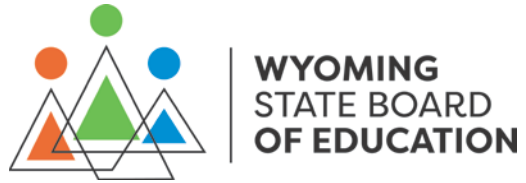**WYOMING STATE BOARD OF EDUCATION**

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

June 22, 2017 201 North Connor Street Sheridan		
9:00 a.m.-9:30 a.m.	State Board of Education	
	• Call to Order • Pledge of Allegiance • Roll Call	
	• Approval of Agenda	Tab A
	• Minutes - May 18-19, 2017	Tab B
	• Treasurer's Report	Tab C
9:30 a.m.- 9:45 a.m.	Wyoming State Superintendent Update	Tab D
9:45 a.m.- 10:00 a.m.	Coordinator's Report	Tab E
10:00 a.m.- 1:45 p.m.	Board Reports and Updates-	
	• Update on Chapters 6, 10, and 31	Tab F
	• JEIC Reports	Tab G
	• Advisory Committee and Professional Judgement Panel	Tab H
	• Alternative Schedule and School Performance Ratings	Tab I
	• Every Student Succeeds Act Update	Tab J
1:45 p.m.- 2:00 p.m.	Committee Updates:	Tab K
	• Administrative Committee	
	• Communications Committee	Tab L
	• Professional Education Positions	
	• Recalibration Advisory Committee	
	Action Item:	Tab M
	• Court Ordered Placement of Students Facility	
	• Accreditation	Tab N
	Other issues, concerns, discussion, public comment:	
	Adjourn the State Board of Education	

ACTION SUMMARY SHEET

DATE: June 22, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the June 22, 2017 State Board of

Education meeting. **SUPPORTING INFORMATION ATTACHED:**

- Agenda

PREPARED BY: <u>Kylie Taylor</u>
               Executive Assistant
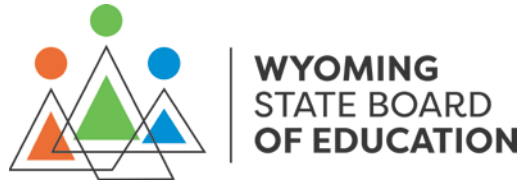
ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

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	Other issues, concerns, discussion, public comment:	
	Adjourn the State Board of Education	

WYOMING STATE BOARD OF EDUCATION

ACTION SUMMARY SHEET

DATE: June 22, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on May 18-19, 2017

SUPPORTING INFORMATION ATTACHED:

- Minutes of May 18-19, 2017

PREPARED BY: _Kylie Taylor_
            Kylie Taylor, Executive Assistant

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

COMMENTS:

May 18-19, 2017
223 North Cherry Street
Pavillion, WY 82523

Wyoming State Board of Education members present: Walt Wilcox, Ken Rathbun, State Superintendent Jillian Balow (via ZoomMeeting), Sue Belish, Robin Schamber, Scotty Ratliff, Kathryn Sessions, Ryan Fuhrman, Dan McGLade, Max Mickelson, Jim Rose (via ZoomMeeting), and Belenda Willson.

Members absent: Nate Breen

Also present: Kylie Taylor, WDE; Lisa Weigel, WDE; Kodi Gerhold, WDE; Thomas Sachse, SBE Coordinator; Katherine Leuschel, Attorney General's Office (AG) (via ZoomMeeting); Guy Jackson, WDE; Loralyn O'Kief, WDE; Tonya Gerharter, WDE; Julie Magee, WDE (via ZoomMeeting); Shelly Andrews, WDE (via ZoomMeeting); Brent Bacon, WDE (via ZoomMeeting); Laurel Ballard, WDE (via ZoomMeeting).

May 18, 2017

CALL TO ORDER

Chairman Walt Wilcox called the meeting to order at 11:32 a.m.

Kylie Taylor conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Belenda Willson moved to approve the agenda as presented, seconded by Robin Schamber; the motion carried.

APPROVAL OF MINUTES

Minutes from the April 20-21, 2017 State Board of Education meeting were presented for approval.

Kenny Rathbun motioned to approve the minutes. Sue Belish seconded to approve the minutes with an amendment on page 48 from April's SBE meeting in regards to the SBE Coordinator position. Let the amendment say discussion surrounding the Coordinator position is not a reflection of the work that the present Coordinator Tom Sachse has done. It is being discussed because the funding for the position has been reduced. Kathryn Sessions motioned to accept the minutes with the amendment was seconded by Ryan Fuhrman; the motion and amendment carried.

TREASURER'S REPORT

SBE Treasurer, Kenny Rathbun, presented the summary review and expenditures report for the board's budgets, and went over the remaining balances and time left in the current biennium.

Max Mickelson moved to approve the presented Treasurer's Report, Ryan Fuhrman seconded; the motion carried.

WYOMING STATE SUPERINTENDENT UPDATE

State Superintendent, Jillian Balow, gave her update regarding all state agencies being put on a "hard freeze", prior to the freeze the WDE was fully staffed. As positions become vacant, they are "swept" from the agency employee count. Superintendent Balow also gave an update on Chapter 31, ESSA, the community meetings and SBE member opportunities to attend, school finance, and her recent visit to Washington, DC and meeting with Secretary DeVos.

BOARD REPORTS, UPDATES & COMMENTS

Digital Learning/Career Readiness Needs Assessment & Action Plan
Laurel Ballard, WDE, presented on a new digital learning system that the WDE is currently working on. She went through the website and also went through the career readiness initiative and the work that has been done on that.

Lisa Weigel, WDE, introduces Superintendent Diana Clapp of Fremont County School District #6 to the board. Superintendent Clapp gives an overview of what they have done at Wind River Elementary in regards to the early childhood program and with expanding the school to gives students and families more opportunities.

Sue Belish makes a motion to go into executive session, Dan McGlade seconds, the motion carried and the SBE goes into executive session at 4:23 p.m. to discuss personnel issues.

Max Mickelson made a motion to come back into general session, Sue Belish seconds the motion, the motion carried and the SBE came back into general session at 5:26 p.m.

Robin Schamber made a motion to move an action item on the agenda for Friday, May 19, to May 18. Scotty Ratliff seconds the motion. The motion is to vote to extend Tom Sachse's contract. The SBE voted, all in favor, none opposed.

ESSA Update
Brent Bacon, WDE, gave an update on ESSA and the work that the WDE is currently doing on the state plan, and the changes that have been made to the plan.

Advisory Committee Update
Julie Magee, WDE, gave an update on the Advisory Committee that the SBE agreed to bring together to discuss areas of the model that still need to be refined, specially to the "5th indicator" for high school, post-secondary readiness.

Math Standards Review
Lisa Weigel gave an update on the meetings that took place around the state for the math standards review. There were meetings in Powell, Casper, Rock Springs, and Cheyenne. The Standards Team also facilitated discussion with educators from high education, including members from UW, LCCC, WWCC, NWC, and CC.

There was no public comment.

Board recessed at 5:53 p.m.

<u>May 19, 2017</u>
189 Left Hand Ditch Road
Arapaho, WY 82501

State Board of Education reconvened at 8:12 a.m.

Kylie Taylor took roll call and indicated that a quorum was present.

Chairman Walt Wilcox thanked everyone at the Arapahoe school for hosting and asked Superintendent of Arapahoe Fremont #38 to speak on the Indian Education for All Bill.

SBE Committee Reports and Updates
<u>Communications Committee</u>
Kenny Rathbun gave an overview of the communications consultant proposal which included considerations for continuation or extension of the current communications consultant contract in light of declining revenue, deliverables to be included in contract extension, funding option for contract extension, and budget status of current communications consultant contract.

Scotty Ratliff made a motion to contract with Kelly Pascal again with the help of the WDE and not exceed $14,500 and have work be prior approved by Chairman and Board Coordinator and spell out anything else that the AG's office see fit.

Sue Belish seconds the motion.

Ryan Fuhrman asked for clarification on the motion, is it the Chair of the Communications Committee or Chairman Wilcox approving the work of the communications consultant.

Kenny clarified that is it could be either Chairman Wilcox or Chair of Communications Committee.

Scotty Ratliff calls for the question on the motion.

Max Mickelson, Scotty Ratliff, Robin Schamber, Chairman Wilcox, Sue Belish, Dan McGlade, and Ryan Fuhrman were all in favor. Superintendent Balow voted against. The motion carried.

<u>Administrative Committee</u>
Sue Belish gave an overview of the SBE meeting calendars that the administrative committee approved. SBE members discussed the calendar and Sue made a motion to approve the calendars from June 2017 to May 2018. Max Mickelson seconds the motion. All members in favor, no opposed. The motion carried.

Committee Assignments
Chairman Wilcox gave the new committee assignments and asked Kylie to send the spreadsheet out to board members. Kenny Rathbun will respectfully no longer serve on the communications committee. Kathryn Sessions will continue to serve on the Collaborative Council.

Action Items:
Julie Magee (WDE) gave her recommendation that the SBE move the Chapter 31 Education Rules be formally withdrawn.

Sue Belish asked a question regarding Chapters 6, 10, and 31 all being connected together, she is worried about not doing them together.

Superintendent Balow said, "we are just now beginning to receive guidance where there has been none. We continue to have the best education law attorneys (Amy) working on this. Our 18-24 month projection is based on what we know today and subject to change as we receive more information and direction about whether we truncate chapters, provide assurances in one chapter, or make the process fluid. At any rate, we will continue to work to get this right and use resources needed to do so."

PUBLIC COMMENT:
- Joel Dvorak, asked what to tell school districts when he is visiting and there isn't guidance when the rules are rescinded, would a school district look to Chapter 31 for guidance if they needed it? Katherine Leuschel (AG's Office) answered by saying that yes they would still look to Chapter 31, even if the rules are rescinded.

Kenny Rathbun made a motion to formally rescind the rules to Chapter 31.

Scotty Ratliff seconds the motion. All in favor, none opposed.

Kenny made a second motion that the board initiate work through the WDE that will address the concerns cited in ARR 17-001, to include revisions to Chapter 31, 6, and 10 required to create alignment as detailed in ARR 17-001.

Max Mickelson seconds the motion. All in favor, none opposed. The motion carried.

Action for Alternative Calendar:
Julie Magee gave her recommendation to move that the new requests for alternative schedules be approved for the 2017-18 and 2018-19 school years.

Sue Belish and Belenda Willson both asked if the WDE can bring back some data regarding school performance with 5-day school weeks and 4-day school weeks.

Sue made a motion to approve the alternative schedules.

Scotty Ratliff seconds the motion. Max Mickelson abstains from the vote. All in favor, none opposed. The motion carried.

Plus Delta Suggestions:
Robin Schamber said that it's a fairly easy fix for technology issues regarding the iPad's and suggested to look into that. She also said that sometimes the agenda items aren't necessary to the board, too much detail but doesn't relate to the work the board does.

Sue Belish said that having face-to-face meetings and being able to go to different districts is really nice and she really likes doing that. Hearing from the kids is impactful and the board needs to hear those things.

Chairman Wilcox said it would be nice to meet with school districts more often. Also said it would be worth it to take a look at the standard check-list items to make sure everything is updated for getting meetings ready and facilitated. Asked if the board can help him facilitate meetings with flow and proper language with conducting board meetings.

Scotty Ratliff said don't get caught up in touring schools but be more interested in hearing success stories from districts and staff. The value comes from hearing from them and what is working.

Max Mickelson cautions not to conflate things when dealing with technology issues.

Belenda Willson said that sometimes the presentations aren't in the meeting packet and asks if there is a way to present the packet online if they aren't in packet.

Sue said that if people are going to presenting the board needs to be able to see it before the meeting and it needs to be public record, suggests having printed agendas for face-to-face meetings.

Ryan Fuhrman said that it's always about the kids, it's important for the board to be grounded and remember that.

NEXT MEETING

The Board's next meeting will take place in Sheridan June 22, 2017.

The meeting adjourned at 12:26 p.m.

ACTION SUMMARY SHEET

DATE: **June 22, 2017**

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget summary.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary attached

PREPARED BY: *Kylie Taylor*
                Kylie Taylor, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY17 Budget

30 June 2016 thru 07 June 2017

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	28,418.78		31,581.22	52.64%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	59,740.91		67,534.09	53.06%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	2,400.93		3,336.07	58.15%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	91,115.62	0.00	152,690.38	62.63%

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Professional Services (0900 series)					
[App Unit 009]	145,848.00	28,314.00	11,686.00	105,848.00	72.57%
	145,848.00	28,314.00	11,686.00	105,848.00	72.57%
TOTAL	389,654.00	119,429.62	11,686.00	258,538.38	66.35%

To: Chairman Walt Wilcox
              State Board of Education Members

From: Jillian Balow, Superintendent of Public Instruction

Date: June 16, 2017

Subject: State Superintendent's Update

Next week is a big week for Wyoming education, culminating with our board meeting in Sheridan. While we only have one action item on the agenda, we will be discussing some important topics such as rule revisions, legislative updates, and accreditation. I look forward to our discussions on these items and more. In advance of the meeting, I wanted to share the following with you:

National education policy-I had the privilege of serving on a panel at an education policy summit in D.C. with the former Governor of North Carolina Beverly Perdue and USDE executive Patrick Rooney. We spoke about how ESSA will shape state and local policy in the future. It was interesting to hear some of the highlights and struggles other states are having with ESSA state plan creation. It reminded me yet again how wonderful our education community is in Wyoming!

STAR-The WDE Summer Technical Assistance Retreat that we host every summer provides support to districts on the use of federal funds and implementation of the related federal programs. We had approximately 130 participants from all over the state and emphasized the changes taking shape in the new ESSA landscape.

Recalibration-I attended recalibration in Riverton. The committee hashed through the finer details of our funding model throughout the course of the day. At this point, we are still waiting to see what consultant the committee hires and what they ask the consultant to do. Thankfully many interested citizens and educators were there to share thoughts on the importance of supporting public education in Wyoming.

American Indian Education Program-The American Indian education community input meetings are in full swing. We've held meetings in Ethete and Riverton so far and both had great attendance and input shared to assist with the social studies standards review process. We appreciate SBE member Scotty Ratliff for his willingness to share his insight in the Standards Review Video. A reminder that following our meeting, another community input meeting is scheduled for 6-8 p.m. at the Administration Office Board Room in Sheridan.

June 14, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Coordinator's Report

As with last month, I have gathered my reports in a single cover memo and will use this format for our future meetings. For your June meeting, I'll comment on a couple of legislative reports (relative to Chapter 31 and Leader Accountability) and will provide updates on Professional Judgement Planning and an Action Plan template. There are attachments to this memo addressing each topic.

June 14, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: JEIC Reporting

As of this writing, I have not presented the attached items to the Joint Education Interim Committee. That presentation is scheduled for June 21st in Casper. At your meeting, I will report on the presentations and how they were received by the Committee.

June 2, 2017

To: Members of the Joint Education Interim Committee

From: Tom Sachse, Ph.D.

RE: Report On Leader Accountability Progress

As of this writing, the Wyoming Department of Education (WDE) has organized two meetings of the Certified Personnel Evaluation System (CPES) committee consisting of affected stakeholders and others. I have been asked to serve as the Wyoming State Board of Education's (SBE) staff member on that committee. Both meetings have been well attended and well organized. The preliminary discussions have been overseen by senior department of education staff attesting to the priority the department places on this effort.

The process work so far has been both professional and intentional. The staff have a detailed plan for how this work should be undertaken and have organized the resources (including consultants' expertise) and timeframe to complete this work within legislatively determined parameters. There are several substantive issues that I would like to bring to committee members' attention:

Identifying job titles for the accountability system is complicated. The size and scale educational leader positions in Wyoming varies significantly. Very small districts, like Park #16, Sheridan #3, and Washakie #2 have administrative staff that include only a superintendent and principal. Large districts, like Laramie #1, Natrona #1, and Campbell County #1 have a number of administrative positions that influence student achievement. In its early deliberation, the CPES committee has taken the preliminary stance to establish rules for leader accountability for the positions of superintendent, principal, and "other district leaders" as determined by the district. This allows local trustees and superintendents flexibility to identify those positions that will become subject to the leader accountability rules.

 There is a tendency for individuals to conflate the evaluation system with the accountability system. Some individuals have envisioned a leader accountability system to be a subset of a broader leader evaluation system. And indeed, there may be some districts that elect to bring the accountability system within the personal evaluation process. There are two potential flaws with this approach: First, many leader evaluation systems include student achievement as one of many criteria for

evaluating superintendents or principals. This has the unfortunate consequence of making student achievement one of potentially 20 evaluation criteria, so any metrics for student growth represent about 5% of an individual's overall evaluation. Second, most summative student achievement metrics, including statewide test scores and graduation rates, are known by late summer, while most personnel evaluation procedures are conducted in late winter. It would be a shame, and probably a mistake, to wait six months to assess an individual's progress in improving student achievement when that analysis and intervention planning could be done before students return for the next academic year. The CPES committee will make every attempt to balance the need for accountability relative to student growth with flexibility for conducting leader accountability within the broader leader evaluation system.

The 2014 Wyoming Standards for Educational Leaders is preferable to the national Professional Standards for Educational Leaders. It is interesting to note that the Standards for Wyoming Educational Leaders created in 2014 showed a prescient priority on improving student learning. Standard one reads in pertinent part, "unwavering focus on student achievement and growth." The preeminence of student learning as the primary criteria for educational leaders is in stark contrast to the national Professional Standards for Educational Leaders (PSEL). The PSEL standards lists school improvement as the last standard for education leaders and buries the notion of student growth with "student well-being." So far, the CPES committee has used the Wyoming standards rather than the PSEL version.

Other states have undertaken similar tasks and offer contrasting models for consideration. The CPES committee is responsible for reviewing other states' leader evaluation systems. Some states, like Washington and Massachusetts, are detailed in their inclusion of student achievement metrics as a component of leader evaluation. Other states, like North Carolina, offer a muddled perspective on the need for leaders to concentrate on student learning. The committee will continue its effort to find notable models in other states and districts around the nation.

The most challenging task of the CPES committee is to strike the appropriate balance between establishing rules that are both meaningful and manageable. Ultimately, the CPES committee needs to represent in its Phase II accountability system an approach that mirrors the legislative intent to place student

growth at the center of the leader accountability process. Some districts in Wyoming already have a superintendent evaluation system that is both robust and focused on student growth. The CPES committee is currently using the term student growth rather than student achievement to allow schools and districts the flexibility to identify improvement measures that may be different from a thorough examination of summative student achievement results. It may be for some schools, that achievement gains on summative assessment practices are expected after more near-term growth metrics are met, such as attendance or graduation rates. The committee has every intention to focus on accountability indicators, while providing schools and districts the flexibility to develop accountability systems that are meaningful for their contexts.

Overall, the state board is most pleased by the Department's leadership on this task and looks forward to timely and constructive completion of this task. It is also determined to work with related groups including Wyoming School Boards Association, Wyoming Association of School Administrators, Wyoming Curriculum Directors Association, and the two principal associations to ensure broad stakeholder engagement and support for this Phase II accountability system.

June 2, 2017

WYOMING STATE BOARD OF EDUCATION

To: Members of the Joint Education Interim Committee

From: Tom Sachse, Ph.D.

RE: Report on Chapter 31 Changes

Per the action taken on the Chapter 31 Rules by the Office of the Governor on May 9, 2017, the State Board of Education formally withdrew its rules on May 19, 2017. The rescission order accompanied the Administrative Rule Report, ARR17-001, which was created on April 11, 2017, and the recommendation from the Management Council on April 25, 2017.

In accordance with the Governor's request, the State Board of Education will examine the concerns in ARR17-001 in any future rulemaking for Chapter 31. At the direction of State Board Chairman, Walt Wilcox, I will meet with Wyoming Department of Education and Governor's Office staff on June 7th to discuss alternative strategies for reconfiguring Chapter 31 in a way that clarifies the references to graduation standards in Chapter 10. This may necessitate folding Chapter 31 into Chapter 6 or Chapter 10. Or, it may require legislative action to replace the term "graduation standards" with something like "graduation expectations."

The state board appreciates the gravity of the rules rescission and will work with the department to prioritize the rules promulgation process to provide districts and high schools clarity on the state's graduation requirements.

June 14, 2017

WYOMING STATE BOARD OF EDUCATION

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Chapter 31 Redux

Following the board's action to rescind the proposed Chapter 31 rules, Walt had a conversation with Mary Kay Hill to discuss opportunities for the board to move ahead with a new plan to promulgate rules addressing graduation requirements. I had a follow-up meeting with Mary Kay, and she agreed to convene a small group to address the issue in Cheyenne on June 8. At that meeting were Mary Kay, Walt, Lisa, Julie, Amy Starzinsky (by phone), and myself.

The group discussed the possibility of identifying power standards or priority standards That could effectively be merged into Chapter 6, with the eventual elimination of Chapter 31. The net effect would be to identify some number of graduation requirements (about one per strand) that would make the district assessment system manageable for districts, while preserving the legislative intent to guarantee the delivery of the nine content areas that comprise the "basket of goods and services."

At the close of the meeting, Lisa and Julie agreed to discuss the prospect with Laurie Hernandez at the department and investigate the possibility of finding funding to get committees together to do this work.

June 15, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Professional Judgement Panel (PJP)

Just as we were about to send out invitations to the PJP meeting in mid-July, we received an inquiry from LSO about the rationale for holding a PJP in July 2017, knowing there will have to be another in late summer or early fall of 2018. We held off on sending those invitations until we could speak with LSO directly. Unfortunately, they were just preparing for the recalibration meeting on June 12.

So, we finally were able to discuss the rationale for the state board's plan on June 14th. Once we addressed those issues, they were content for us to proceed. They just wanted to make sure they could convey that rationale to members of the legislature. The invitations will go out on June 15th and we will convene as planned on the 13th and 14th of July in Casper. There is still a lot of planning for this meeting, but we have the staff and a draft agenda for further refinement.

June 14, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Action Plan Template

I have been investigating several templates for organizing the work of the Coordinator on a number of imminent projects and reports. I finally elected to use this standard, fairly straight forward planning format. My plan is to use this template to create action plans on a number of topics that will be updated and reviewed with the board's administrative committee.

SBE Action Plan on Chapter 31 Rules Revision

Goal / Expected Outcome: *Enhance Chapter 6 with Graduation Standards incorporate elements from Chapter 31 / Eliminate Chapter 31*

Action Steps	Responsible	Deadline	Resources	Result
What task will be done?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, etc.)*	*What is the outcome of the task?*

Workings backwards, identify all the things that need to be done to accomplish the goal or achieve the expected outcome. Then put each of those items in the Action Steps column and fill out the fields for that row. Make sure you break the goal into simple, specific action steps.

STATE OF WYOMING MILITARY
DEPARTMENT
OFFICE OF THE ADJUTANT GENERAL
5410 Bishop Boulevard
Cheyenne , Wyoming 82009-3320
Phone: (307) 772-5234
Fax: (307) 772-5010

WYOMING DEPARTMENT OF
EDUCATION
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-2060
Phone: (307) 777-7675
Fax: (307) 777-6234

Date: June 5, 2017

To: Co-Chairmen Coe and Northrup, Members of the Joint Education Committee

From: Major General Luke Reiner, TAG-WY; Eric Brooks, Wyoming Cowboy
                Challenge Academy Director; Dicky Shanor, WDE Chief of Staff

Subject: Education and Military (Priority #4)

We are happy to provide you an update on the progress we have made in developing a plan to
address your priority #4:

> "Education & Military-The Committee will work to find solutions to incentivize
> schools to recommend at-risk youth to the Wyoming Cowboy Challenge
> Academy (WCCA)[1], fully utilize WCCA's resources, implement new Every
> Student Succeeds Act requirements related to military child identification, and
> support military spouses who are in the education profession."

**1. "*Implement new Every Student Succeeds Act requirements related to military children
identification*"**

The WDE's Data Collection and Reporting Team Supervisor Susan Williams has developed a
plan to bring us into compliance with the Every Student Succeeds Act (ESSA). ESSA requires
states to report assessment data, accountability results, and four-year adjusted cohort graduation
rates with two new categories aimed at identifying mobile students. One of those new sub-groups
is students with a parent who is a member of the Armed Forces.

To collect this information the Wyoming Department of Education (WDE) has revised its
WDE684 WISE Teacher/Course/Student data collection for the fall of 2017. A new element
called *Student Military Connected* has been added to the collection. Districts will be asked to
report at the student level whether a child is not military connected or the dependent of a member
of the active duty forces (Army, Navy, Air Force, Marine Corps, Coast Guard, or full-time
Wyoming National Guard).

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[1] The Legislative Service Office uses the acronym WYCP to identify the Wyoming Youth Challenge Program. The official name of
the program is the Wyoming Cowboy Challenge Academy or WCCA, which for consistency we will use throughout this
memorandum. The terms are interchangeable.

STATE OF WYOMING MILITARY DEPARTMENT
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WYOMING DEPARTMENT OF EDUCATION
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Cheyenne, WY 82002-2060
Phone: (307) 777-7675
Fax: (307) 777-6234

The change to the WDE684 data collection was relayed to districts in Superintendent's Memo 2017-053 on April 24, 2017. District personnel who submit the WDE684 data collection were notified of the change by email and provided a copy of the WDE684 Data Elements and Rules v.3 that includes the element name, data length, definition and valid values. The new element will also be covered during WDE684 data collection training seminars to be held in August.

2. *"Incentivize schools to recommend at-risk youth to Wyoming Cowboy Challenge Academy (WCCA) fully utilize the WCCA's resources."*

We have distilled this topic down to one major theme-eliminating disincentives for districts to send students to WCCA that exist in current state policy. The primary disincentive is that students attending WCCA count as a drop out for a district, leading to loss of Average Daily Membership (ADM) for that student as well as a lower graduation rate. Therefore, we believe the following strategies, one to address graduation rate, and the other to address ADM, would substantially remove this primary disincentive and help fully utilize the WCCA:

Graduation score credit-Not only is graduation from high school one of the most important milestones in every student's academic career, a high school's graduation rate is one of the few school performance indicators universally understood by those inside of education and out. As such, it is very important for schools and districts to count every student they possibly can as a graduate. However, sometimes students need a completely different environment than the traditional public high school in their district to receive appropriate educational programming and social environment. WCCA provides this environment for many Wyoming students.

In an effort to have WCCA play a more prominent role when schools are dealing with at-risk youth, we propose awarding some credit to schools in their school performance rating for a student that graduates from WCCA and receives a high school equivalency within three years, plus or minus, of the time he/she should have graduated (in 4 years). No statute change is necessary to implement this concept. We are working with the Accountability Advisory Committee to explore ideas on how the graduation rate and post-secondary readiness indicators can work together to award credit to districts for drop outs that get a high school equivalency.

WCCA is extremely successfully in preparing students for the high school equivalency test. Out of the WCCA's 831 graduates, 608 have successfully passed their high school equivalency test. **Partial ADM preservation-**When a student leaves a school to attend the WCCA, the district loses ADM for that student, resulting in a powerful disincentive to schools for sending their at-risk students to WCCA. Montana has a National Guard-run challenge academy similar to ours and dealt with this very issue several legislative sessions ago. Many students that would benefit

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from the program ended up remaining in districts until it was too late and they dropped out, and off the map completely. Montana changed its laws so that a district would only lose half the ADM for the student as long as the district had a Memorandum of Understanding (MOU) with the academy and the student was enrolled in the academy. Districts would only keep half of the ADM rate if a student is successfully enrolled in WCCA before dropping out of school. This would incentivize schools to refer students that are struggling to WCCA quicker and before they drop out completely. If a student is dropped out of school and not currently enrolled, half of the ADM rate will not go to any district.

If Wyoming wanted to replicate the Montana model, we could look at amending W.S. § 21-13-101(a)(i) to allow a district to keep half of the ADM for a student if the district has an agreement with the WCCA and their student is attending WCCA. The agreement is helpful to ensure better record keeping/transfers, aligned educational programming, and overall monitoring of the student's progress.

3. *"Support military spouses who are in education profession."*

Wyoming is doing well when it comes to supporting military spouses in the education profession. W.S. § 33-1-117 was a significant step in the right direction, affording reciprocal licensure rights in Wyoming to military spouses who are licensed in other states with similar licensure requirements to ours. Wyoming's teacher licensing agency, the Professional Teaching Standards Board (PTSB), implements the process necessary to effectuating the reciprocal licensure statute mentioned above. They have an amenable policy that is flexible enough to allow for broad issuance of reciprocal licensure, but rigorous enough to ensure quality.

We also discussed the possibility of awarding continuing contract status to military spouses who meet certain conditions. The generic concept would be to treat military spouses similar to experienced Wyoming teachers who will achieve continuing contract status in accordance with W.S. § 21-7-102 upon receiving a third contract in a district; versus upon receiving a 4th year contract in the case of new teachers. Our proposal is that a military spouse would be eligible for this consideration if he or she has 1) taught three years in the preceding six prior to transferring to Wyoming (ties to current PTSB standards), 2) becomes appropriately licensed in Wyoming according to the rules and regulations promulgated by the PTSB, and 3) has performed satisfactorily on performance evaluations conducted by both districts during this period of time.

Thank you for your time and consideration, we look forward to discussing these matters further at your meeting later in the month.

Jillian Balow
Superintendent of Public Instruction

Dicky Shanor
Chief of Staff

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Date: June 5, 2017

To: Co-Chairmen Coe and Northrup
Joint Education Interim Committee

From: Dicky Shanor, Chief of Staff
Laurel Ballard, Student & Teacher Resources
Team Supervisor
Jill Stringer, Math/STEM Consultant

Subject: Computer Science Education (Priority #3)

Thank you for selecting computer science education as an interim topic, it is absolutely essential in preparing our students for a 21st century economy. Developing these skills in our youth not only prepares them for the current and future workforce, but also fosters innovation that can drive Wyoming's future economy.

EXECUTIVE SUMMARY

i. Interim Priority #3

Computer science and computational thinking is critical in today's workforce. The work completed during this interim session on computer science will have long lasting impacts on students' success and opportunities as they move into the workforce. The WDE, in coordination with multiple partners, is putting together a task force to create and implement Wyoming's long-term plan for expanding computer science education.

ii. Why is computer science/computational thinking important?

Our economy is driven by technology. All of our industries: retail, construction, agriculture, mining, medical, etc. are not just using technology, but are driven by it to create efficiency and gain competitive advantage. The future of Wyoming's economy depends on a workforce with this knowledge and skill set. This is not just a skill anymore, it is a literacy for the 21st century.

iii. Where is Wyoming on this issue?

In 2015-16, Wyoming ranked as one of the lowest of the 50 states in the number of students taking AP Computer Science exams, with six students taking the exam and only three students passing. In the prior two years, there were no students who took the AP

Computer Science exam. Statewide we have an extremely limited number of educators in our schools who are certified to even teach computer science. In the 2015-16 school year, there were only eleven teachers with a computer science endorsement teaching a computer science course. With such limited opportunities for students to take computer science courses and the numerous opportunities for students to enter the workforce if they possess these skills, we have a disconnect between the needs of industry and our K-12 priorities. This interim topic and plan will help us close this gap.

iv. How do we go from the bottom to being a national leader?

The work and coordination required to quickly move Wyoming to being a national leader in computer science education will be a heavy lift with tremendous benefits for both students and Wyoming's economy. This work will require Wyoming to engage teachers, school districts, postsecondary institutions, state agencies, economic development groups, industry partners, and national partners, along with aligning to efforts such as ENDOW, the Wyoming Workforce Development Council, and the Wyoming Career Readiness Council.

v. What is specific to the JEC?

The Legislature has the ability to drive home the importance of preparing Wyoming's students for tomorrow's workforce. The foundation of so much work requires the skills learned in computer science. By phasing computer science into the common core of knowledge and skills, it becomes elevated to the level of importance in schools that will help to ensure all of Wyoming's students have access to this critical information.

DISCUSSION

i. Interim Priority #3

"The Committee will develop a multi-pronged strategy for increasing the number of opportunities across the state for students to take classes in computer science/computational thinking. This may include an analysis of graduation requirements, accountability indicators, Professional Teaching Standards Board credentialing practices, funding mechanisms, the common core of knowledge and skills, and public-private partnerships."

The WDE intends to convene a stakeholder group of experts on this issue to create this strategic plan. We intend to include an analysis of all the topic areas mentioned and much more. This will be a heavy lift but one that is imperative for the future of our students and state.

ii. Why is computer science/computational thinking important?

Computer Science underlies most innovation today, from health care, roads and transportation, agriculture to national security; however, the majority of U.S. schools only require students use computers. Seldom do schools prepare students to innovate and create the new technologies that drive local and national economies. This ability to innovate with technology is also important for students' future success and ability to make a difference in a global economy. Statewide efforts like ENDOW will only be successful if we have a skilled workforce that can meet the technology needs of any industry wishing to develop and expand in Wyoming.

What are Computational Thinking and Computer Science?

Computational thinking is a core skill learned through studying computer science. Google Education states, "Computational thinking (CT) is a problem solving process that includes a number of characteristics, such as logically ordering and analyzing data and creating solutions using a series of ordered steps (or algorithms), and dispositions, such as the ability to confidently deal with complexity and open-ended problems. CT is essential to the development of computer applications, but it can also be used to support problem solving across all disciplines, including math, science, and the humanities. Students who learn CT across the curriculum can begin to see a relationship between subjects as well as between school and life outside of the classroom."

Computer science is about logic, problem solving, and creativity. Students learn how to think differently about problems they are trying to solve in any context. Students learn how to create digital artifacts and how those artifacts impact the world around them by looking at issues such as privacy and security. Thinking simply about computer science is that student are taught how to create new technologies instead of only being consumers of technology.

Just as important as recognizing what computer science is, is recognizing what it is not. It is not basic HTML design, it is not learning to use applications like Word or Excel or a Photoshop course. Although these can be part of a computer science course, they are not the foundation of the curriculum. When students learn computer science, they become the creators of technology instead of just the consumers.

As schools have begun spending more time teaching computer science, they have started putting an effort toward teaching students programming. We should be clear that coding and computer science are not exactly the same thing. Coding is an important tool for computer science like arithmetic is a tool for doing mathematics, and words are a tool for English. Coding allows for the development of software, while computer science is a broad field encompassing deep concepts that go well beyond coding.

Computer Science by the Numbers

- 71% of new STEM jobs will be in computing but only 8% of college graduates are in computer science.
- 1.1 million **unfilled programming jobs** by 2022
- There are currently 500,000 computing related job openings in the US. These jobs are in every industry, every state, and they're projected to grow at twice the rate of all other jobs.
- Only 8 states have computer science standards. In 33 states plus DC, computer science can count towards high school graduation math or science requirements - up from 12 states in 2013.
- 93% of parents say they want their student learning computer science, but most schools do not offer it.

Please also see the attachment "Following the Path" for more data.

iii. Where is Wyoming on this issue?

In 2015-2016, Wyoming had a total of seven districts teaching computer sciences courses at the secondary level. There were an additional eleven districts who had staff with a computer science endorsement, but did not offer computer science classes. Throughout the entire state, there were eleven teachers with a computer science endorsement teaching a computer science course, while there were an additional 27 teachers endorsed to teach computer science but not teaching any computer science courses. There are fewer AP exams taken in computer science than in any other STEM subject area. Wyoming is ranked last in the nation for numbers of students taking and passing the AP Computer Science Exam.

AP Computer Science in Wyoming

Year	Number of AP Computer Science Courses	Number of Teachers Teaching AP Computer Science	Number of Students Taking AP Computer Science	Number Students Taking AP Computer Science Exam	Number of Students Passing AP Computer Science Exam
2013-2014	0	0	0	0	0
2014-2015	2	2	7	0	0
2015-2016	3	3	9	6	3

The College Board, AP Program Participation and Performance Data

Wyoming currently has 210 open computing jobs (2.8 times the average demand rate in Wyoming); however, Wyoming had only 25 computer science graduates in 2015 and only 8% were female. The average salary for a computing occupation in WY is $61,953, which is significantly higher than the average salary in the state of $45,850. The existing open jobs alone represent a $13,010,130 opportunity in terms of annual salaries.

iv. How do we go from the bottom to being a national leader?

To become a national leader in computer science education, build the workforce pipeline needed to diversify Wyoming's economy, and successfully prepare students for jobs when they graduate, it is imperative for Wyoming to develop and implement a comprehensive strategy focused on computer science education. This work requires building and aligning sustainable partnerships between WDE, school districts, State Board of Education, PTSB, higher education, Department of Workforce Services, economic development entities and industry.

1. Create a state plan for K-12 computer science education
   Current Actions: The WDE is in the process of putting together an extensive computer science education task force with a goal of developing a state plan focused on improving and expanding K-12 computer science education, aligning of K-12 and postsecondary computer science education with the needs of industry to develop a sustainable workforce pipeline. These efforts will assist with meeting the identified needs of the current industry along with supporting new and emerging industries developed through ENDOW.

2. Develop state-level initiatives to address diversity in computer science education
   Current Actions: To ensure all students have access to equitable educational opportunities, the WDE is addressing equitable access to excellent educators through the educator equity in Wyoming's Every Student Succeeds Act (ESSA) State Plan.

3. Define computer science and establish K-12 computer science standards
   Current Actions: The Math Standards Review Committee, meeting this summer, has been tasked with recognizing and strengthening computational thinking within the standards.

4. Allocate funding for rigorous computer science teacher professional learning and course support
   Current Actions: The WDE is in contract negotiations to provide a K-20 learning management system (LMS) for districts and colleges to utilize in offering online computer science courses that students across the state can take. The WDE has cultivated partnerships with Park #1 and Gannett Peak Technical Services to build an online introductory computer science that can be offered to students across the state in Fall 2017. The University of Wyoming has been and will continue to offer professional development over the summer around computer science education to K-12 educators.

5. Implement clear certification pathways for computer science teachers
   Current Actions: The WDE and PTSB have begun working with partners from Code.org to provide information and lessons learned from other states around teacher certification in computer science education. Over the summer of 2017, PTSB will be pulling together a committee to assist in making recommendations to their Board in September 2017.

6. Create and refine programs at institutions of higher education to offer computer science to preservice teachers

7. Establish dedicated computer science positions at the state and local school districts

8. Require all schools offer computer science education with appropriate implementation deadlines
   Current Actions: The WDE is partnering with school districts, Wyoming State Library, and postsecondary partners to develop and make available high quality open source digital content for all districts in the state. Computer science will be one of the content

areas included in this system. The WDE is partnering with Park #1 and Gannett Peak Technical Services to develop and teach an online introductory computer science course to be offered to students across the state. This course is being designed in coordination with an industry partner to ensure what students are learning meet the needs of industry when these students enter the workforce.

9. Allow computer science to satisfy a core graduation requirement

10. Provide opportunities for students to participate in work-based learning experiences beginning in high school
    Current Actions: An innovative pilot program designed to create a statewide model for project-based learning for the technology industry connecting industry partners with students in K-12 and higher education. Students across Wyoming work side by side with technology professionals on a full life cycle IT project. The pilot is geared towards students learning about the technology industry, the opportunities that are available and gaining valuable skills needed to be successful in the industry.

11. Allow computer science to satisfy an admission requirement at institutions of higher education.

v. What is specific to the JEC?

Common Core Knowledge and Skills
W.S. 21-9-101 defines the knowledge and skills all districts must provide. In the common core of skills, districts are required to teach students about computer applications and keyboarding. The knowledge students need to be successful in life and careers goes far beyond these minimal requirements. Below is one way the common core of knowledge could be adjusted, with the changes in red:

> *W.S. 21-9-101.* Educational programs for schools; standards; core of knowledge and skills; special needs programs; class size requirements; cocurricular activities. (a) The board of trustees of each school district within the state shall cause the schools under its jurisdiction to provide an educational program in accordance with uniform standards defined under this section and rules and regulations promulgated by the state board of education pursuant to W.S. 21-2-304(a).
>
> (b) Each school district within the state shall provide educational programs sufficient to meet uniform student content and performance standards at the level established by the state board of education in the following areas of knowledge and skills:

(i) Common core of knowledge and skills:
      (A) Reading/language arts;
      (B) Social studies;
      (C) Mathematics;
      (D) Science;
      (E) Fine arts and performing arts;
      (F) Physical education;
      (G) Health and safety;
      (H) Humanities;
      (J) Career vocational education;
      (K) Foreign cultures and languages;
      (M) Applied technology;
      (N) Government and civics including state and federal
      constitutions pursuant to W.S. 21‑9‑102 ;
      (O) Computer science and computational thinking.

Graduation Requirements

Twenty-three states and the District of Columbia require computer science be allowed to fulfill a core graduation credit. Additionally, policies in four states—Arizona, California, Kentucky, and New York—delegate the decision to districts as to whether CS can count toward a core graduation requirement. These states permit but do not require districts to allow CS to fulfill a mathematics or science credit for high school graduation. These four states will be joined by a fifth state, Colorado, pending state board action (by July 2018) to adopt CS standards that will form the foundation for CS courses that may fulfill mathematics or science requirements.

In Wyoming this can be accomplished by adding computer science into the common core knowledge and skills. This change can also be accomplished through adding a statutory requirement for school districts to allow for computer science courses to fulfill graduation requirements or allow for computer science courses to fulfill a mathematics or science credit for high school graduation.

Support for Advancing Computer Science Education

1. **Statewide K-20 Learning Management System (LMS):** Many districts have found it difficult to hire computer science teachers since there so few certified computer science educators. Even those that might be able to hire a certified teacher struggle because they do not have the numbers of students taking the computer science classes to justify hire a full-time computer science teacher. This makes finding ways to offer online computer science courses so critical since teachers in one district can then teach students across the

state. Providing a statewide K-20 LMS to districts makes it possible not only for students to access these online courses from another district, students could also take advantage of virtual education course opportunities provided by postsecondary institutions. For instance, a professor at the University of Wyoming is teaching an AP Computer Science course for K-12 students in Fall 2018.

Additionally, the use of a statewide K-20 LMS would allow computer science educators who have already created online courses to share those courses to other teachers across the state. Since we will be working to train more teachers to be able to teach computer science, the sharing of resources like this makes it possible for these teachers to come on board and be ready to teach much quicker.

While the WDE is actively working through the contract negotiation process, no funding for the statewide LMS was provided when the statutory mandate to provide this system was passed in 2017. The lack of funding for the statewide LMS is forcing the WDE to pass the costs of the system on to school districts.

2. **Statewide Computer Science Education Professional Development:** As districts continue to move forward with providing students opportunities to take computer science courses, it is important for professional development to be offered across the state. Partnerships between postsecondary institutions, national organizations, industry partners and the WDE have created new opportunities for educators to receive professional development; however, these opportunities are limited and without funding are likely not sustainable in the long run.

   Wyoming needs to create an extensive and sustainable professional development plan to support educators throughout Wyoming to develop the knowledge and skills need to teach computer science. The field of computer science changes rapidly. Programming languages widely used today may not have existed even a year ago. Funding for ongoing professional development becomes critical not only for new computer science educators, but also for those current educators to be able to maintain an updated skill set to ensure students are prepared to enter the workforce.

Thank you for your time and consideration and we look forward to chatting with you more at your meeting in June.

COMPUTER SCIENCE AND CODING:
FOLLOWING THE PATH

CAREER
COMPUTER SCIENCE, ENGINEERING, PROGRAMMING, DESIGN, THE POSSIBILITIES ARE ENDLESS!

HIGH SCHOOL
EXPLORATION OF **COMPUTER SCIENCE**

POST-SECONDARY
CAREER PREPARATION

ELEMENTARY SCHOOL
INTRODUCTION TO CODING

MIDDLE SCHOOL
INTEGRATION OF STEM

COMPUTER SCIENCE AND CODING:
FOLLOWING THE PATH

COMPUTER SCIENCE COURSES
(SECONDARY LEVEL) FOR 2015-16

- 11 Computer Science Teachers
- 27 Staff Members with Computer Science PTSB endorsement **not** teaching computer science
- 7 districts with Computer Science courses
- 11 districts with Computer Science endorsed staff but no courses

COMPUTER SCIENCE IN
WYOMING'S SCHOOLS

Number of AP Computer Science courses, teachers and students reported for 2013-14 to 2015-16

YEAR	COURSES	STUDENTS	TEACHERS
2013-14	*No Courses Reported*		
2014-15	2	7	2
2015-16	3	9	3

COMPUTER SCIENCE
ADVANCED PLACEMENT COURSES

Only **4** schools in WY (11% of WY schools with AP programs) offered the AP Computer Science course in 2015-2016. There are fewer AP exams taken in computer science than in any other STEM subject area.

Only **6** high school students in Wyoming took the AP Computer Science exam in 2016; only 2 were female; only 1 student was Hispanic or Latino; no students were Black; no students were Native American or Alaska Native; no students were Native Hawaiian or Pacific Islander.

STUDENTS PASSING AP CS IN 2015 - 2016 : **3**

1.1 MILLION UNFILLED
JOBS BY 2022

$500 billion opportunity

1,100,000 unfilled programming jobs

400,000 computer science graduates

| | 1,800,000 |
| 1,600,000 |
| 1,400,000 |
| 1,200,000 |
| 1,000,000 |
| 800,000 |
| 600,000 |
| 400,000 |
| 200,000 |

2015 2016 2017 2018 2019 2020 2021 2022

Sources: BLS, NSF, Bay Area Council Economic Institute (2015)
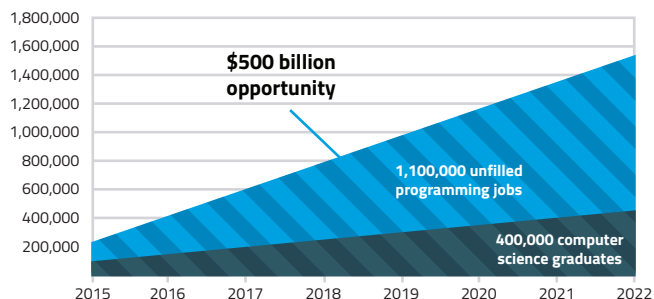
COMPUTER SCIENCE
IN WYOMING

THERE ARE CURRENTLY **210** OPEN COMPUTING JOBS IN WYOMING (**2.8** TIMES THE AVERAGE DEMAND RATE).

THE AVERAGE SALARY FOR COMPUTING OCCUPATIONS IN WYOMING IS **$61,953** COMPARED TO THE AVERAGE SALARY IN THE STATE ($45,850). THE EXISTING OPEN JOBS ALONE REPRESENT A **$13,010,130** OPPORTUNITY IN TERMS OF ANNUAL SALARIES.

WYOMING HAD ONLY **25** COMPUTER SCIENCE GRADUATES IN 2015; ONLY **2** WERE FEMALE.

RESOURCES AT:
EDU.WYOMING.GOV/ TECHNOLOGY/CS

MEMORANDUM

To: State Board of Education
From: Lisa Weigel, Chief Policy Officer
Date: June 13, 2017
Subject: Agenda Item Overview: Advisory Committee and PJP
            Update

Meeting Date: June 22, 2017

Item Type: Action: _____   Informational: __X__

Background:
In May, the State Board of Education received information about the work the Advisory Committee will be undertaking to meet the requirements of both ESSA and WAEA. Much of this work has already been completed, including consensus on the definition for Post-Secondary Readiness:

A school's score on the post-secondary readiness index will be the percentage of each school's 12th grade students who meet the state's definition of post-secondary ready based on one of the following options:

Option 1: Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.

Option 2: Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam or industry-recognized certification.

Option 3: Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.

Other work for the Advisory Committee is included in the attached document entitled "AC-PJP Work".

In addition to the Advisory Committee, a standard-setting panel (aka professional judgment panel or PJP) is statutorily required in order to establish cut scores for various components of the accountability model, where appropriate. A meeting with the PJP has been scheduled for July 13-14 in Casper. The aforementioned attachment outlines the work the PJP is anticipated to do, with the most immediate priority being discussion and consensus on moving forward with a plan to ensure alignment between the state and federal accountability models.

Statutory Reference (if applicable):
- 2017 HEA No. 61
- ESEA, Section 1111 as amended by ESSA

Fiscal Impact:

None noted

Supporting Documents/Attachments:
PDF Document: AC-PJP Work

Proposed Motions:
None

For questions or additional information:
Contact Julie Magee at 307.777.8740 or julie.magee@wyo.gov.

AC Work	PJP Work (Note: goal of July 2017 meeting is to reach consensus on plan that ensures alignment between WAEA and ESSA)
Post-Secondary Readiness: HSC: ≥ Opp AP: ≥ 3 IB: ≥ 4 or B on test D/C: ≥ C in course* *Courses must be part of HSC (content areas) Reach agreement/consensus	Post-Secondary Readiness: HSC: ≥ Opp AP: ≥ 3 IB: ≥ 4 or B on test Dual/Concurrent: ≥ C in course* *Courses must be part of HSC (content areas) FYI only - no vote
Parameters for goal-setting: Achievement Grad Rate Eng Language Proficiency Work complete	Goal parameters (ambitious, attainable) - Revisit next summer based on new assessment: All Students, All Subgroups Grad Rate, Achievement, ELP 65th percentile 80th for subgroups Parameters for ELP 15 yrs to meet goal Interim targets
Proficiency levels for WY-TOPP: N/A	Proficiency levels for WY-TOPP: Establish cut points for proficient/non-proficient (next summer - 2018)
New indicators: Eng Language Proficiency Post-Secondary Readiness Work complete	Target levels for new indicators: ELP HS 5th Indicator Establish target levels (next summer - 2018)
Weighting of each indicator: Grades 3-8: 25% each High School: 20% each N/A	Weighting of each indicator: Grades 3-8: Achievement, Growth, ELP, Equity High School: Achievement, Growth, ELP, Grad Rate, PSR Revise decision tables (next summer - 2018)
Alternative routes to completion (options): Extended Grad Rate, HSEC, Extended "Credential Rate" How can/will they work in the model?	N/A

Supports & Interventions: What is role and capacity of SEA, LEA? Provide recommendations	N/A

Jillian Balow
Superintendent of Public Instruction

Dicky Shanor
Chief of Staff

Brent Bacon
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Lisa Weigel
Chief Policy Officer

Dianne Bailey
Chief Operations Officer

_____

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On the Web
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wyomingmeasuresup.com

MEMORANDUM

TO: State Board of Education

FROM: Lisa Weigel, Chief Policy Officer

DATE: June 13, 2017

RE: Agenda Item Overview

Meeting Date: June 22, 2017

Agenda Item: Follow-up: Alternative Schedules and School Performance Ratings

Item Type: Action: _____ Informational: __X__

Background:
Wyoming Statutes 21-2-304(b)(viii) and 21-4-301 provide the opportunity for school districts to apply for a waiver to the statutory requirement for schools to be in session for 175 student contact days each year. Most districts seeking an alternative schedule request a four-day school week. The most common reasons for this are 1) holding extra-curricular activities on Fridays will not interfere with instructional time, 2) at least one-half of the school day on Friday is made available for students to get extra help with their school work, 3) professional development is provided for teachers on Fridays.

During the May 2017 meeting, the State Board of Education requested information about the performance of schools operating under alternative schedules compared to those operating under traditional schedules. The requested information is attached for the Board's review.

Statutory References (if applicable):
W.S. 21-2-304(b)(viii) and 21-4-301

Fiscal Impact (if applicable)
None noted

Supporting Documents/Attachments:
School Performance Ratings – 3 Years

For questions or additional information:
Please contact Julie Magee, julie.magee@wyo.gov, or 307-777-8740

Grade 3 through 8 School Performance Ratings

Alternative Schedule? Y/N (2018 & 2019)	Grades Served	2013-14 School Performance Level/Small School Decision	2014-15 School Performance Level/Small School Decision	2015-16 School Performance Level/Small School Decision
No	K-9	Exceeding Expectations	Meeting Expectations	Exceeding Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	K-6	Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	K-6	Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
Yes	P-6	Not Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	P-5	Exceeding Expectations	Approved	Exceeding Expectations
No	P-6	Exceeding Expectations	Not Meeting Expectations	Approved
No	K-5	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-6	Exceeding Expectations	Meeting Expectations	Exceeding Expectations
No	K-9	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	K-6	Not Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	K-8	New School - Not Scored	Meeting Expectations	Not Meeting Expectations
No	6-9	Meeting Expectations	Not Meeting Expectations	Approved
Yes	7-8	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
No	P-5	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations
No	P-5	Partially Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations
No	6-8	Exceeding Expectations	Not Meeting Expectations	Meeting Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	K-5	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	6-8	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	6-8	Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	K-4	Meeting Expectations	Meeting Expectations	Meeting Expectations

Contact Information:
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307-777-8740

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Grade 3 through 8 School Performance Ratings

No	5-5	Partially Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	6-8	Partially Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	K-6	Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	P-6	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-6	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations
No	K-8	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	K-6	Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations
No	K-6	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	K-6	Partially Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	K-8	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
No	P-6	Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	K-6	Meeting Expectations	Meeting Expectations	Not Meeting Expectations
No	K-6	Meeting Expectations	Exceeding Expectations	Meeting Expectations
No	K-6	Exceeding Expectations	Exceeding Expectations	Meeting Expectations
No	K-6	Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	K-6	Exceeding Expectations	Exceeding Expectations	Exceeding Expectations
No	K-6	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-6	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	7-9	Partially Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	7-9	Partially Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	K-5	Approved	Partially Meeting	Meeting
No	K-5	Not Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	K-5	Not Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	6-8	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
Yes	K-6	Not Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	K-6	Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations

Grade 3 through 8 School Performance Ratings

Yes	K-6	Not Meeting Expectations	Exceeding Expectations	Meeting Expectations
Yes	K-6	Meeting Expectations	Meeting Expectations	Exceeding Expectations
Yes	K-8	Exceeding Expectations	Partially Meeting Expectations	Approved
No	K-1	Partially Meeting Expectations	Exceeding Expectations	Meeting Expectations
Yes	K-8	Partially Meeting Expectations	Approved	Partially Meeting Expectations
Yes	K-8	Meeting Expectations	Meeting Expectations	Exceeding Expectations
Yes	K-8	Approved with Recommendations	Partially Meeting Expectations	Approved
No	4-5	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	K-8	Partially Meeting Expectations	Meeting Expectations	Approved
No	2-3	Partially Meeting Expectations	Approved	Meeting Expectations
No	6-8	Exceeding Expectations	Not Meeting Expectations	Meeting Expectations
No	K-6	Approved with Recommendations	Partially Meeting Expectations	Approved
No	K-4	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	5-6	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	7-8	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Yes	K-6	Partially Meeting Expectations	Approved	Meeting Expectations
Yes	K-6	Meeting Expectations	Exceeding Expectations	Meeting Expectations
No	K-6	Approved with Recommendations	Exceeding Expectations	Approved
No	K-3	Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	4-5	Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	K-5	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	6-8	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	P-3	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Yes	P-5	Partially Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
Yes	6-8	Partially Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations

Grade 3 through 8 School Performance Ratings

No	P-5	Not Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	6-8	Not Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	P-6	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations
No	7-8	Not Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Yes	P-6	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	7-8	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	K-2	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	K-2	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	K-2	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	3-5	Partially Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	6-8	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	P-8	Not Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	K-6	Meeting Expectations	Exceeding Expectations	Meeting Expectations
No	K-6	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	3-5	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-2	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	7-8	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	6-8	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-4	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	5-8	Exceeding Expectations	Meeting Expectations	Meeting Expectations
Yes	3-5	Meeting Expectations	Exceeding Expectations	Meeting Expectations
Yes	K-2	Meeting Expectations	Not Meeting Expectations	Meeting Expectations
Yes	6-8	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-6	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations

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Grade 3 through 8 School Performance Ratings

No	K-6	Partially Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	K-6	Partially Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	K-6	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-6	Partially Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	P-6	Partially Meeting Expectations	Exceeding Expectations	Not Meeting Expectations
No	K-6	Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-3	Exceeding Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-6	Meeting Expectations	Exceeding Expectations	Meeting Expectations
No	3-6	Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	K-6	Exceeding Expectations	Partially Meeting Expectations	Exceeding Expectations
No	K-6	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-6	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations
No	K-6	Meeting Expectations	Approved	Exceeding Expectations
No	K-6	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-6	Approved	Partially Meeting	Approved
No	K-6	Exceeding Expectations	Exceeding Expectations	Exceeding Expectations
No	K-2	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	4-6	Exceeding Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-6	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	K-6	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations
No	K-6	Partially Meeting Expectations	Partially Meeting Expectations	Approved
No	K-6	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-6	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	K-6	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-6	Partially Meeting Expectations	Exceeding Expectations	Not Meeting Expectations
No	K-6	Exceeding Expectations	Partially Meeting Expectations	Meeting Expectations

Contact Information:
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Grade 3 through 8 School Performance Ratings

No	K-4	Exceeding Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	7-8	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	7-8	Not Meeting Expectations	Exceeding Expectations	Not Meeting Expectations
No	7-8	Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Yes	K-6	Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
Yes	K-6	Meeting Expectations	Meeting Expectations	Exceeding Expectations
Yes	K-6	Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations
Yes	K-6	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-4	Exceeding Expectations	Meeting Expectations	Exceeding Expectations
No	5-8	Partially Meeting Expectations	Exceeding Expectations	Meeting Expectations
Yes	K-3	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	K-6	Exceeding Expectations	Meeting Expectations	Meeting Expectations
Yes	K-3	Exceeding Expectations	Meeting Expectations	Meeting Expectations
Yes	4-6	Exceeding Expectations	Meeting Expectations	Exceeding Expectations
Yes	4-6	Meeting Expectations	Approved	Exceeding Expectations
Yes	7-8	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-6	Approved with Recommendations	Exceeding Expectations	Partially Meeting Expectations
No	K-5	Meeting Expectations	Not Meeting Expectations	Approved
No	P-5	Partially Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	P-5	Not Meeting Expectations	Not Meeting Expectations	Exceeding Expectations
No	K-6	Exceeding Expectations	Exceeding Expectations	Meeting Expectations
No	P-5	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	K-6	Meeting Expectations	Not Meeting Expectations	Exceeding Expectations
No	P-5	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	P-5	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations

Grade 3 through 8 School Performance Ratings

No	P-5	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations
No	P-6	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	K-6	Partially Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	P-6	Partially Meeting Expectations	Approved	Meeting Expectations
No	K-8	Partially Meeting Expectations	Approved	Not Meeting Expectations
No	K-6	Approved with Recommendations	Partially Meeting Expectations	Not Meeting Expectations
No	K-6	Approved with Recommendations	Partially Meeting Expectations	Approved
No	K-5	Partially Meeting Expectations	Partially Meeting Expectations	Approved
No	P-5	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Approved	Partially Meeting Expectations
No	P-5	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-6	Approved with Recommendations	Meeting Expectations	Meeting Expectations
No	K-8	Meeting Expectations	Not Meeting Expectations	Approved
No	K-5	Exceeding Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	P-6	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	6-9	Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	P-5	Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	6-8	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	6-9	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	6-9	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	6-9	Partially Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
Yes	K-8	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	K-5	Partially Meeting Expectations	Approved	Approved
No	6-8	Meeting Expectations	Exceeding Expectations	Not Meeting Expectations
No	K-5	Approved with Recommendations	Exceeding Expectations	Partially Meeting Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Approved

Grade 3 through 8 School Performance Ratings

No	K-5	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	K-5	Exceeding Expectations	Partially Meeting Expectations	Meeting Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Approved	Partially Meeting Expectations
No	K-5	Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-5	Approved with Recommendations	Exceeding Expectations	Partially Meeting Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Approved
No	K-5	Exceeding Expectations	Exceeding Expectations	Exceeding Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations
No	K-6	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	K-6	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-2	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	3-5	Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	7-8	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	7-8	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	K-6	Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	7-8	Meeting Expectations	Approved	Partially Meeting Expectations
Yes	K-5	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Yes	K-5	Approved with Recommendations	Meeting Expectations	Meeting Expectations
Yes	K-5	Meeting Expectations	Not Meeting Expectations	Approved
Yes	6-8	Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
Yes	6-8	Partially Meeting Expectations	Exceeding Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Approved	Meeting Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Exceeding Expectations
No	K-5	Approved with Recommendations	Exceeding Expectations	Exceeding Expectations

Grade 3 through 8 School Performance Ratings

No	K-5	Exceeding Expectations	Meeting Expectations	Approved
No	K-5	Exceeding Expectations	Meeting Expectations	Exceeding Expectations
No	K-5	Exceeding Expectations	Approved	Exceeding Expectations
No	6-8	Exceeding Expectations	Partially Meeting Expectations	Exceeding Expectations
Yes	K-6	Approved with Recommendations	Partially Meeting Expectations	Meeting Expectations
Yes	K-6	Partially Meeting Expectations	Approved	Approved
Yes	7-8	Not Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	K-5	Approved	Partially Meeting	Partially Meeting
No	K-5	Meeting Expectations	Meeting Expectations	Approved
No	6-8	Meeting Expectations	Exceeding Expectations	Exceeding Expectations
No	K-5	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-5	Exceeding Expectations	Exceeding Expectations	Exceeding Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations
No	K-6	Partially Meeting Expectations	Exceeding Expectations	Exceeding Expectations
No	K-4	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	K-5	Exceeding Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	5-6	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-4	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-4	Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	K-4	Partially Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations
No	K-4	Exceeding Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	5-6	Partially Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
No	K-4	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	K-4	New School - Not Scored	Partially Meeting Expectations	Meeting Expectations
No	7-8	Exceeding Expectations	Partially Meeting Expectations	Partially Meeting Expectations
No	7-8	Partially Meeting Expectations	Approved	Partially Meeting Expectations

Grade 3 through 8 School Performance Ratings

Yes	6-8	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-4	Approved with Recommendations	Approved	Partially Meeting Expectations
No	K-4	Meeting Expectations	Approved	Partially Meeting Expectations
No	K-5	Partially Meeting Expectations	Meeting Expectations	Approved
No	K-8	Approved with Recommendations	Meeting Expectations	Partially Meeting Expectations
No	K-4	Meeting Expectations	Exceeding Expectations	Approved
No	K-4	Meeting Expectations	Partially Meeting Expectations	Approved
No	K-4	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	5-6	Partially Meeting Expectations	Exceeding Expectations	Exceeding Expectations
No	7-8	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	K-6	Exceeding Expectations	Approved	Meeting Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-5	Approved with Recommendations	Meeting Expectations	Exceeding Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	3-5	Meeting Expectations	Meeting Expectations	Approved
No	K-2	Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	6-8	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-5	Partially Meeting Expectations	Not Meeting Expectations	Exceeding Expectations
No	K-5	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	6-8	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
No	6-8	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
Yes	K-2	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	3-5	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
Yes	6-8	Meeting Expectations	Exceeding Expectations	Meeting Expectations

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Grade 3 through 8 School Performance Ratings

Yes	K-4	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Yes	5-8	Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	K-5	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	K-5	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	K-5	Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
No	6-8	Partially Meeting Expectations	Exceeding Expectations	Meeting Expectations
No	3-5	Exceeding Expectations	Partially Meeting Expectations	Meeting Expectations
No	K-2	Exceeding Expectations	Exceeding Expectations	Meeting Expectations
No	6-8	Not Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-5	Exceeding Expectations	Not Meeting Expectations	Meeting Expectations
No	6-8	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations

High School School Performance Ratings

Alternative Schedule? Y/N (2018 & 2019)	Grades Served	2013-14 School Performance Level/Small School Decision	2014-15 School Performance Level/Small School Decision	2015-16 School Performance Level/Small School Decision
No	10-12	Exceeding Expectations	Meeting Expectations	Meeting Expectations
Yes	9-12	Partially Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	9-12	Exceeding Expectations	Exceeding Expectations	Meeting Expectations
No	9-12	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	9-12	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	9-12	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
No	P-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	9-12	Alternative School - No Rating	Alternative School - No Rating	Alternative School - No Rating
No	7-12	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	K-12	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Yes	9-12	Alternative School - No Rating	Alternative School - No Rating	Alternative School - No Rating
No	9-12	Not Meeting Expectations	Not Meeting Expectations	Meeting Expectations
Yes	7-12	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Yes	K-12	Exceeding Expectations	Exceeding Expectations	Exceeding Expectations
Yes	7-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	7-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	K-12	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Yes	7-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	9-12	Not Meeting Expectations	Approved	Meeting Expectations
Yes	9-12	Not Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	9-12	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	9-12	New School - Not Scored	Not Meeting Expectations	Not Meeting Expectations

Yes	9-12	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Not Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	9-12	Not Meeting Expectations	Approved	Not Meeting Expectations
No	9-12	Exceeding Expectations	Exceeding Expectations	Meeting Expectations
No	9-12	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	9-12	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Yes	K-12	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
Yes	9-12	Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	9-12	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Not Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
Yes	7-12	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	7-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	7-12	Exceeding Expectations	Not Meeting Expectations	Meeting Expectations
Yes	9-12	Exceeding Expectations	Meeting Expectations	Meeting Expectations
Yes	P-12	Not Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	9-12	Not Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	9-12	Partially Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	9-12	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-12	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
No	9-12	Approved	Approved	Approved
No	9-12	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	9-12	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	9-12	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	9-12	Exceeding Expectations	Exceeding Expectations	Meeting Expectations
Yes	9-12	Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations

No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Exceeding Expectations	Exceeding Expectations
No	9-12	Exceeding Expectations	Meeting Expectations	Meeting Expectations
Yes	9-12	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	9-12	Not Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
No	9-12	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
No	9-12	Exceeding Expectations	Exceeding Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Yes	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations
Yes	9-12	Meeting Expectations	Not Meeting Expectations	Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	K-12	Exceeding Expectations	Meeting Expectations	Meeting Expectations
No	9-12	Partially Meeting Expectations	Meeting Expectations	Partially Meeting Expectations
No	9-12	Meeting Expectations	Meeting Expectations	Meeting Expectations

To: State Board of Education

From: Kari Eakins, Communications Director

Date: June 13, 2017

Subjects: Every Student Succeeds Act

The Wyoming Department of Education Internal Design Team updated Wyoming's draft of the Consolidated State Plan for the Every Student Succeeds Act (ESSA) on May 30, 2017. It is posted online along with a guide to the changes which were made from the previous draft at edu.wyoming.gov/essa. This page will continue to host updates and information on ESSA implementation.

Public comment on the draft ESSA State Plan was taken from April 24 to June 8, 2017 through four public meetings, an online survey, and several additional stakeholder meetings. There were 40 attendees at the public meetings, 20 comments were received through the online survey, and three stakeholder groups provided formal comments. The most relevant comments are attached.

During the four public meetings, more questions were received than comments. Most of the questions revolved around how the new statewide assessment would affect school performance ratings and the goals proposed in the plan, the new English Language Proficiency requirements, and how schools would be identified for comprehensive and targeted support.

Public Knowledge is assisting the WDE in analyzing the public comment received. Their summary and categorization of the comment will be provided to the Internal Design Team to better inform the final revisions made to the state plan.

The WDE is planning to submit Wyoming's ESSA State Plan to the Governor in early July for the required 30-day review, and to the U.S. Department of Education in early August.

Town of Residence	I am a	My comment is...
Cody	Paraprofessional	College and Career ready is a good goal, but the focus should be more heavily on "Career ready". All of our students should be ready to succeed in a career whether they go to college or not. Only 25-35% of our students get a college degree in six years, and actually that is not too far from the number of employment opportunities that require a college degree. I know that specific industries are having issues, but overall that is a fairly accurate statement. Our education system needs to follow the lead of business/industry and start to focus on skills, not degrees. A person with a high school diploma and no employability skills will struggle no matter what direction they choose to take after high school. Just academic proficiency (even that measured by the ACT) is not sufficient to prepare students for the future. The present system, driven largely by the Hathaway Scholarship requirements, encourages a large number (in our case 30-35%) of our students to enroll in college where they are not successful. A focus on college as the first step to a career misleads students and parents into spending time and money on a process that may not be the best choice for that individual. We need to establish an educational system that recognizes every career that leads to a family sustaining income as equally valuable. There should be no "better or best" career path except the one that fits the individual student and his goals.
Sundance	Teacher	On. p. 34 and p. 52, the term "effective school libraries" is employed. I would like this general, subjective term replaced with the American Association of School Libraries' definition, which reads that an effective school library ". . . has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded

		education for every student." The AASL also lists as a key component that an effective library program ". . . provides regular professional development and collaboration between classroom teachers and school librarians."
Moorcroft	Librarian	Thank you for doing this!
Teton County	Teacher	As a secondary teacher I think it is great that the state education is focusing on college and career readiness. This is a vital link for students to transition from school to "the real world". As you look at ways to support this program I would like to strongly recommend that the state consider supporting and funding a position at each high school for a college and career focused consoler. Previously our school had this position and first hand I saw the incredible impact it had on all our students. From helping seniors with post-secondary opportunities to working with underclassman to explore and participate in programs to increase their chances of better career or college choices. I was disappointed when our district did not replace the college and career position this year due to budget cuts. I have watched as seniors tried to figure out what they were going to do next year without the direct guidance a support the college and career specialist provided in the past. I think this position to help support college and career readiness is invaluable to high schools. If the state chooses to require and/or financially support a college and career specialist all students would have an increased opportunity to be successful at the post-secondary level. Thank you.
Cheyenne	Specialized Instructional Support Professional	Thank you for acknowledging the positive impact that robust school library programs can have on student achievement. In today's world, it is very important to have a specialist available who can teach students how to evaluate and utilize both digital and print resources.

Green River	Support Staff	I realize that every teacher needs to be held accountable for every student's success; but the funds needs to be put into place to make that happen. It seems like we're trying to steer away from vocational education funding, the art and music program funding and looking at the cutting in the special education funding. It is imperative that the funding is there for these groups, so that all students can become successful. We need to have the school districts and legislature work together for the best quality education for our students and to look at the "actual" cost of funding a quality education, instead of numbers that are derived from California, Texas or Florida. Please use the right data for our students.
Wright	Teacher	I am encouraged to read that school libraries are addressed finally. Our schools are losing a valuable resource for students, teachers, and the community when certified teacher-librarians are easily cut from the district without any regard to best practices, or related research information regarding the benefits of school librarians such as higher testing scores and lower graduation drop-out rates. I am a certified, teacher librarian and lost my job in Wyoming once as a young woman due to the district deeming my degree not sufficient enough to foster student success. Years later in Wyoming I face the same situation again. I have survived the first round of librarian cuts in my recent position and will have a renewed contract for 2017-2018. I am concerned for my position in the 2018-2019 school year and next round of cuts. The tradition in Wyoming tends to be cutting school librarians and/or library staff first. I will not be surprised if my position is cut in 2019. There is no accountability held to school districts in Wyoming to keep school libraries even though money is appropriated for this reason. Thanks to ESSA I see a glimmer of hope that recognizes the positive impact school librarians bring to their buildings and patrons.
Laramie	Higher Education Professional	I am including two comments here. First, I would encourage the committee that is developing this document to consider including health and physical education as parts of this program equal to all

		other content areas. The research that supports the inclusion of health and physical education as core components of any school educational plan is overwhelming. Second, I would encourage you to add the Division of Kinesiology and Health, University of Wyoming, as an ESSA-engaged partner in this work as is the Wyoming Association for Health, Physical Education, Recreation, and Dance. Drs. Mark Byra, Tristan Wallhead, and Jayne Jenkins have been leaders in developing the Wyoming state K-12 standards and benchmarks in physical and health education as well as K-12 physical and health education assessments for the past 25 plus years. I would be happy to answer any questions the development committee may have specific to health and physical education.
Dubois	School Administrator	Reporting graduation rate is a necessary part of a school's achievement data to determine improvement priorities. The targets and goals outlined in the ESSA draft plan seem reasonable and attainable. However, the current model of calculation for individual school rating under WAEA is unfair and not representative of what we actually accomplish. Currently, WDE's FAQ on graduation rate calculations reads that only a student who transfers out and enrolls in another school or in an educational program that culminates in the award of a regular high school diploma, emigrates to another country, or dies may be removed from a high school's or district's cohort. Changes should be made to include: -a student who was enrolled in the district for less than one school year -a student who transferred in with less than the required number of high school credits needed for on-time graduation -students completing an alternative program such as the Challenge Academy or Job Corps

In addition, WDE should take into account ESSA's non-regulatory guidance of January, 2017 which states that:
A student who transfers into a high school must be assigned to the cohort in which the student started grade 9 for the first time. (B-4)
A student who leaves a public high school to be homeschooled would be considered to be a transfer if the homeschool program meets the State's requirements for compulsory attendance or other State laws or policies applicable to home schools. (B-7)

Another issue that continues to be confusing is the state's practice of allowing students who complete a general equivalency diploma being eligible to receive a Hathaway Scholarship. I believe the requirements for a Hathaway Scholarship state that you must be a "graduate" of a Wyoming High School. Why are they considered a graduate on one hand and a non-graduate on the other?

Our local story of two out-of-state transfer students enrolled for less than nine weeks dropping our 2015-16 graduation rate from 91% to 69% highlights the concern and need for reform.

Dubois High School is a successful school with caring, dedicated teachers. This year we are graduating eleven students. Some of those students have been considered "at risk" by a number of state indicators, and yet, all eleven student are 4 year, on time, graduates. One family expressed their appreciation and credit the teachers and staff of Dubois High School for the success:

"I wanted to say THANK YOU to all the teachers and staff for what you have done, gone through and dealt with for the past several years. I know as all of you it has not been easy. But the end goal is about here and XXX will be Graduating this coming Sunday, thanks to all of you and your ability to never give up. You should all be commended."

		This illustrates the caliber of teachers we have, and yet, the headline in our regional news read, "Dubois graduation rate continues to decline" because of the factors I've described above. As long as the rules remain, our percentages are affected by one or two students that usually fall within the scenarios I've described above. In conclusion, it is demoralizing in our small community and a discredit to our dedicated teaching staff to take a hit in the public arena for things outside of their control.
Laramie	Parent	I have worked in the field of technology – both software development and hardware support since 1993. In moving back to Wyoming and working in the same industry, I quickly realized that the technology curricula state-wide is varied in its quality. In reading the DRAFT ESSA State Plan I realized that it is missing community involvement from Wyoming business. On page 9 of the draft, if Wyoming is really serious about increasing our assessment scores state-wide, then addressing dyslexia in kindergarten through 3rd grade would almost guarantee a significant jump in scores. It is estimated that 15-20% of children have dyslexia and, thus, have trouble reading. I would highly recommend implementing a state-wide Orton-Gillingham training for all K-3 elementary teachers if you want to make a big impact on the state assessment scores. Technology education isn't just for students, it is for everyone because our world is becoming more tech-oriented in day to day matters.

Gillette	Teacher	For Wyoming's ESSA implementations, why are the arts not listed? At the federal level in ESSA, arts are mentioned as a core subject.
Cheyenne	Teacher, Parent, State employee	The state plan uses 21-7-102 to equate an initial contract teacher (based on state statue) with an inexperienced teacher. I would suggest that replacing this definition with 5 year requirement for IFs to define inexperienced. The initial contract status only defines time within a given district, not the amount of time a teacher has been teaching. If a teacher moves from one district to another, they lose continuing contract status and become initial contract. This does not cause them to lose experience, in fact in Wyoming when changing districts, a teacher still gets experience credit on the new district's pay scale.
Laramie	School Psychologist	I am concerned about the significant length and frequency of required standardized testing that students go through. They are time consuming and leave little time towards actual instruction. In addition, research demonstrates that computerized measures do not necessarily reflect student's true abilities and are not representative of student's functional academic skills.
Upton	School Administrator	The plan doesn't take full advantage of the level of personalized learning that ESSA allows for district's to implement (and expects) for students and staff. I would like to see a plan that honors more growth in student performance versus the one-time assessment that we know can have so many variables. I don't see significant changes from our current WAEA and NCLB expectations.
Green River	Teacher	While the Every Student Succeeds Act identifies school health and physical education as part of a student's "well-rounded education," along with other subjects such as art, music, civics, science and more it is our hope this new federal education legislation provides increased access to funds for health and PE programs (including professional development) and will show that WYO and our school districts will set their own priorities for funding and accountability for physical education and health and make this integral subject

		matter a priority. Physical education is an academic subject and serves as the foundation of a CSPAP model, which Wyoming schools employ, and, as such, demands the same education rigor as other core subjects. Physical education provides students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy. Study after study points out that the benefits of physical education go far beyond fitness and can lead to higher scores on standardized tests, increased concentration and many other academic advantages in addition to attendance, other important measures of testing, an increase in participation and enthusiasm for other subjects (academic) and reduced discipline referrals. Furthermore, evidence also shows that effective school health education reduces students participating in behaviors such as smoking, heavy drinking, school misbehavior as well as violence. All in all, physical education and health provide our students with a solid foundation for a lifetime of health, wellness and character development.
Cody	School Librarian	I am glad to see school libraries included in the plan, but I would like to see a small change made in the wording on page 51 where it says, "When employed as part of a comprehensive education strategy, the effective use of school library systems or technology to provide tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency." I believe this should say "the effective use of school library programs AND technology"

		as the two go hand in hand when we are discussing information skills. Too often the "technology" part wins out and devices, hardware or software are purchased without thought to effective teaching surrounding and supporting the access provided. Effective school library programs incorporate technology and support the school culture in the integration of technology. Our students deserve qualified support and instruction in navigating the data and information to which technology will provide access. Also, I see that much of this section of the plan also surrounds the Future Ready Schools initiative, and therefore, also the Wyoming Digital Learning Plan. Please take a look at the Future Ready Librarians framework which shows that school library programs can benefit more areas than just "Robust Infrastructure": http://1gu04j2l2i9n1b0wor2zmgua.wpengine.netdna-cdn.com/wp-content/uploads/2017/01/Library_flyer_download.pdf. Thank you!
Laramie	Parent	I have a son that struggles with school. He has since about 2nd grade. He is now going into 7th. Through all the schooling cuts, I have seen the intervention classes be cut. The classes that are to be in place to help make sure No Student Is Left Behind. Cutting those kinds of programs doesn't not keep children from being left behind. It only helps makes them feel like bigger failures and like they don't matter. Thus why I am very strongly looking into home schooling just my son next year.
Casper	Counselor	We have a large # of foreign exchange students, has there been consideration as to why we test them when they have been here less than a year and are in a foreign exchange program? It seems unethical and unkind.
Shosoni	Teacher	WDE and schools need to work together. With new testing we need results, and need them quickly if we're going to help these kids.

Cody	School Administrator	With the 95% participation rate staying the way it is for the statewide assessment, is there a plan in case schools struggle to meet that? We haven't had many issues with the in Wyoming yet, but what if we do? We need to make sure the assessment is valuable for teachers and parents.
Big Piney	School Administrator	How are growth and equity going to be measured as we move to new assessment? PAWS was not adaptive. It doesn't seem like apples to apples. Concerned with growth piece. We want to make sure the correct message is given to districts/communities about their ratings.
Laramie	Higher Education Professional	My hope is that Wyoming will honor the directive of a well-rounded education. Healthy students achieve more in the classroom. Allocated funding needs to be provided to push forward "healthy students." Title IV-A funding should be allocated to the promotion of creating healthy structural school environments.
Cheyenne	Teacher Advocate	One of my biggest concerns in this plan is discussion around "ineffective, "effective," and "inexperienced" teachers. I object to the definition of an "inexperienced" teacher by referring to contract status—in fact, if teachers move to different districts, they start over again as far as contract status. That is NOT the same thing as whether or not they are "experienced." A teacher could have 15 years of experience in one district, get a job in a different district, and thus return to initial contract status in the new district. That does NOT mean they are "inexperienced"! What will this data collection look like? Will it be by teacher name, or will it be aggregated data? Will it imply consequences? Teacher employment is a district decision, not a State decision—will that play into it?
Wyoming	Advisory Panel for Students with Disabilities	Good schools have flexible curriculum, adaptable curriculum, meet students where they are rather than having kids meet in the middle, provide good outcomes, have good connections, relationships and communications, and provide transition programs and more career pathways and vocational options other than college. Teachers need leadership support, more trained teachers with special education

		knowledge, and support on behaviors and co-teaching. The state should support low-performing schools by asking what they need and where they need help rather than demanding, help high performing and low performing schools collaborate, help schools minimize turnover. Low-performing schools should provide a sub and allow teachers to visit schools that are excelling to learn what works.
Washington, D.C.	College Board	The College Board applauds Wyoming for taking steps to incentivize students to pursue college-level coursework while still in high school. We are equally encouraged by the fact that schools that offer Advanced Placement courses will be recognized for providing students with access to challenging coursework that is essential for college and career readiness. The College Board also welcomes the opportunity to assist Wyoming in increasing AP access and participation. Wyoming can look to some of its districts, like Sheridan #2 and Johnson County, which were recognized in the 7th Annual AP Honor Roll for consistently increasing participation in AP over the past three years while maintaining or improving performance. As a result of the inclusion of AP in Wyoming's postsecondary readiness measure for federal accountability, the College Board strongly recommends that Wyoming help defray the cost of AP Exam fees for low-income students.
Washington, D.C.	National Down Syndrome Congress and The Advocacy Institute	It is critically important to ensure that the alternate assessment is used only for those students for whom the test was designed and field-tested and does not inappropriately lower achievement expectations for students who should take the general assessment. It is also important for the definition of students with the most significant cognitive disabilities to acknowledge that these students are working on the grade level content standards, even though the

achievement expectations are not the same as for students taking the general assessment.

Wyoming will use a minimum subgroup size of 10 for all indicators. The draft plan presents data on both the percent and number of schools that do not meet min. N-size on at least one indicator for N sizes of 10-15-20-25. While these data are not required by the revised template, the state is recognized for supplying these data to provide adequate information to the public. It would be helpful to have further details esp. regarding impact of N-size on graduation. Additionally, WY should make clear the N-size it will use to determine test participation – whether it will use 10 or a different minimum.

The "lookback" approach that WY will use when schools do not meet the N-size is much more desirable than the averaging approach that many states propose to use. In other words, the "lookback" approach doesn't allow schools to go for several years before recognizing subgroup performance. Additionally, small schools may be paired in order to be included in the accountability. This is preferable to combining subgroups – a practice known as "super subgroups."

WY might want to consider requiring implementation of MTSS long before schools reach the level of More Rigorous Interventions for CSI Schools that Fail to Meet the Exit Criteria. This is listed as a requirement for LEAs serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement under Technical Assistance. We also point out the close connection between Universal Design for Learning and MTSS. Universal Design for Learning is not mentioned in the MTSS checklist.

		The dropout rate for students with disabilities in WY is 30% - one of the highest in the nation. WY should expand upon this section to include specifics regarding how it will support LEAs in reducing the dropout rate of students with disabilities. We are pleased to see a specific focus designed to address the need for special education teachers in the state.

1. Advisory Committee on Accountability
   a. The Advisory Committee on Accountability met and focused discussion on defining the college and career readiness index for the ESSA and WAEA Accountability Plans. This is known as the fifth indicator for high school accountability. The recommendation, which has already been incorporated into the newest version of the ESSA Plan, was revised to something close to this:
   A school's score on the postsecondary readiness index will be the percentage of each school's 12th grade students who meet the state's definition of postsecondary ready based on one of the following options:
   Option 1: Completion of a college success curriculum <u>and</u> one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.
   Option 2: Completion of a CTE pathway (minimum of a 3 course sequence) <u>and</u> one or more of the following: a passing score on a CTE exam or industry-recognized certification.
   Option 3: Completion of a college success curriculum <u>or</u> a CTE pathway <u>and</u> a military-readiness score on the ASVAB.
   There are still a number of decisions that need to be made such as what will be acceptable scores on the college entrance exam, the CTE exam, and ASVAB and which/how many college credits will need to be earned.
   b. The committee briefly discussed whether we should add completion of High School Equivalency Certificates (HSEC), formally known as General Education Diploma (GED), to the calculations for graduation rates in the accountability system. This was prompted by concern from districts and from the Wyoming Cowboy Challenge director that students who went to the Cowboy Challenge were considered drop-outs. This was just an initial discussion into this issue.
   c. The committee will be meeting again in early July.
2. Leader Accountability Meeting
   a. The WDE has done an excellent job facilitating the work on the leader accountability system. The Certified Personnel Evaluation System (CPES) Advisory Panel has met several times.
   b. The group of school board members, superintendents, curriculum directors, and others are working to define who would be subject to the accountability system, differentiating between accountability and evaluation, and identifying the standards to use.
   c. A progress report to the JEIC is due in September.
3. Chapter 31 – next steps
   a. On June 7th there will be a meeting with the Governor's Office to develop a plan for moving forward with Chapter 31.   The meeting will be with Mary Kay Hill, Walt Wilcox, Tom Sasche, Lisa Weigel, Amy Starzynski, and Julie Magee.
   b. The group will attempt to design a plan with options for Chapters 6, 10, and 31. The WDE and SBE will be reporting to the Joint Education Interim Committee (JEIC) on June 21 about the previous attempts that have been made to try to get new rules approved, as well as the future plan.
   c. Having all the key people all together in the same room to work on the issue is seen as a positive step forward.
4. Joint Education Interim Committee (JEIC) June 21 Reports
   a. Tom will be testifying on behalf of the SBE regarding Chapter 31 and Leader Accountability progress

5. Professional Judgement Panel (PJP) Planning
   a. Kylie and Tom are working on the details for the PJP session including location, participants, and agenda.
   b. The WDE senior staff will be instrumental in facilitating and working with Tom on the scope/agenda for the sessions.
   c. The PJP will be held in Casper July 13-14
6. June SBE Meeting Agenda Items
   a. Based on the items suggested by the department and by our coordinator, the Administrative Committee is suggesting that we can complete the meeting in on day, Thursday, June 22, 9:00-2:00. There will be options for SBE members to join virtually.
   b. Items for the agenda include updates on: the ESSA Plan, the JEIC meeting, Indian Ed, Coding and Computer Programming, Chapters 31 and 10, Accreditation, JEIC Report – coding and computer programming, the PJP process, Leader Accountability, the SBE Orientation Materials, and SBE technology needs. We also will arrange for a short presentation from local school district
7. Alternative High School Update
   a. Lisa will share the memo she authored for the JEIC that details the continued work of the Alternative High School Accountability Group.
8. SBE Technology Assets
   a. Kylie is working with Paula Smith to find appropriate microphones and other technology to enhance the experience of board members or interested citizens who join our meetings electronically.
   b. Kylie and Paula are getting estimates on devices for board members. We should expect a report later this summer.
   c. Kylie will be sending out a survey to SBE members to see who currently has and uses the personal hotspots so we can see if any need to be returned or more need to be added
9. SBE Member Orientation Continuation
   a. Tom and Kylie are formalizing the materials from the recent board orientation so we will have a good set of materials ready to use with new SBE members, such as the new UW representative.
   b. We intend to do this orientation training virtually
10. SBE Staffing Contracts
    a. Kelly's contract and Tom's contracts are being processed through the system.
    b. Tom suggested that the Board might want to consider contracting with professionals to provide some support for our work since Tom's contracted hours have been so reduced. We asked him to provide us with specific proposals to consider. The WDE indicated that they could help with analytics.
11. Wyoming Public Radio (WPR) Interview
    a. Tom spoke with WPR's Tennessee Watson about the two accountability systems – ESSA and WAEA. Walt will probably be interviewed as well.
12. Future Admin Committee Meetings
    a. We agreed to set our regular monthly Administrative Committee meetings for the first Monday of each month from 11:00-1:00. We know the regular schedule for meetings may need to be altered due to holidays and SBE meeting schedules, such as in July and August, but we will try to stick to the monthly schedule as much as possible.
    b. Since one of the duties of the Administrative Committee is to set the agenda, we agreed that in the future, Kylie will send out an email to SBE members and to the WDE staff calling for items for the agenda prior to our monthly meeting. Those suggestions will be due to her so that at our meeting we can review a draft agenda, determine which type of meeting is most appropriate (face to face or electronic) and determine the length of the meeting. After setting the agenda new items will be added only with the approval of the chairman.

Communications Committee Meeting Minutes
June 13th 3 pm Conference Call

The monthly meeting of the communications committee was held on June 13 at 3 PM. In attendance, via Zoom, were chairman Ryan Fuhrman, former chairman Kenny Rathbun, Tom Sachse, Kari Eakins, and Kylie Taylor. (It was noted that Kelly Pascal is between contracts and therefore unable to join this committee meeting.)

Review Charge to the Committee—the meeting began by Tom reviewing the objective of the committee, the major responsibilities of the committee, and intended outcomes. Those in attendance were agreeable with the charge and there was some discussion of the expectations for the communications committee.

Review Communications Plan—Tom had distributed to new members of the committee the original Communications Plan created by Kelly Pascal. Due to the length and complexity of this document, it was agreed that members would review this plan in advance of next month meeting where a deeper discussion of the priorities for the communications committee, relative to this plan, would be further discussed.

Conduct Website Review—since the enhanced website was a major part of the original communications plan, committee members were asked to review the website before the next meeting to discuss the need for updates or expansions. It was noted that some state board members preferred to have their pictures taken at a later date and now it is problematic to bring a photographer to another state board meeting. That will delay the website being populated by the most recent pictures of state board members. Kari noted that Google analytics were available to gauge the usage of the website over time. She agreed to provide those analytics reports at the next meeting. Committee members agreed to review the website in advance of the next meeting.

Update on Funds Transfer—Kenny reviewed the original plan to use the $14,500 in the NASBE grant for communications purposes before that grant closes to new expenditures by July 15. Kenny had spoken with Trent Carroll at the WDE, but was uncertain whether those funds transfers had taken place or not. Kenny agreed to attend the next Communications committee meeting and report on the funds transfer process and whether funds were now available to pay for specified deliverables in the new Pascal contract.

Review Pascal Contract— Kenny and committee members reviewed the communications proposal reviewed and approved at the May State Board meeting. The second of those four sections detailed the deliverables for the new contract. Those deliverables seemed prudent and the group added one other communications deliverable emphasizing the need for more position papers and "micro stories." The committee discussed the possibility of adding another deliverable relative to completing the board's media training, but decided to consider that a special project, if Walt and the entire state board wish to continue the training as originally intended.

Update on WPR interview—Tom reported that, before Kelly went on contractual hiatus, she pitched an idea to Tennessee Watson for a radio "article" on the role of the State Board of Education in approving the Wyoming Accountability in Education Act (WAEA) metrics. Kari reported that the article had already been played the previous Friday afternoon June 9th, as part of the Open Spaces program. She said that in the end the news program focused more on the extensive review process for the WDEs ESSA plan.

Communications Contract Status-- Kylie reported that she has nearly completed work on the Pascal continuation contract. In particular, she was waiting for this meeting to review the deliverables as originally proposed in Kenny's proposal from May 8th. She was unaware how long the approval process would take.

The meeting closed with an agreement to review the communications plan, the State Board website, and the website analytics at the next meeting.

**ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION**

May 2017

ISSUE:

Wyoming State Statutes 21-13-315 and 21-13-336 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 or medically necessary placed youth in Psychiatric Residential Treatment Facilities (PRTF). 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 G4S Youth Services, LLC on May 31 and June 1, 2017. 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:
G4S Youth Services, LLC (G4S) is located at 279 Stewarts Ferry Pike, Nashville, Tennessee. G4S holds accreditation from the Commission on Accreditation of Rehabilitation Facilities (CARF), effective till August 2019. G4S holds license from the Department of Mental Health and Substance Abuse Services as a facility providing services for Alcohol & Drug residential treatment and Mental Health residential treatment for children and youth, effective till March 2018. G4S is approved as a Category 1 non-public school through the Tennessee Department of Education, this is reviewed annually for approval.

G4S is a residential treatment program for both males and females, ages thirteen (13) and up. The males and females are separated throughout their stay with the female program having a maximum of twenty-four (24). The Tennessee Department of Children's Services have four "levels" in their continuum of services, G4S falls under the Level 3 Continuum of Services-Enhanced and Level 3 Enhanced Alcohol and Drugs programs.

G4S employs four (4) teachers certified by the Tennessee Department of Education, two for the females and two for the males. There are also two individuals working on their education degrees, one for their initial degree and the other for a master's in education; at present, both work as substitutes and paraprofessionals. The fifth certification is the Lead Teacher, who also holds administrator certification. Each classroom has at least two Youth Care Workers (YCW) in the classroom with the teacher. The YCW are residence/dorm staff. While placed, students work towards their diploma or a secondary school equivalent.

At the present time, G4S has one Wyoming student court ordered for placement.

SUGGESTED MOTION:
Recommend that the State Board of Education (SBE) designate <u>G4S Youth Services LLC</u> as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Wyoming Statute 21-13-315.

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

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

COMMENTS:
_____
_____
_____

MEMORANDUM

To: State Board of Education
From: Lisa Weigel, Chief Policy Officer
Date: June 14, 2017
Subject: Accreditation Recommendations – Institutional Schools

Meeting Date: June 22, 2017

Item Type: Action: __X___   Informational: ____

Background:
The Wyoming State Board of Education determines the accreditation status of every Wyoming educational institution per statute:

The Accreditation Section manages the accreditation process for institutional schools each year through accreditation reviews and follow-up provided by contractor Advanc-Ed. Assurances are also collected and School Improvement Plans reviewed. Recommendations are based on the data collected and accreditation status and recommendations made by Advanc-Ed and discussed with WDE Leadership.

Five levels of accreditation are designated in Chapter 6 of State Board Rules. They are: Full Accreditation; Accreditation with Follow-up providing one year to make needed improvements; Accreditation with Deficiencies providing an additional year for improvements failed to be completed; Conditional Accreditation providing more than a year to make improvements; and Non-Accreditaiton with possible penalties.

Based on data collected during the accreditation process in the 2016-2017 school year, all Wyoming institutional schools are recommended for Full Accreditation including St. Stephen's Indian School.

Statutory Reference (if applicable):
- W.S.21-2-304(a)(ii)
- Board Rules, Chapter 6

Fiscal Impact:
None noted

Supporting Documents/Attachments:
Wyoming Accreditaiton Recommendations Power Point
Accreditation Status
2016-17 Wyoming Institutional School Accreditation Recommendations

Proposed Motions:
1.   I move that the following Wyoming institutional schools be granted full accreditation:

C Bar V Ranch	NE BOCES, Powder River Basin	Red Top Meadows	Wyoming Boys School	St. Stephen's Indian School
Cathedral Home	Northwest WY BOCES, Big Horn Basin	St. Joseph's Children's Home	Wyoming Girls School	
Fremont County BOCES	Normative Services	Wyoming Behavior Institute	Youth Emergency Services, Inc. (YES House)	

For questions or additional information:
Contact Dianne Frazer at 307.777.8676 or dianne.frazer@wyo.gov.

Accreditation Recommendations to SBE

The Wyoming State Board of Education determines the accreditation status of every Wyoming school district and every Wyoming institutional school.

Current Process

- Staffing Review
- School Improvement Plan & Assurances
- External Reviews
- Systems Review
- Recommendations discussed with Leadership

Current Process

- Staffing Review
  - Personnel paid only when certification and assignment match
  - Accreditation can be lowered for Misassignments
  - Corrective Action Plan required
- School Improvement Plan & Assurances
  - Review of calendars
  - On site Assurances check
  - Assurances submitted annually with improvement plans
- External Reviews – Advanc-Ed
- Systems Review – WDE Divisions
- Recommendations discussed with Leadership

AdvancEd Recommendations

- Districts
  - IEQs, based on External Reviews
  - Under Review from past year – all Accredited
  - Under Review current year – Uinta #6 based on APR
- Institutional Schools
  - Under Review from past year – all Accredited

Misassignments

- 1 district found with current misassignments
  - Crook #1
    - 1 Teacher
    - 2 Coaches
    - Recommend warning as no misassignments have occurred in past 7 years

Assurances

- All Assurances have been checked and verified either through data reports submitted by districts or during External Reviews on-site.

Systems Issues

- Individual Learning
  - Sweetwater #1 has had SPED concerns around Least Restrictive Environment
  - Recommend Accreditation with Follow-up for 2017-18 to complete a SPED Corrective Action Plan with TA
- Information Management
  - Hot Springs #1 has had concerns re: untimely reports
  - Recommend Full Accreditation with a warning letter

2016-17 Wyoming Accreditation Visits

October 2-5	October 9-13	October 16-20	October 23-27
Converse #1	Converse #2		
Hot Springs #1	Natrona #1		

2013 - 2014 School Yer							District	2012 - 2013 School Yer							2011 - 2012 School Year						
13/14 Cleared Date	Total Mis.	Misassignments by Category				Final Resolution		12/13 Cleared Date	Total Mis.	Misassignments by Category				Final Resolution	11/12 Cleared Date	Total Mis.	Misassignments by Category				Final Resolution
		Teacher	Coach	Admin.	Licensed					Teacher	Coach	Admin.	Licensed				Teacher	Coach	Admin.	Licensed	
	4	0	4	0	0	Warning Letter & CA based on no misassigned staff for 7 years.	Albany 1	4/19/2013	0	0	0	0	0		4/30/2012	0	0	0	0	0	
1/27/2014	0	0	0	0	0		Big Horn 1	3/14/2013	0	0	0	0	0		1/23/2012	0	0	0	0	0	
1/8/2014	0	0	0	0	0		Big Horn 2	3/18/2013	0	0	0	0	0		1/19/2012	0	0	0	0	0	
1/8/2014	0	0	0	0	0		Big Horn 3	3/11/2013	0	0	0	0	0		1/19/2012	0	0	0	0	0	
1/8/2014	0	0	0	0	0		Big Horn 4	4/19/2013	0	0	0	0	0		3/8/2012	0	0	0	0	0	
1/9/2014	0	0	0	0	0		Campbell 1	4/1/2013	0	0	0	0	0		4/30/2012	0	0	0	0	0	
1/9/2014	0	0	0	0	0		Carbon 1		1	0	1	0	0	Accreditation with Follow-up Based on 2 of last 4 years.	1/20/2012	0	0	0	0	0	
1/13/2014	0	0	0	0	0		Carbon 2	3/28/2013	0	0	0	0	0		1/19/2012	0	0	0	0	0	
1/10/2014	0	0	0	0	0		Converse 1	3/19/2013	0	0	0	0	0		3/22/2012	0	0	0	0	0	
1/8/2014	0	0	0	0	0		Converse 2	3/19/2013	0	0	0	0	0		1/31/2012	0	0	0	0	0	

1/10/2014	o	o	o	o	o		Crook 1	3/19/2013	o	o	o	o	o		1/19/2012	o	o	o	o	o	
1/22/2014	o	o	o	o	o		Fremont 1	3/11/2013	o	o	o	o	o		3/12/2012	o	o	o	o	o	
1/10/2014	o	o	o	o	o		Fremont 2	3/11/2013	o	o	o	o	o		1/23/2012	o	o	o	o	o	
2/6/2014	o	o	o	o	o		Fremont 6	3/11/2013	o	o	o	o	o		3/22/2012	o	o	o	o	o	
2/6/2014	o	o	o	o	o		Fremont 14	3/18/2013	o	o	o	o	o		1/24/2012	o	o	o	o	o	
2/6/2014	o	o	o	o	o		Fremont 21	3/20/2013	o	o	o	o	o		1/31/2012	o	o	o	o	o	
1/14/2014	o	o	o	o	o		Fremont 24	3/27/2013	o	o	o	o	o		1/24/2012	o	o	o	o	o	
2/25/2014	o	o	o	o	o		Fremont 25	4/8/2013	o	o	o	o	o		2/23/2012	o	o	o	o	o	
1/9/2014	o	o	o	o	o		Fremont 38	4/25/2013	o	o	o	o	o		1/30/2012	o	o	o	o	o	
1/8/2014	o	o	o	o	o		Goshen 1	3/28/2013	o	o	o	o	o		1/17/2012	o	o	o	o	o	
1/27/2014	o	o	o	o	o		Hot Springs 1	3/27/2013	o	o	o	o	o		1/17/2012	o	o	o	o	o	
2/11/2014	o	o	o	o	o		Johnson 1	4/19/2013	o	o	o	o	o		1/19/2012	o	o	o	o	o	
2/5/2014	o	o	o	o	o		Laramie 1		1	o	o	1	o	Warning Letter & CA Plan Based on district proactive efforts	Plan Sub.	3	o	o	3	o	**accreditation with follow-up**
2/7/2014	o	o	o	o	o		Laramie 2	4/19/2013	o	o	o	o	o		3/21/2012	o	o	o	o	o	
1/10/2014	o	o	o	o	o		Lincoln 1	3/11/2013	o	o	o	o	o		1/31/2012	o	o	o	o	o	
1/8/2014	o	o	o	o	o		Lincoln 2	4/25/2013	o	o	o	o	o		3/21/2012	o	o	o	o	o	
2/6/2014	o	o	o	o	o		Natrona 1	4/1/2013	o	o	o	o	o		3/7/2012	o	o	o	o	o	
1/8/2014	o	o	o	o	o		Niobrara 1	3/19/2013	o	o	o	o	o		3/21/2012	o	o	o	o	o	
1/9/2014	o	o	o	o	o		Park 1		2	1	1	o	o	Warning Letter & CA Plan, Year 1	1/19/2012	o	o	o	o	o	

Date						District	Date						Date					
2/5/2014	0	0	0	0	0		Park 6	3/19/2013	0	0	0	0	0		1/31/2012	0	0	0	0	0	
1/16/2014	0	0	0	0	0		Park 16	3/20/2013	0	0	0	0	0		1/17/2012	0	0	0	0	0	
2/25/2014	0	0	0	0	0		Platte 1	3/28/2013	0	0	0	0	0		3/8/2012	0	0	0	0	0	
2/5/2014	0	0	0	0	0		Platte 2		1	0	1	0	0	Warning Letter & CA Plan, Year 1	1/17/2012	0	0	0	0	0	
1/8/2014	0	0	0	0	0		Sheridan 1	3/11/2013	0	0	0	0	0		3/22/2012	0	0	0	0	0	
1/8/2014	0	0	0	0	0		Sheridan 2	4/3/2013	0	0	0	0	0		2/9/2012	0	0	0	0	0	
	2	0	2	0	0	Warning Letter & CA based on no misassigned staff for 7 years.	Sheridan 3	3/11/2013	0	0	0	0	0		3/27/2012	0	0	0	0	0	
1/9/2014	0	0	0	0	0		Sublette 1	4/25/2013	0	0	0	0	0		4/18/2012	0	0	0	0	0	
1/14/2014	0	0	0	0	0		Sublette 9	3/19/2013	0	0	0	0	0		1/17/2012	0	0	0	0	0	
2/10/2014	0	0	0	0	0		Sweetwater 1	4/1/2013	0	0	0	0	0		1/20/2012	0	0	0	0	0	
1/31/2014	0	0	0	0	0		Sweetwater 2	4/25/2013	0	0	0	0	0		1/24/2012	0	0	0	0	0	
2/21/2014	0	0	0	0	0		Teton 1	3/20/2013	0	0	0	0	0		3/22/2012	0	0	0	0	0	
1/29/2014	0	0	0	0	0		Uinta 1	3/29/2013	0	0	0	0	0		2/10/2012	0	0	0	0	0	
1/8/2014	0	0	0	0	0		Uinta 4		1	0	1	0	0	Warning Letter & CA Plan, Year 1	1/17/2012	0	0	0	0	0	
2/10/2014	0	0	0	0	0		Uinta 6	3/19/2013	0	0	0	0	0		3/22/2012	0	0	0	0	0	
1/24/2014	0	0	0	0	0		Washakie 1	3/11/2013	0	0	0	0	0		1/17/2012	0	0	0	0	0	
1/10/2014	0	0	0	0	0		Washakie 2	3/11/2013	0	0	0	0	0		1/17/2012	0	0	0	0	0	
1/10/2014	0	0	0	0	0		Weston 1	3/21/2013	0	0	0	0	0		1/19/2012	0	0	0	0	0	
1/14/2014	0	0	0	0	0		Weston 7	4/5/2013	0	0	0	0	0		1/17/2012	0	0	0	0	0	

	6	0	6	0	0	TOTALS	6	1	4	1	0		3	0	0	3	0	

Corrective Action Plan

1. The District shall provide services to all special education students based on the unique, individual needs of students in the least restrictive environment, including an appropriate response to student progress. The plan shall comply with the following:

    a. March 1, 2017: The District shall submit a Preliminary Corrective Action Plan in writing containing the following elements –

        i. IEPs that directly connect PLAAFP to students IEP goals;

        ii. IEPs that individualize service delivery to meet the unique needs of students in order to progress toward meeting IEP goals and participation in the general curriculum;

        iii. IEPs that respond to student progress, evidencing review and reconsideration when students exceed anticipated progress or fail to make expected progress; and

        iv. The elimination of any barriers to individualized service delivery, i.e., scheduling, grading, or the awarding of credits.

    b. March 20, 2017: WDE shall review and provide feedback and/or approval for the Preliminary Corrective Action Plan.

    c. June 1, 2017: The District shall formally adopt a final Corrective Action Plan and develop a Preliminary Implementation Plan to ensure all components (i.e. training, staffing, scheduling) will be firmly established in preparation for implementation. The Preliminary Implementation Plan shall include specific implementation steps and a detailed timeline for completion.

    d. August 1, 2017: The District shall provide a Final Implementation Plan to WDE, verifying that all necessary steps have been taken to provide services consistent with the Plan commencing with the 2017-2018 school year.

2. The District shall provide notice to the parent (or adult student) of each student enrolled in the Edge Program during the 2015-2016 and 2016-2017 school years of the following:

    a. For each student with a current IEP, still enrolled in the district. Those students IEP teams shall conduct a detailed review of the students' progress and the educational benefit received during enrollment the Edge program. If the student failed to make expected progress, the team shall provide remediation opportunities based on the student's unique needs;

b. For students who have exited special education, the District shall offer to meet with the student and/or parent to review student's progress, the educational benefit received while enrolled in the Edge program, and the need to provide remediation opportunities based on the student's unique needs, if applicable and agreed upon by both the district and the parents and or student;

c. A Prior Written Notice (PWN) shall be separately drafted for each student to memorialize the review of this decision, the student's progress and educational benefit received while enrolled in the Edge program, and the options considered to remediate the lack of educational benefit, if any; and

d. The PWN shall be submitted to WDE within five (5) days of the completion of each IEP meeting.

3. All required documentation evidencing compliance with the above steps must be submitted in a timely manner.

4. The District must continue to follow the recommendations and requirements of the ongoing Compliance Agreement between the District and WDE. All corrective action requirements herein are in addition to any requirements in the Compliance Agreement currently in effect or as amended in the future.

WYOMING DEPARTMENT OF EDUCATION
Jillian Balow, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

WYOMING
DEPARTMENT OF EDUCATION

December 1, 2016

Tobi Johansen, Chairman
Board of Trustees
Hot Springs County School District #1
415 Springview Street
Thermopolis, WY 82443

Dear Board of Trustees:

In accordance with Wyoming Statute (W.S.) 21-2-203(e)(ii)(A), the Wyoming Department of Education is obligated to advise a district's Board of Trustees of noncompliance with reporting requirements. After review of required data submissions, the Hot Springs County School District #1 has failed to submit the following reports by the due date, as required by W.S. 21-3-117(a)(i), W.S. 21-13-307(a)(iii), and W.S. 21-13-307 (b):

Collection	Due Date	Date Submitted
WDE103 Reimbursable Pupil Transportation Expenditures Report	8/12/2016	9/7/2016
WDE401 Reimbursable Special Education Expenditures Report	8/12/2016	9/12/2016
WDE601 WISE Annual District Report	8/12/2016	9/1/2016
WDE684 WISE Teacher/Course/Student Fall Data	10/17/2016	10/18/2016

Furthermore, W.S. 21-2-203(e)(ii)(A) requires the district's Board to submit a plan to correct the noncompliance and prevent future instances of noncompliance. Please send your district's plan no later than January 16, 2017.

If you have any questions or need further clarification, please contact Jed Cicarelli at (307) 777-5808 or Kim Morrow at (307) 777-6000.

Sincerely,

Dianne Bailey
Chief Operations Officer

cc: Dustin Hunt, Superintendent
      Chauncy Johnson, Business Manager

DB:km

Jillian Balow
Superintendent of Public Instruction

Dicky Shanor
Chief of Staff

Brent Bacon
Chief Academic Officer

Lisa Weigel
Chief Policy Officer

Dianne Bailey
Chief Operations Officer

_____

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On the Web
edu.wyoming.gov
wyomingmeasuresup.com

MEMORANDUM

To: State Board of Education
From: Lisa Weigel, Chief Policy Officer
Date: June 14, 2017
Subject: Accreditation Recommendations – School Districts

Meeting Date: June 22, 2017

Item Type: Action: __X___   Informational: ____

Background:
The Wyoming State Board of Education determines the accreditation status of every Wyoming school district per statute:

The Accreditation Section manages the accreditation process each year by conducting a staffing review assuring appropriately assigned staff; reviewing School Improvement Plans and Assurances submitted on forms provided by the department; communicating with all agency divisions regarding systems reviews; overseeing and assiting with external accreditation reviews. Recommendations are developed from data collected through this process and discussed with WDE Leadership.

Five levels of accreditation are designated in Chapter 6 of State Board Rules. They are: Full Accreditation; Accreditation with Follow-up providing one year to make needed improvements; Accreditation with Deficiencies providing an additional year for improvements failed to be completed; Conditional Accreditation providing more than a year to make improvements; and Non-Accreditaiton with possible penalties.

Based on data collected during the accreditation process in the 2016-2017 school year, all Wyoming public school districts are recommended for Full Accreditation with the exception of two districts.

• Uinta CSD #6 is recommended for Accreditation with Follow-up. The district hosted an external review in 2014 and submitted an Accreditation Progress Report in 2016 as required. The report was returned to the district by Advanc-Ed for further work and the district received Accreditation Under Review from the contractor.

• Sweetwater CSD #1 is recommended for Accreditation with Follow-up. The district has experienced ongoing systems issues in Special Education services. WDE has conducted hearings and has developed a Corrective Action Plan to improve the areas where issues have occurred.

Two school districts are recommended to receive warning letters along with granting Full Accreditation:

• Crook CSD #1 was found to have three misassignments during the staffing review. One was a teacher and two were coaches. The district has not had misassignments for the past seven years. Lowering of accreditation status is recommended when there are at least two years out of the last five with misassignments. When this is not the case, the recommendation is Full Accreditation with a warning letter and requiring a Corrective Action Plan.

• Hot Springs #1 was found in data reports to have systems issues in timely reporting. This is the first year the issue has been reported. The

recommendation is Full Accreditation with a warning letter and requiring a Corrective Action Plan.

Statutory Reference (if applicable):
- W.S.21-2-304(a)(ii)
Board Rules, Chapter 6

Fiscal Impact:
None noted

Supporting Documents/Attachments:
Wyoming Accreditation Recommendations Power Point
Accreditation Status
2016 Accreditation Visits
WDE Staffing Report by District
Sweetwater #1 Corrective Action Plan
Hot Springs Noncompliance Letter
2016-17 District Accreditation Recommendations

Proposed Motions:
1. I move that the following Wyoming school districts be granted full accreditation:

Albany CSD #1	Crook CSD #1	Hot Springs CSD #1	Park CSD #16	Uinta CSD #1
Big Horn CSD #1	Fremont CSD #1	Johnson CSD #1	Platte CSD #1	Uinta CSD #4
Big Horn CSD #2	Fremont CSD #2	Laramie CSD #1	Platte CSD #2	Washakie CSD #1
Big Horn CSD #3	Fremont CSD #6	Laramie CSD #2	Sheridan CSD #1	Washakie CSD #2
Big Horn CSD #4	Fremont CSD #14	Lincoln CSD #1	Sheridan CSD #2	Weston CSD #1
Campbell CSD #1	Fremont CSD #21	Lincoln CSD #2	Sheridan CSD #3	Weston CSD #7
Carbon CSD #1	Fremont CSD #24	Natrona CSD #1	Sublette CSD #1	
Carbon CSD #2	Fremont CSD #25	Niobrara CSD #1	Sublette CSD #9	
Converse CSD #1	Fremont CSD #38	Park CSD #1	Sweetwater CSD #2	
Converse CSD #2	Goshen CSD #1	Park CSD #6	Teton CSD #1	

2. I move that the following Wyoming school districts be granted accreditation with follow-up:
   Sweetwater CSD #1
   Uinta CSD #6

For questions or additional information:
Contact Dianne Frazer at 307.777.8676 or dianne.frazer@wyo.gov.

2016-17 District Accreditation Recommendations,

Two Year Comparison/ 5/30/2017

District	Accreditation Status 2016-17 Recommendation	Recommended Status Based On:	Accreditation Status 2015-16 with Reason
Albany #1	Accreditation with Follow-up	Misassignments in 2 of last 4 years	Full Accreditation - IEQ 285
Big Horn #1	Full Accreditation	IEQ 304	Full Accreditation
Big Horn #2	Full Accreditation	IEQ 337	Full Accreditation
Big Horn #3	Full Accreditation	IEQ 294	Full Accreditation
Bigt Horn #4	Full Accreditation	IEQ 283	Full Accreditation
Campbell #1	Full Accreditation		Full Accreditation
Carbon #1	Full Accreditation	IEQ 283	Full Accreditation
Carbon #2	Full Accreditation	IEQ 266	Full Accreditation
Converse #1	Full Accreditation	External Review IEQ 301	Full Accreditation
Converse #2	Full Accreditation	External Review IEQ 286	Full Accreditation
Crook #1	Full Accreditation		Full Accreditation
Fremont #1	Full Accreditation	IEQ 260	Full Accreditation
Fremont #2	Full Accreditation	APR Completed, IEQ 233	Accreditation with Follow-up - IEQ 217, Making progress on APR
Fremont #6	Full Accreditation	IEQ 302	Full Accreditation
Fremont #14	Full Accreditation	IEQ 251	Full Accreditation
Fremont #21	Full Accreditation	IEQ 245	Full Accreditation
Fremont #24	Full Accreditation	IEQ 316	Full Accreditaiton
Fremont #25	Full Accreditation	IEQ 275	Full Accreditaiton
Fremont #38	Full Accreditation	IEQ 235	Full Accreditation
Goshen #1	Full Accreditation	IEQ 237	Full Accreditation
Hot Springs #1	Full Accreditation	External Review IEQ 280, Warning letter re: Data Reporting System	Full Accreditation
Johnson #1	Full Accreditation		Full Accreditation
Laramie #1	Full Accreditation	IEQ 283	Full Accreditation
Laramie #2	Full Accreditation	IEQ 261	Full Accreditation
Lincoln #1	Full Accreditation	IEQ 298	Full Accreditation
Lincoln #2	Full Accreditation	IEQ 312	Full Accreditation
Natrona #1	Full Accreditation	External Review IEQ 287	Full Accreditation
Niobrara #1	Full Accreditation	IEQ 256	Full Accreditation

District	Accreditation Status 2016-17 Recommendation	Recommended Status Based On:	Accreditation Status 2015-16 with Reason
Park #1	Full Accreditation	IEQ 306	Full Accreditation
Park #6	Full Accreditation	IEQ 288	Full Accreditation
Park #16	Full Accreditation	IEQ 308	Full Accreditation
Platte #1	Full Accreditation	IEQ 232	Full Accreditation
Platte #2	Full Accreditation	APR completed, IEQ 249	Accreditation with Follow-up, Completing APR
Sheridan #1	Full Accreditation		Full Accreditation
Sheridan #2	Full Accreditation		Full Accreditation
Sheridan #3	Full Accreditation		Full Accreditation
Sublette #1	Full Accreditation	IEQ 321	Full Accreditation
Sublette #9	Full Accreditation	IEQ 288	Full Accreditation
Sweetwater #1	Accreditation with Follow-up	Recommended to complete Corrective Action Plan for Individual Learning with TA	Full Accreditation - IEQ 278
Sweetwater #2	Full Accreditation	IEQ 288	Full Accreditation
Teton #1	Full Accreditation	IEQ 291	Full Accreditation
Uinta #1	Full Accreditation	IEQ 298	Full Accreditation
Uinta #4	Full Accreditation	IEQ 295	Full Accreditation
Uinta #6	Accreditation with Follow-up	APR, making progress on 2 of 6 requirements, continuing work on 4 of 6	Full Accreditation - IEQ 229
Washakie #1	Full Accreditation	IEQ 319	Full Accreditation
Washakie #2	Full Accreditation	IEQ 282	Full Accreditation
Weston #1	Full Accreditation		Full Accreditation
Weston #7	Full Accreditation		Full Accreditation
St. Stephens	Full Accreditation	APR completed, IEQ 193 (164 for HS, 203 for Elem.)	Accreditation with Follow-up, Completing APR

For information on Accreditation contact Dianne Frazer at 307-777-8676 or dianne.frazer@wyo.gov

2016-2017 Wyoming Institutional School Accreditation Status, Two Year Comparison 5/30/17

Institutional School	Accreditation Status 2016-17 Recommendation	Recommended Status Based On:	Accreditation Status 2015-16 with Reason
C Bar V Ranch	Full Accreditation	APR Met	Full Accreditation -Continued Progress
Cathedral Home	Full Accreditation	APR Met	Full Accreditation - Continued Progress
Fremont County BOCES	Full Accreditation	IEQ 310	First Accredited 2015-2016 school year
NE BOCES, Powder River Basin	Full Accreditation	APR Met	Full Accreditation - Continued Progress
Northeast WY BOCES, Big Horn Basin	Full Accreditation	APR Met	Full Accreditation - Continued Progress
Normative Services	Full Accreditation	APR Met	Accreditation with Follow-up - APR Returned, not accepted
Red Top Meadows	Full Accreditation	APR Met	Full Accreditation - Continued Progress
St. Joseph's Children's Home	Full Accreditation	APR Met	Full Accreditation - Continued Progress
Wyoming Behavior Institute	Full Accreditation	APR Met	Full Accreditation - Continued Progress
Wyoming Boys School	Full Accreditation	APR Met	Full Accreditation - Continued Progress
Wyoming Girls School	Full Accreditation	APR Met	Full Accreditation - Continued Progress
Youth Emergency Services, Inc. (YES House)	Full Accreditation	APR Met	Accreditation with Follow-up - APR Returned, not accepted

For information on Accreditation contact Dianne Frazer at 307-777-8676 or dianne.frazer@wyo.gov