) Content Standards for grade 11 are provided on p. 23 – Content Standard 1; p. 27 – Content Standard 2; and p. 28 – Content Standard 3.
- “Benchmarks: These statements specify what students are expected to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 4, 8, and 11. These

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<sup>1</sup> A revision of the 2008 science standards is currently being promulgated.

benchmarks specify the skills and content students must master along the way in order to master the content standards by the time they graduate...” (p. 6) Benchmarks for grade 11 are provided on pp. 23-24 – Content Standard 1; p. 27 – Content Standard 2; and p. 28 – Content Standard 3.

- “Performance Level Descriptors: These statements describe how well students must perform the benchmarks. The “proficient” level is required in order to demonstrate mastery of the standards. Descriptors help teachers judge where students are performing in relation to the benchmarks, and ultimately, the content standards.” (p. 6) Performance Level Descriptors for grade 11 are provided on p. 25 – Content Standard 1; p. 27 – Content Standard 2; and p. 29 – Content Standard 3.
- The “...course sequences tend to vary widely after the eighth grade. However, the knowledge and skills identified at the eleventh grade are intended for all students regardless of the sequences of science courses or combination of other courses with science content. Therefore, districts will need to ensure that their course sequences will enable students to demonstrate mastery of the designated knowledge and skills no later than the end of the eleventh grade. For advanced students, such mastery should occur much sooner than the eleventh grade. For a few students, such mastery will constitute a significant challenge. District, University, business, and community participants agreed that the standards reflect the necessary skills for success in study and work that need to be accomplished no later than the end of the eleventh grade. Success in meeting these standards will provide the foundation for students to apply science skills in many areas of adult life, or to a more specific career or postsecondary course of study.” (p. 7)

### 3. 2011 Wyoming Language Arts Content and Performance Standards

- The Language Arts standards reflect “the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.” (p. 13)
- They are “written to individual grade levels in kindergarten through grade 8, and two-year bands in grades 9–12. Ninth grade students work toward the achievement of the tenth grade standards; eleventh grade students work toward the achievement of the twelfth grade standards...” (p. 4)
- “The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.” (p.

- 14) The CCR and high school standards for grade spans 9-10 and 11-12 are provided on pp. 38, 45, 50, 54-55, 61- 62, and 64-66.
- “While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.” (p. 16)
  - Performance Level Descriptors are statements that “describe how well students must perform the standards.” (p. 5) Grade 12 Performance Level Descriptors are provided on pp. 8-9.

#### 4. 2014 Wyoming Social Studies Content and Performance Standards

- The social studies standards “specify the essential learning that students must master providing a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum. It is not intended to prescribe courses, materials, or instructional methodology. Content and performance standards are identified for grade spans K-2, 3-5, 6-8, and 9-12 with benchmarks at grades two, five, eight, and twelve. Teachers, parents, and students work toward the achievement of the benchmarks at the completion of each grade band level.” (p. 4)
- “Content Standards: what students are expected to know and be able to do by the time they graduate.” (p. 4)
- “Benchmarks: specify the skills and content students must master in order to meet the content standards by the time they graduate.” (p. 4) Benchmarks for the 9-12 grade span are provided on pp. 6-7 for Content Standard 1; p. 10 for Content Standard 2; p. 13 for Content Standard 3; pp. 16-17 for Content Standard 4; pp. 20-21 for Content Standard 5; and p. 26 for Content Standard 6.
- Performance Level Descriptors: determine student performance of the benchmarks. (p. 4) Performance Level Descriptors for the 9-12 grade span are provided on p. 9 for Content Standard 1; p. 12 for Content Standard 2; p. 15 for Content Standard 3; p. 19 for Content Standard 4; p. 25 for Content Standard 5; and p. 29 for Content Standard 6.
- Descriptors help teachers assess where students are performing in relation to the benchmarks, and ultimately, the content standards.

District leadership, during consultation, emphasized local control in designating courses meeting these requirements, with alignment to the Uniform Student Content and Performance Standards and a logical sequence and progression of instruction included in the definition of Component Completion Requirement.

#### **Section 4 – Consultation with Local School Districts**

Section 4 establishes the requirement for SBE consultation with local school districts and details the review process that will take place to support districts as they develop and implement the new

requirements of these revised rules. The SBE recognizes the November 1 statutory reporting requirement to provide evidence that the district is compliant with high school graduation standards. W.S. 21-3-110 (a)(xxv) The requirement within these rules for the SBE to offer feedback applies as of November 1, 2017 and takes into consideration the timing of the rules promulgation process and provides a reasonable timeframe for implementation.

In summary, we believe the proposed revisions to Chapter 31 provide guidance to districts related to the minimum high school diploma requirements, the SBE consultative process with local boards of trustees in establishing graduation requirements, and meets the plain language requirements of the law and legislative intent. We also believe that there is merit in combining Chapters 10 (Wyoming Content and Performance Standards) and 31 (High School Diploma Requirements). However, given the revisions to Chapter 10 currently taking place, this is not the appropriate time to consider this change.

Thank you for your consideration of approval to proceed with regular rule promulgation.

**Wyoming Department of Education**  
**Chapter 31**  
**Wyoming Graduation High School Diploma Requirements**

**Chapter 31**

**Section 1. Authority.**

(a) — These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended — 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

**Section 2. Applicability.** (a) — These rules and regulations pertain to the minimum requirements for graduation students to earn a high school diploma from any public high school within any school district of this State of Wyoming, including minimum. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for students to earning a high school diploma, with which public schools (K-12) must comply and the process for Wyoming State Board of Education to consult with local districts on the establishment of high school diploma requirements.

**Section 3. Promulgation, Amendment, or Repeal of Rules.**

(a) — These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

**Section 4. Definitions.**

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)] Competency-Based Equivalency Examination. One or more assessments used to evaluate the degree to which a student has achieved explicit, measurable, transferable learning objectives that are aligned with the Uniform Student Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a variety of ways, including through performance-based assessments. Pursuant to W.S. 21-2-304(a)(iii), successful performance on a district-approved competency-based assessment may be used in lieu of a passing grade in order for a district to determine that a student has successfully completed one or more of the components that are included within the state-established Standards for Graduation.

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)] Component Completion Requirement. An element of the Standards for

Graduation requiring that any student graduating from any high school within any school district of this state shall have first earned a passing grade, as defined by the district, or demonstrated successful performance on a competency-based equivalency exam, for courses designated by the local school district in which the student is enrolled to satisfy each of the following components: four (4) school years of English; three (3) school years of mathematics; three (3) school years of science; and three (3) school years of social studies, including history, American government and economic systems and institutions. The courses designated by any local school district that may be used to satisfy the Component Completion Requirement shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. [W.S. 21-2-304(a)(iii)]

~~(e) — Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.~~

~~(d) — Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).~~

~~(e) — Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.~~

~~(f) — Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]~~

~~(g) — School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.~~



(hc) Standards for Graduation. The ~~K-12 content~~ standards contained within the Uniform Student Content and Performance Standards establishing a progression of student learning leading to college and career readiness by the time students graduate from high school, which include the content standards for mathematics, science, language arts, and social studies required to be covered within courses any district offers to satisfy the Component Completion Requirement; in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

(d) Uniform Student Content and Performance Standards. The standards adopted by the Wyoming State Board of Education in the areas required by W.S. 21-9-101(b) which include the Standards for Graduation as required by W.S. 21-2-304(a)(iii).

**~~Section 5. Wyoming Statutes.~~**

(a) — All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

**~~Section 6. Wyoming State Board of Education Policies and Regulations.~~**

(a) — All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

**~~Section 7. Common Core of Knowledge and Common Core of Skills.~~**

(a) — All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

~~Health and safety;~~

~~Humanities;~~

~~Career/vocational education;~~

~~Foreign cultures and languages;~~

~~Applied technology;~~

~~Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.~~

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

~~Life skills, including personal financial management skills.~~

### **Section 83. High School Diploma Requirements.**

(a) ~~Each local school district shall establish~~Requirements for earning a high school diploma requirements, which shall be reflected in policy and related documents, as appropriate. from any high school within any school district of this state ~~The district's policy shall include, at a minimum:~~

~~The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:~~

(i) ~~A requirement that students achieve the~~ **Component Completion Requirement and the corresponding Standards for Graduation,** ~~which shall be satisfied by receipt of a passing grade, as defined by the district, or successful performance on competency-based equivalency examinations, for courses or course sequences that the district offers and identifies for credit to satisfy each of the subject area components required by W.S. 21-2-304(a)(iii), as follows:~~

(iA)\_\_\_ Four (4) school years of English;

(iiB)\_\_\_ Three (3) school years of mathematics;

(iiiC)\_\_\_ Three (3) school years of science;

(ivD)\_\_\_ Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(ii) \_\_\_ A description of the district's definition of course credit, which may be synonymous with a Carnegie Unit of study, for any course which may be taken to satisfy the Component Completion Requirement of the Standards for Graduation.

(iii) \_\_\_ A description of the process by which successful performance on a competency-based equivalency examination may evidence attainment of one or more of the courses used to satisfy the Component Completion Requirement, along with information on the level of performance needed in order for course credit to be awarded;

(iv) \_\_\_ A description of any additional requirements that a student must successfully complete at the discretion of the local school district;

(v) \_\_\_ A description of the way in which student performance on assessments that are part of the district's assessment system, designed to measure student performance relative to the Uniform Student Content and Performance Standards for grades 9-12 in all content areas for which the Wyoming State Board of Education has promulgated state standards, will be used as a factor in awarding course credit for receipt of a high school diploma;

(vi) \_\_\_ A requirement that students demonstrate satisfactory performance on an examination of the principles of the Constitutions of the United States and the State of Wyoming as required by W.S. 21-9-102;

(vii) \_\_\_ An assurance that academic credit toward the district's high school diploma requirements will be awarded for successful completion of any course offered under a qualifying postsecondary education enrollment options program as required by W.S. 21-20-201;

(viii) \_\_\_ An assurance that no diploma or credit for a course which has been successfully completed shall be denied to a pupil who has earned it; provided, such diploma or credit shall not be deemed earned until payment has been made for any and all indebtedness due to the school district as required by W.S. 21-4-308.

(b) ~~Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)~~ The district shall maintain and publish a list of courses deemed eligible to satisfy the Component Completion Requirement of the Standards for Graduation. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(vii).

(c) ~~Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student~~ In order to meet the requirements of Section 3(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

(i) ~~Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~ Course-Based. The curriculum and instruction for required courses are tied to the appropriate content and performance standards for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school). Course grades are based on achievement of the standards and include student performance on district assessments at a weight determined by the district.

(ii) ~~Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~ Course-Based with Common Assessments. The assessments used to gauge student mastery of standards for a particular course include one or more assessments that are common across all such courses taught in the district. Common assessments are assigned a weight by the district and factored into the course grade.

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards; Common Assessments – Stand-Alone (Not Factored Into Course Grade). Common assessments are administered at key checkpoints, in addition to or in lieu of receipt of a passing grade, for successful completion of a course. At the discretion of the district, such assessments may also be used as a competency-based equivalency examination in lieu of course completion.

(iv) Mixed Model. The district assessment system utilizes a combination of approaches that, taken as a whole, meet the state Standards for Graduation. The approach used may differ by content area and/or grade.

(d) A district assessment system, which shall be used, in part, to measure student achievement of the state's Standards for Graduation, shall be aligned with the Uniform Student Content and Performance Standards and shall be designed to determine the various levels of student performance as aligned with the Uniform Student Content and Performance Standards, and This system will be subject to Wyoming State Board of Education review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The Wyoming State Board of Education's review and approval of district assessment systems shall be based on the consideration of information gathered through the accreditation process or any other comprehensive district assessment system review as may be required by the State Superintendent pursuant to W.S. 21-2-204(f)(vi), including an evaluation of the degree to which district assessments are aligned with the Uniform Student Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the Wyoming State Board of Education, such as consistency and fairness. A similar Wyoming State Board of Education process and criteria shall be used to ensure district assessment systems are modified, as needed, to achieve full alignment within three (3) full school years following the Wyoming State Board of Education's adoption of revisions to any component of the Uniform Student Content and Performance Standards.

(e) At the discretion of the local board of trustees, a minimum threshold of student performance on district assessments may be set and required for a student to earn a passing grade on any course used to meet the Component Completion Requirement. In no instance shall a district revise its requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy any additional requirements.

(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 3(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to

parents. In addition, the district's current high school diploma requirements should be included in school handbooks and policies, as applicable, as well as on the official website of the district.

**Section 94. ~~District Assessment System~~ Consultation with Local School Districts.**

(a) ~~Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304(a)(iii) and (iv)].~~

~~The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101(b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard-setting. On or before November 1, 2017, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.~~

~~(i) Guidelines for each criterion shall be determined by the State Board of Education.~~

(b) ~~Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements. On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.~~

~~(c) — At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.~~

~~(d) — Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.~~

~~(e) — The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August thereafter.~~

~~(f) — All Wyoming school districts with a high school shall submit their assessment system documentation to the Wyoming Department of Education according to the following schedule:~~

~~(i) — For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.~~

~~(g) — For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.~~

#### **Section 10. ~~Effective Date for Graduation Requirements.~~**

~~(a) — Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)~~

~~(b) — Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts,~~

mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.



## Wyoming Department of Education

### High School Diploma Requirements

#### Chapter 31

Section 1. **Applicability.** These rules and regulations pertain to the minimum requirements for students to earn a high school diploma from any public high school within any school district of the State of Wyoming, and the process for Wyoming State Board of Education to consult with local districts on the establishment of high school diploma requirements.

#### Section 2. **Definitions.**

(a) **Competency-Based Equivalency Examination.** One or more assessments used to evaluate the degree to which a student has achieved explicit, measurable, transferable learning objectives that are aligned with the Uniform Student Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a variety of ways, including through performance-based assessments. Pursuant to W.S. 21-2-304(a)(iii), successful performance on a district-approved competency-based assessment may be used in lieu of a passing grade in order for a district to determine that a student has successfully completed one or more of the components that are included within the state-established Standards for Graduation.

(b) **Component Completion Requirement.** An element of the Standards for Graduation requiring that any student graduating from any high school within any school district of this state shall have first earned a passing grade, as defined by the district, or demonstrated successful performance on a competency-based equivalency exam, for courses designated by the local school district in which the student is enrolled to satisfy each of the following components: four (4) school years of English; three (3) school years of mathematics; three (3) school years of science; and three (3) school years of social studies, including history, American government and economic systems and institutions. The courses designated by any local school district that may be used to satisfy the Component Completion Requirement shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. [W.S. 21-2-304(a)(iii)]

(c) **Standards for Graduation.** The standards contained within the Uniform Student Content and Performance Standards establishing a progression of student learning leading to college and career readiness by the time students graduate from high school, which include the content standards for mathematics, science, language arts, and

social studies required to be covered within courses any district offers to satisfy the Component Completion Requirement. [W.S. 21-2-304 (a)(iii)]

(d) Uniform Student Content and Performance Standards. The standards adopted by the Wyoming State Board of Education in the areas required by W.S. 21-9-101(b) which include the Standards for Graduation as required by W.S. 21-2-304(a)(iii).

### Section 3. **High School Diploma Requirements.**

(a) Each local school district shall establish high school diploma requirements, which shall be reflected in policy and related documents, as appropriate. The district's policy shall include, at a minimum:

(i) A requirement that students achieve the Component Completion Requirement and the corresponding Standards for Graduation, which shall be satisfied by receipt of a passing grade, as defined by the district, or successful performance on competency-based equivalency examinations, for courses or course sequences that the district offers and identifies for credit to satisfy each of the subject area components required by W.S. 21-2-304(a)(iii), as follows:

(A) Four (4) school years of English;

(B) Three (3) school years of mathematics;

(C) Three (3) school years of science;

(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions.

(ii) A description of the district's definition of course credit, which may be synonymous with a Carnegie Unit of study, for any course which may be taken to satisfy the Component Completion Requirement;

(iii) A description of the process by which successful performance on a competency-based equivalency examination may evidence attainment of one or more of the courses used to satisfy the Component Completion Requirement, along with information on the level of performance needed in order for course credit to be awarded;

(iv) A description of any additional requirements that a student must successfully complete at the discretion of the local school district;

(v) A description of the way in which student performance on assessments that are part of the district's assessment system, designed to measure student

performance relative to the Uniform Student Content and Performance Standards will be used as a factor in awarding course credit for receipt of a high school diploma;

(vi) A requirement that students demonstrate satisfactory performance on an examination of the principles of the Constitutions of the United States and the State of Wyoming as required by W.S. 21-9-102;

(vii) An assurance that academic credit toward the district's high school diploma requirements will be awarded for successful completion of any course offered under a qualifying postsecondary education enrollment options program as required by W.S. 21-20-201;

(viii) An assurance that no diploma or credit for a course which has been successfully completed shall be denied to a pupil who has earned it; provided, such diploma or credit shall not be deemed earned until payment has been made for any and all indebtedness due to the school district as required by W.S. 21-4-308.

(b) The district shall maintain and publish a list of courses deemed eligible to satisfy the Component Completion Requirement. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(vii).

(c) In order to meet the requirements of Section 3(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

(i) Course-Based. The curriculum and instruction for required courses are tied to the appropriate content and performance standards for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school). Course grades are based on achievement of the standards and include student performance on district assessments at a weight determined by the district.

(ii) Course-Based with Common Assessments. The assessments used to gauge student mastery of standards for a particular course include one or more assessments that are common across all such courses taught in the district. Common assessments are assigned a weight by the district and factored into the course grade.

(iii) Common Assessments – Stand-Alone (Not Factored Into Course Grade). Common assessments are administered at key checkpoints, in addition to or in lieu of receipt of a passing grade, for successful completion of a course. At the discretion of the district, such assessments may also be used as a competency-based equivalency examination in lieu of course completion.

(iv) Mixed Model. The district assessment system utilizes a combination of approaches that, taken as a whole, meet the state Standards for Graduation. The approach used may differ by content area and/or grade.

(d) A district assessment system, which shall be used, in part, to measure student achievement shall be aligned with the Uniform Student Content and Performance Standards and shall be designed to determine the various levels of student performance. This system will be subject to Wyoming State Board of Education review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The Wyoming State Board of Education's review and approval of district assessment systems shall be based on the consideration of information gathered through the accreditation process or any other comprehensive district assessment system review as may be required by the State Superintendent pursuant to W.S. 21-2-204(f)(vi), including an evaluation of the degree to which district assessments are aligned with the Uniform Student Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the Wyoming State Board of Education, such as consistency and fairness. A similar Wyoming State Board of Education process and criteria shall be used to ensure district assessment systems are modified, as needed, to achieve full alignment within three (3) full school years following the Wyoming State Board of Education's adoption of revisions to any component of the Uniform Student Content and Performance Standards.

(e) At the discretion of the local board of trustees, a minimum threshold of student performance on district assessments may be set and required for a student to earn a passing grade on any course used to meet the Component Completion Requirement. In no instance shall a district revise its requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy any additional requirements.

(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 3(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to parents. In addition, the district's current high school diploma requirements should be included in school handbooks and policies, as applicable, as well as on the official website of the district.

#### **Section 4. Consultation with Local School Districts.**

(a) On or before November 1, 2017, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.

(b) On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.

## **ACTION SUMMARY REVIEW STATE BOARD of EDUCATION**

**September 2016**

### **ISSUE:**

Wyoming State Statutes 21-13-315 and 21-13-366 require 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 and medically necessary placed youth in Psychiatric Residential Treatment Facilities. 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 Compass Intervention Center on September 15, 2016. 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:**

Compass Intervention Center is located at 7900 Lowrance Road, Memphis, Tennessee. Compass Intervention Center is an enrolled Psychiatric Residential Treatment Facility (PRTF) with the Wyoming Department of Health, holds accreditation from the Joint Commission for Accreditation of Hospital Organizations (JACHO), and is licensed by the Tennessee Department of Mental Health and Substance Abuse Services via the Keystone Memphis, LLC banner as it is the corporate owner. Compass Intervention Center treats females and males from first to twelfth (1-12) grades usually with conduct disorders or trauma and employs Cognitive Behavior Therapy (CBT) throughout the treatment plans. Compass Intervention Center includes a day treatment program.

Compass Intervention Center has five (5) licensed and endorsed teachers, six (6) paraprofessionals, an administrator, and clinical support. Teacher and administrator licensure and endorsement is from the Tennessee Department of Education. The building administrator also teaches three classes during the day and considers student advocacy as a serious portion of his responsibilities. Through the state's supportive programs, Compass Intervention Center uses the opportunity to employ a Title-1 reading tutor and is in the beginning phases of applying to become AdvancED accredited. Because Compass Intervention Center does not consistently have the capabilities to deliver all special needs services, it discourages admission of more severe than the "usual" specific learning disabled youth.

**SUGGESTED MOTION:**

Recommend that the State Board of Education (SBE) designate Compass Intervention Center as an approved facility for court ordered placement of students, medically necessarily placed to PRTFs, and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency 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:**

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**ACTION SUMMARY REVIEW**  
**STATE BOARD of EDUCATION**

**September 2016**

**ISSUE:**

Wyoming State Statutes 21-13-315 and 21-13-366 require 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 and medically necessary placed youth in Psychiatric Residential Treatment Facilities. 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 Hermitage Hall on September 12, 2016. 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:**

Hermitage Hall is located at 1220 8<sup>th</sup> Avenue South, Nashville, Tennessee. Hermitage Hall is an enrolled Psychiatric Residential Treatment Facility (PRTF) with the Wyoming Department of Health-Medicaid, holds accreditation from the Commission on Accreditation of Rehabilitation Facilities (CARF) and is licensed by the Tennessee Department of Mental Health and Substance Abuse Services via the Tennessee Clinical Schools banner as it is the corporate owner. Hermitage Hall treats females ages ten to seventeen (10–17) with a history of traumatic experiences which may include sexual abuse or incest, sexual exploitation, physical abuse, severe neglect, emotional abuse, exposure and witnessing of violence, multiple abandonments, and unexpected traumatic loss and may struggle with self-injurious behaviors or reactive difficulties. Also treated at Hermitage Hall are males ages nine to seventeen (9-17) for sexually reactive and hypersexual behaviors. The over-reaching treatment plans are focused on trauma, persons with Post-Traumatic Stress Disorder.

Hermitage Hall has a teacher-student ratio of 1:8, nine teachers licensed and endorsed by the Tennessee Department of Education including the Education Director, with Mental Health Assistants (dorm or unit staff) in each classroom. In addition to a newly selected CEO, the current Education Director has been in the position since April 2016. Currently, Hermitage Hall has two (2) placed Wyoming students.



**SUGGESTED MOTION:**

Recommend that the State Board of Education (SBE) designate Hermitage Hall as an approved facility for court ordered placement of students, medically necessarily placed to PRTFs, and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency 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:**

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## **ACTION SUMMARY REVIEW STATE BOARD of EDUCATION**

**September 2016**

### **ISSUE:**

Wyoming State Statutes 21-13-315 and 21-13-366 require 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 and medically necessary placed youth in Psychiatric Residential Treatment Facilities. Chapter 14, State Board of Education Emergency 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 Oak Plains Academy on September 12, 2016. 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:**

Oak Plains Academy is located at 1751 Oak Plains Road, Ashland City, Tennessee. Oak Plains Academy is an enrolled Psychiatric Residential Treatment Facility (PRTF) with the Wyoming Department of Health, holds accreditation from the Joint Commission for Accreditation of Hospital Organizations (JACHO) Behavioral Health Care Accreditation Program; is licensed by the Tennessee Department of Mental Health and Substance Abuse Services, and is recognized by the Tennessee Department of Children's Services (DCS) as a provider in meeting standards by the Tennessee Department of Education (DOE) and DCS of an in-house school. Oak Plains Academy treats co-ed youth ages ten to seventeen (10–17) experiencing behavioral issues, co-occurring issues, and utilize “trauma focused cognitive behavior therapy” as the platform to treat those with a history of abuse, includes sexual, emotional, physical, domestic violence, and exploitation. Oak Plains Academy also has a Neurobehavioral Program that serves co-ed youth ages five to seventeen (5–17) experiencing Neurodevelopmental Disorders including Fetal Alcohol Spectrum Disorders, Autism Spectrum Disorders, and Intellectual Developmental Disabilities. The Neurobehavioral Program's goal is to reduce maladaptive behaviors by establishing a fit between the environmental expectations and cognitive abilities, to teach adaptive coping skills and increase social skills. Oak Plains Academy has the ability to place youth into foster care and actively seeks therapeutic foster care parents.

Oak Plains Academy has experienced major restructuring since 2008. In essence, a “new” facility, staff, and philosophy now is in existence, which includes a plan for expansion. Oak Plains Academy currently has seven (7) instructors licensed by the Tennessee Department of Education's Office of Educator Licensing, including the Administration. Assisting the

teachers are seven education assistants. Oak Plains Academy has “sister facilities” and complies with the variety of funding requirements found within the state as well as federal requirements; Oak Plains Academy also receives funding from Title 1. Oak Plains Academy is the first facility in the state to apply and receive accreditation from AdvancED, effective through 6/30/2021.

**SUGGESTED MOTION:**

Recommend that the State Board of Education (SBE) designate Oak Plains Academy as an approved facility for court ordered placement of students or students placed into approved PRTFs for medical necessity and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency 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:**

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## **ACTION SUMMARY REVIEW STATE BOARD of EDUCATION**

**August 2016**

### **ISSUE:**

Wyoming State Statutes 21-13-315 and 21-13-366 require 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 and medically necessary placed youth in Psychiatric Residential Treatment Facilities. 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 Pathway Family Services/Pathways Learning Center on August 3, 2016. 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:**

Pathway Family Services/Pathways Learning Center is located at 4101-B SW Martin Drive, Topeka, Kansas. Pathway Family Services is an enrolled Psychiatric Residential Treatment Facility (PRTF) with the Wyoming Department of Health, holds accreditations from the Commission on Accreditation of Rehabilitation Facilities (CARF), is licensed by the Kansas Department of Health and Environment as a Child Placing Agency, and by the Kansas Department for Aging and Disability Services as a PRTF. Pathway Family Services provides programs for youth ages six and older with significant emotional, behavioral, or substance abuse difficulties; with treatment plans based around “trauma informed” and crisis stabilization with the youth’s trauma. Pathway Family Services has an independent living program, Teens Reaching Adult Independent Living (TRAIL) that provides youth aged 17 – 22 the opportunity to learn life skills and practice living independently while having the support and guidance of staff; educationally, TRAIL encourages further education through vocational or college classes if residents hold a high school diploma or equivalent.

Pathways Learning Center is a program of the local high school, Washburn Rural High School, Auburn/Washburn Unified School District 437. Washburn Rural High School is accredited by AdvancED, effective through June, 2021. Currently, Pathways Learning Center employs three (3) full-time instructors, five (5) paraprofessionals, and a half-time principal, who is shared with the Special Purposes School located a short distance from Pathways Learning Center. Pathways Learning Center has a Head Teacher who is the Administrator Designee for daily operations. The teaching staff hold teaching licenses from the Kansas State Board of Education. Curriculum is aligned with the school district’s

courses and the teaching staff is employed through Auburn/Washburn Unified School District 437.

**SUGGESTED MOTION:**

Recommend that the State Board of Education (SBE) designate Pathway Family Services/Pathways Learning Center as an approved facility for court ordered placement of students, medically necessary placed to PRTFs, and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency 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:**

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## ACTION SUMMARY SHEET

DATE: October 14, 2016

ISSUE: Draft Policies for State Board of Education Operations

AUTHORITY: 21-2-304(a)

**BACKGROUND/HISTORY:** The board is charged with establishing policies for the on-going maintenance and operations of the board, so as to effectively implement the legislative responsibilities as established under state law. The board will promulgate the policies once they are approved.

FUNDING: NA

**IMPLEMENTATION AND SUSTAINABILITY:** Once these policies are promulgated and implemented, they will not change unless practice, input, or law provides an impetus for review, revision, or repeal.

**SUGGESTED MOTION(S)/RECOMMENDATION(S):**

I move that we take action to adopt each policy, as presented.

**SUPPORTING INFORMATION ATTACHED:** Draft policies, included in the packet.

PREPARED BY: Thomas Sachse, Ph.D.

Thomas Sachse, Coordinator

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

COMMENTS: