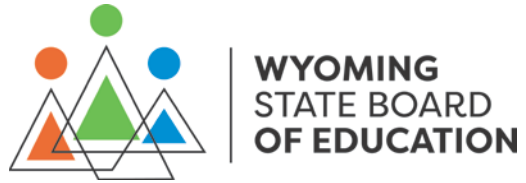




# WYOMING STATE BOARD OF EDUCATION

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

July 20, 2017 Teleconference		
9:00 a.m.-9:30 a.m.	<b>State Board of Education</b>	
	<ul style="list-style-type: none"> <li>• Call to Order</li> <li>• Pledge of Allegiance</li> <li>• Roll Call</li> </ul>	
	<ul style="list-style-type: none"> <li>• Approval of Agenda</li> </ul>	Tab A
	<ul style="list-style-type: none"> <li>• Minutes - June 22, 2017</li> </ul>	Tab B
	<ul style="list-style-type: none"> <li>• Treasurer's Report</li> </ul>	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.- 11:30 a.m.	Board Reports and Updates-	Tab F
	<ul style="list-style-type: none"> <li>• Communication Plan Updates</li> </ul>	Tab G
	<ul style="list-style-type: none"> <li>• AdvancED Survey Follow-Up</li> </ul>	Tab H
	<ul style="list-style-type: none"> <li>• Alternative High School Acct.</li> </ul>	Tab I
	<ul style="list-style-type: none"> <li>• Leader Accountability Progress</li> <li>• Indian Education for All Update</li> </ul>	Tab J
11:30 a.m.- 12:00 p.m.	Committee Updates: <ul style="list-style-type: none"> <li>• Administrative Committee</li> </ul>	Tab K
	Action Item: <ul style="list-style-type: none"> <li>• Technology Support Contract</li> </ul>	
	Other issues, concerns, discussion, public comment:	
	<b>Adjourn the State Board of Education</b>	



## ACTION SUMMARY SHEET

DATE: July 20, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the July 20, 2017 State Board of

Education meeting. SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Kylie Taylor  
Executive Assistant

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

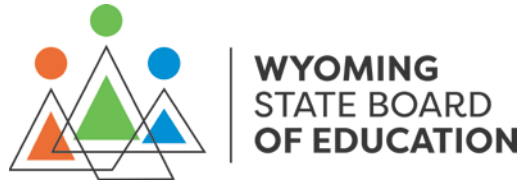
COMMENTS:



# WYOMING STATE BOARD OF EDUCATION

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	Other issues, concerns, discussion, public comment:	
	<b>Adjourn the State Board of Education</b>	



## ACTION SUMMARY SHEET

**DATE:** July 20, 2017

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the State Board of Education meeting on June 22, 2017

**SUPPORTING INFORMATION ATTACHED:**

- Minutes of June 22, 2017

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

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

**COMMENTS:**

WYOMING STATE BOARD OF EDUCATION

June 22, 2017  
201 North Connor St.  
Sheridan, Wyoming

Wyoming State Board of Education members present: Walt Wilcox, Ken Rathbun, State Superintendent Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff, Ryan Fuhrman, Dan McGLade, Max Mickelson (via Zoom Meeting), Jim Rose, and Belenda Willson (via Zoom Meeting).

Members absent: Robin Schamber, Kathryn Sessions

Also present: Kylie Taylor, WDE; Thomas Sachse, SBE Coordinator; Katherine Leuschel, Attorney General's Office (AG); Kari Eakins, WDE; Dicky Shanor, WDE Chief of Staff.

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June 22, 2017

CALL TO ORDER

Chairman Walt Wilcox called the meeting to order at 9:00 a.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Minutes from the May 18-19, 2017 State Board of Education meeting were presented for approval.

Sue Belish moved to approve the minutes, seconded by Scotty Ratliff; the motion carried.

TREASURER'S REPORT

SBE Treasurer, Ken 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.

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

WYOMING STATE SUPERINTENDENT UPDATE

State Superintendent, Jillian Balow, gave an update regarding the national educational policy and that she had the privilege of serving on an education panel in Washington, DC. Superintendent Balow also gave an update on the Summer Technical Assistance Retreat that the WDE hosts every summer that provides

support to districts on the use of federal funds and implementation of the related federal programs. Superintendent Balow attended recalibration in Riverton where the committee hashed through the finer details of our funding model throughout the course of the day. The last update Superintendent Balow gave was on the public comment that is in full swing for the American Indian Education Program, there has been great attendance and input from all of the community meetings.

## **BOARD REPORTS, UPDATES & COMMENTS**

### **Coordinators Report**

Tom Sachse, SBE Coordinator, gave his coordinators report on his presentation to the JEIC, the report on Leader Accountability progress which is consisted of identifying job titles for the accountability system, tendency for individuals to conflate the evaluation system with accountability system, the 2014 Wyoming Standards for Educational Leaders is preferable to the national Professional Standards for Educational Leaders, what other states are doing, and the challenges. Tom also reported on the changes that have been made to Chapter 31 and the work that has been done surrounding that. The final piece of Tom's report was in regards to the Professional Judgement Panel and planning that is taking place to prepare for the July meeting.

### **Joint Education Interim Committee Reports**

Dicky Shanor, WDE Chief of Staff, reported on the on the memos that were submitted to the JEIC. The first memo was in regards to Education and Military and what the WDE has done to bring Wyoming into compliance with the Every Student Succeeds Act. The next memo discussed Computer Science Education and the work that is being done at the WDE to strengthen computer science for Wyoming students.

### **Advisory Committee and Professional Judgement Panel**

Dicky Shanor reported the work that is being done by the Advisory Committee to meet requirements of both ESSA and WAEA. Much of the work has been completed including consensus on the definition for Post-Secondary Readiness. A meeting with the PJP has been scheduled for July 13-14, with the immediate priority to align state and federal accountability models.

### **Alternative Schedule and School Performance Ratings**

Based on the information that was requested by the State Board at the May 2017 meeting, Dicky Shanor reported on school's performances that have an alternative schedule. 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.

### **Every Student Succeeds Act Update**

Kari Eakins, WDE Communications Director, reported on the public comment that was received by the WDE on the draft ESSA State Plan. Public comment 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. Kari attached the most relevant comments to her memo for the Board to review.

## **COMMITTEE UPDATES**

### **Administrative Committee**

Sue Belish, SBE, discussed the most recent meeting the Administrative Committee had. During the meeting the committee discussed what the Advisory Committee on Accountability met and focused on and what the postsecondary readiness index will be in percentage of each school's 12<sup>th</sup> grade students who meet the state's definition of postsecondary ready based on three different options. The committee briefly discussed whether the Board should add completion of High School Equivalency Certificates to the calculations for graduation rates in the accountability system. The next topic was the work the WDE has done in facilitating the work on Leader Accountability, a group of school board members, superintendents, curriculum directors, and others are working to define who would be subject to the accountability system. The committee discussed the next steps to take with Chapter 31, JEIC reports, the PJP, June SBE meeting agenda items, technology assists, SBE staffing contracts, and set out a regular monthly administrative committee meeting schedule going forward.

### **Communications Committee**

Ryan Furrman, SBE, gave an overview of what was discussed during the communications committee meeting. Tom Sachse distributed the communications plan to everyone that was in attendance at the committee meeting, because of the length and complexity of the plan, Tom suggested everyone read it on their own time and plan to discuss at a later time. It was suggested during the committee meeting to look at the website and conduct a review on what could be added/changed. Kenny Rathbun reviewed the original plan to use \$14,500 in the NASBE grant for communications purposes before the grant closes to new expenditures by July 15. Kenny and committee members reviewed the communications proposal that was reviewed and approved at the May State Board meeting. Kylie reported that she had nearly completed work on the Pascal continuation contract. Tom reported on the WPR interview that he had with Tennessee Watson regarding Wyoming Accountability in WAEA.

### **ACTION ITEMS**

#### **Court Ordered Placement of Students Facility**

The WDE recommended that the State Board of Education designate G4S Youth Services LLC as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Wyoming Statute 21-13-315.

Kenny Rathbun moved to approve G4S Youth Services LLC as an approved facility for court ordered placement. Scotty Ratliff seconded, the motion carried with all Board members in favor.

#### **Accreditation**

Dianne Frazer, WDE, presented on the accreditation process in Wyoming, the Accreditation Section manages the accreditation process for institutional schools each year through accreditation reviews and follow-up provided by contractor Advanc-Ed.

Dianne gave the Board a proposed motion that the following Wyoming institutional schools be granted full accreditation as well as districts from around the state: 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, and Youth Emergency Services, Inc.

Because of conflicts of interest within some of these school districts, the Board split motions.

Sue Belish moved to approve Crook County, Superintendent Balow seconded, Kenny Rathbun abstained from the vote; the motion carried.

Sue Belish moved to approve Laramie County, Superintendent Balow seconded, Nate Breen abstained from the vote; the motion carried.

Sue Belish moved to approve Natrona County, Superintendent Balow seconded, Chairman Wilcox abstained from the vote; the motion carried.

Sue Belish moved to approve Sheridan County, Superintendent Balow seconded, Ryan Furhman abstained from the vote; the motion carried.

Sue Belish moved to approve Sweetwater County, Superintendent Balow seconded, Max Mickelson abstained from the vote; the motion carried.

Sue Belish moved to approve Unita County, Superintendent Balow seconded; the motion carried.

After the vote on Unita County Tom Sachse read a letter from Unita County Superintendent Colby Gull regarding accreditation in his county.

Sue Belish moved to approve full accreditation of the thirteen Wyoming institutional schools, Kenny Rathbun seconded; the motion carried.

#### NEXT MEETING

The Board's next meeting will take place via teleconference on July 20, 2017

The meeting adjourned at 1:55 p.m.



## ACTION SUMMARY SHEET

**DATE:** July 20, 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 14 July 2017

## SUMMARY REPORT

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	31,163.86		28,836.14	48.06%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	65,181.80		62,093.20	48.79%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	2,856.92		2,880.08	50.20%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	99,757.58	0.00	144,048.42	59.08%
DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Professional Services (0900 series)					
[App Unit 009]	145,848.00	21,747.91	3,153.46	120,946.63	82.93%
	145,848.00	21,747.91	3,153.46	120,946.63	82.93%
<b>TOTAL</b>	<b>389,654.00</b>	<b>121,505.49</b>	<b>3,153.46</b>	<b>264,995.05</b>	<b>68.01%</b>



**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
for Students to Keep  
Wyoming Strong*

**Jillian Balow**

Superintendent of Public Instruction

**Dicky Shanor**

Chief of Staff

**Brent Bacon**

Chief Academic Officer

**Lisa Weigel**

Chief Policy Officer

**Dianne Bailey**

Chief Operations Officer

#### **Cheyenne Office**

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

#### **Riverton Office**

320 West Main  
Riverton, WY 82501  
Phone: (307) 857-9250  
Fax: (307) 857-9256

#### **On the Web**

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

To: State Board of Education

From: Jillian Balow, Superintendent of Public Instruction

Date: July 12, 2017

Subject: Wyoming State Superintendent Update

It's been a fast and furious summer at the WDE with multiple conferences, standards reviews, interim legislative work, and the final push for ESSA. In addition to the updates and information you will receive during this meeting, here are some items I wanted to share with you:

#### **ESSA Update**

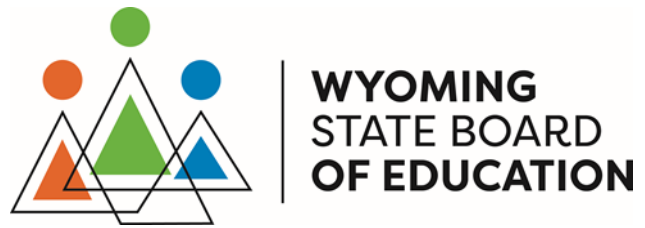
Wyoming's Consolidated State Plan for the Every Student Succeeds Act (ESSA) was sent to the Governor's Office on July 3, 2017 for his 30-day review. Chief Academic Officer Brent Bacon and WDE staff then had a productive meeting with the Governor the following week to answer his questions and get initial feedback. The Governor has until August 3 to send feedback to us and decide if he would like his signature on the plan for submittal to the US Department of Education.

#### **Chief Policy Officer**

A new Chief Policy Officer, Megan Degenfelder, will be starting on August 1. She currently does government affairs for Cloud Peak Energy, is a Casper native, former UW Student Body President, and was a classroom teacher in China while she got her master's degree from Beijing University. Like all of us, she's passionate about Wyoming and education, and will bring a good skill set to the WDE and Wyoming education. Going forward, Accountability Director Julie Magee and Communications Director Kari Eakins will serve as co-liaisons to the board, with support from the Chief Policy Officer.

#### **Carpet Installation**

The second floor of the Hathaway Building is currently having new carpet installed, which means shuffling workspace for WDE staff. Throughout the rest of July, the divisions of School Support and most of Individual Learning are working from the fifth floor in Suite D. Once their sections of the second floor have new carpet, the main reception and divisions of communication, accountability, and standards and assessment will temporarily work from the fifth floor. The work should be done in early September and we appreciate your patience as we adapt to the temporary work conditions.



July 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Coordinator's Report

This month there are five items comprising the Coordinator's Report. These include preparations for the Professional Judgement Panel; considerations regarding progress on Chapters 6 and 31; forthcoming committee work; orientation of our new representative from the University of Wyoming—College of Education Dean Ray Reutzel; and request for technology assistance.



**WYOMING  
STATE BOARD  
OF EDUCATION**

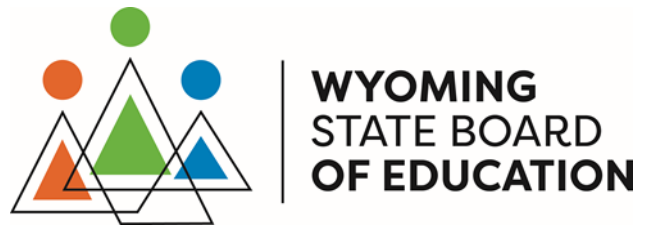
July 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: PJP Planning

As of this writing, the plans for holding the Professional Judgement Panel (PJP) are essentially complete. For continuity purposes, we tried to maintain as many prior panelists as was possible. We added new members to replace those that had moved on to different positions. Of course, mid-July is not an optimal time to hold such panel discussions, but there really isn't a perfect time and we have our legislative reporting responsibility to fulfill in August. Department staff have been most helpful in assembling the talent to bring the discussions to useful recommendations that balance the need for accountability "coherence" with the legislative distinctions between the federal and state systems. At your meeting, we will discuss the PJP process and results.



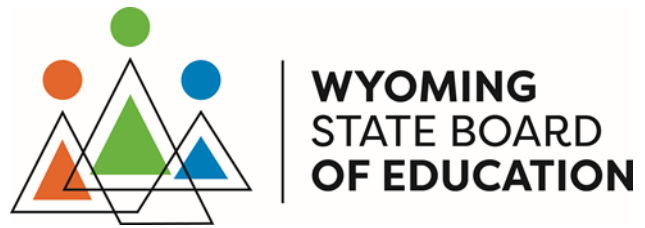
July 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Status of Chapters 31 Strategy

By the time of this writing, the WDE consultant for rules revision—Amy Starznsky of Foresight Law & Policy—has drafted a letter that Chairman Wilcox will send to the state attorney general. I believe that letter will be edited to acknowledge the additional help provided by the governor's office in trying to identify a strategy that will move the Chapter 31 issue forward. The letter will pose the fundamental question of the origin of constitutional equity provided by the District Assessment Systems and will also petition advice from the attorney general on other questions that may help us find a path forward on the graduation requirements issue. During this agenda item, I hope the board will help generate additional questions we can propose to the AGs office



July 11, 2017

To: State Board Members

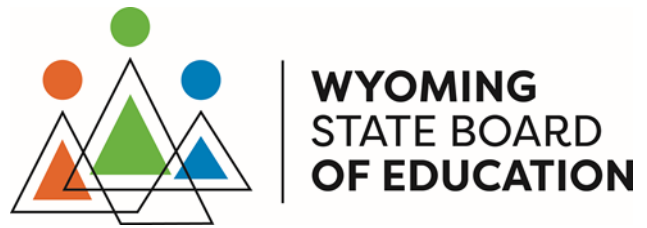
From: Tom Sachse, Ph.D.

RE: Communications and Legislative Committees' Progress

While the report of the Administrative committee is included later in this packet, neither the Communications committee nor the Legislative committee have met this last month. Still, both are making significant progress towards productive August meetings.

The Communications committee has been waiting to have the contract for Pascal Communications fully executed. Ryan has asked board members at the last June meeting in Sheridan to review the overall communications plan in that packet. Hopefully, for that part of the agenda, the board can have a robust discussion of the total communications plan and identify the most critical work going forward for her, the staff (with assistance from the WDE communications team), and the committee.

During the same time period, Max and I have been exchanging information about the duties of the Legislative committee. We have been discussing that there will be three likely sources for legislative vehicles proposed by the Wyoming State Board of Education. These include: recommendations from the July Professional Judgment Panel; recommendations that emanate from the entire board discussions of items, like Chapter 6 revision; and recommendations that come from the Legislative committee itself seeking priorities from the Joint Education Interim Committee.



July 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: New Member Orientation

College of Education Dean Ray Reutzel has accepted our offer to participate in a 1- to 2-hour orientation on July 19<sup>th</sup>. Kylie has been quite busy in assembling a considerable number of materials that we hope will ultimately result in a repository of state board resource materials that can be updated and expanded overtime.





**WYOMING  
STATE BOARD  
OF EDUCATION**

July 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Tech Support

At the last two Administrative Committee meetings, I have asked for technology support assistance. While the committee is generally understanding that I have significant technology needs and 40% less time to accomplish tasks, they are needing to find the WDE process for setting up such a contract. But I got an email from Chief of Staff Shanor that there may be less cumbersome ways to find tech support. One of the problems is that the WDE works in a PC environment, while I work with Apple (IOS) products.

I am exploring low-cost tech support with the WDE and ETS. At your meeting, I will update the board on the tech support options and make a recommendation to make tech support most effective and efficient.

Wyoming State Board of Education Communications Plan  
Presented by Pascal Public Relations  
August 31, 2015

## Table of Contents

- I. Executive Summary
- II. Research Overview & Findings
- III. Challenges
- IV. Communications Plan
- V. Content Development
- VI. Next Steps

## **I. Executive Summary**

The Wyoming State Board of Education engaged Pascal Public Relations to better communicate its work and engage stakeholders in a more purposeful and consistent dialogue in order to enhance educational outcomes throughout Wyoming. The Board does not currently have a communications plan or program, but the Wyoming Department of Education is performing some communications duties on behalf of the Board, including working with representative stakeholder committees, announcing milestones, events and State Board meetings and outcomes, as well as publishing findings from town hall gatherings. Even so, the State Board of Education feels that an independent voice and board-driven communications plan is essential to more consistently drawing in stakeholder perspectives and meeting State Board goals.

### **Overall Recommendations**

- We recommend that the State Board of Education activate a cohesive, consistent communications plan that seeks to work in partnership with the Department of Education, leveraging Department tools, resources and experience whenever possible. We also recommend that the Board maintain its integrity as an independent body so that it may authentically represent the needs and concerns of stakeholders throughout Wyoming. This requires some independent communication and a separate voice on a variety of issues.
- Equally as important, the State Board of Education is responsible for establishing statewide goals for public education, per state statute. Pascal Public Relations strongly urges the board to engage in that work and integrate these goals into its communications program. The Department of Education is also developing a mission, vision and strategic plan. This presents an opportunity for the State Board and the Department of Education to work together to present an integrated vision for Wyoming education.

### **Plan Objectives:**

- Enhance educational outcomes for Wyoming's more than 90,000 students.
- Make a meaningful contribution to the future of education in Wyoming.

### **Goals:**

- Increase awareness of the State Board's responsibilities and how they interact with other educational entities throughout Wyoming.
- Enhance understanding of:
  - The facts surrounding key board responsibilities
  - The importance of standards, assessment, accountability and accreditation as they relate to improving K-12 and post-secondary success for Wyoming's more than 90,000 students, and how it all ties to statewide prosperity
- Improve stakeholder engagement in and support for statewide educational goals.
- Establish collaborative group(s) to propose meaningful education programs or legislation.

### **Strategic Recommendations:**

- Establish statewide goals for public education.
- Build relationships and partnerships with stakeholders.
- Establish and maintain a State Board voice.
- Make communication relevant to stakeholders throughout Wyoming.
- Stay focused.
- Be clear, consistent and jargon-free.
- Be ready to communicate – develop content.
- Anticipate issues and obstacles.
- Establish the infrastructure, systems, support and processes to ensure effective outcomes.
- Communicate in the spirit of partnership.

### **Challenges:**

- Resource management and availability
- Quality, time and timing
- Consideration of collaboration and partnerships vs. independent communication
- Consideration of Board Member and Department of Education schedules
- Evolving stakeholder concerns and needs

### **Communications Process:**

- Identify opportunities for communication
- Clarify purpose for each communication – make sure it aligns with goals and themes, and creates some practical benefit to education in Wyoming. Create a one-sheet planning document.
- Consider collaboration and/or partnerships vs. independent communication
- Clarify resource management – who will do what?
- Develop materials and content
- Review, edit and approve
- Prepare for two-way communication with stakeholders and media interviews
- Execute communication

### **Action Plan:**

#### **Tier I**

- Develop statewide goals for public education, and measure progress periodically
- Build content
- Update State Board website to be more dynamic, image rich and engaging
- Launch a State Board Twitter account
- Develop a State Board mark, seal or logo
- Select spokespeople and schedule stakeholder/media training
- Announce milestones as they happen
- Develop and deliver a monthly, quarterly and annual report

#### **Tier II**

- Build, maintain and implement an annual communications opportunities chart
- Implement four focus areas each year to highlight priorities with stakeholders
- Establish, maintain and monitor two-way communication with stakeholders

- Build and maintain more consistent relationships with media, community, business and educational leaders across the state

### **Tools & Tactics:**

To ensure that stakeholders are reached and two-way dialogue is encouraged, the State Board should endeavor to use multiple communications vehicles via earned, owned and social platforms. The following is a list of tools/tactics for consideration:

- Media relations, including alerts and releases, b roll, informational meetings and interviews
- Key topic fact sheets, timelines and status reports
- Listserv/e-blasts – direct to stakeholder list
- Actively managed remote engagement (Mind Mixer or similar, Webex, Joinme)
- Web site
- Social channels
- Monthly updates, and quarterly and annual reports
- Legislative introduction, reports and meetings
- Educational, community and business event participation
- Statewide SBE-driven events and meetings – face-to-face and digital
- SBE in districts, classrooms and board rooms
- Multi-media integration, including photos, videos and info-graphics
- Gauge and monitor input with quarterly surveys, media monitoring and educational partner reports

## **II. Research Overview & Findings**

The agency performed a communications audit with members of the board. We also discussed issues and opportunities with State Board Consultant Paige Fenton Hughes and State Board Chairman Pete Gosar, as well as Department of Education Chief of Staff Dicky Shanor and Communications Director Kari Eakins. We also reviewed research provided by the Wyoming Department of Education and conducted an informal web survey with additional stakeholders.

### **Summarized Communications Audit Findings:**

The State Board communications committee and Wyoming Department of Education representatives came together for a full-day communications session. Summarized findings are as follows:

- The State Board of Education does not currently have a consistent communications program. The board feels consistent communications are vital to ensuring they are more faithfully fulfilling their legally mandated roles.
- The State Board of Education does not currently have a body of general or specific content related to its responsibilities that can be shared with stakeholders.
- The State Board believes the public doesn't understand its role, nor do they have a clear grasp of the board's responsibilities.
- The State Board believes citizens are unclear about the differences between federal and state policy-making – and how it all works together. They believe citizens are concerned that the federal government has gotten involved in local decision-making – and the Board wants to clarify and differentiate their role in developing education policies.
- The State Board believes that generally, the public does not understand how it works with the Department of Education, Districts and other educational entities throughout the state.
- The State Board recognizes that every citizen of Wyoming is a stakeholder in education, and that efforts must be made to communicate with them more consistently.

- The State Board believes it can be of better service to the public and educators by emphasizing a unified set of goals and communicating about the topics of greatest importance, while allocating the time and effort to cultivate relationships and engage in a more robust dialogue.

#### **Summarized WDE Statewide Survey Findings:**

When Superintendent Balow entered office late last year, the Department of Education conducted a survey to gather input on education in Wyoming and the Wyoming Department of Education. Questions focused on what is working well and what's not, key issues working for and against education in Wyoming, and perceptions of Department performance, among other things. Five-hundred and thirty-two people responded. Approximately 72% were educators, school district employees or department of education employees. Nearly 17% were parents, and the rest were a mix of Department of Education employees, PTO/PTA members, early childhood providers, Wyoming Business Council members and other.

The findings are summarized as follows:

- Communication was identified as an area for improvement; respondents felt that education needed a greater voice from stakeholders at all levels to ensure good decision making.
- Testing was identified as a key area for improvement.
- Leadership was identified as a key area for improvement; respondents want more consistent leadership, vision and goals.
- Curriculum flexibility was identified as a key area for improvement.
- Core standards were highly ranked as something respondents didn't want to lose.
- The need for funding, resources and support provided to the Wyoming education system was ranked as a top priority, and considered something that respondents did not want to lose.
- The commitment to local control within Wyoming was ranked as a high priority and something respondents didn't want to lose.
- High quality educators, and the funding to attract and retain them, were cited as positive forces in building a successful education system.
- More than half of respondents felt the Department of Education's performance was unsatisfactory or inconsistent, about one-third felt it was effective, highly effective or exceptional.
- And lastly, communication was the most highly ranked answer to how the Department of Education could improve its ratings. Leadership was next on the list.

#### **Summarized Email Survey Findings:**

Pascal Public Relations developed a short informal email survey to gauge and verify the State Board's beliefs about a lack of awareness and understanding of the State Board of Education's roles. The survey was conducted over a four-day period with 50 recipients, 25 of which responded.

- 68% of respondents have children in the K-12 system
- 12% of respondents work in Wyoming's K-12 school system
- 80% of respondents stated that they are not aware of how the State Board of Education works with the Department of Education and School Districts
- 60% of respondents stated that they are somewhat aware of the work the State Board of Education is responsible for, 20% were not at all aware and the other 20% were very aware.
- In an open-ended question asking respondents to list what they believe the State Board is responsible for, standards were most often listed. The following list includes other highlights:
  - Curriculum
  - Budget/School Finance



- o Accountability
- o Accreditation
- o Overall education
- o Taking care of schools
- o Professional development

It's clear that there is opportunity to clarify State Board roles and responsibilities, and why they matter in the larger context of Wyoming's broader education goals.

### III. Challenges

Throughout the planning process we identified several challenges related to executing a State Board of Education communications program, including:

- Resource availability and management
- Timelines and processes
- How and when to align State Board communication with the Department of Education
- When the State Board should act and speak separately to convey independent viewpoints or emphasis
- How to balance communication about mandated responsibilities with the State Board's broader charge
- How to handle evolving public sentiment and communications approach with various audiences
- Lack of a current set of statewide goals for public education in Wyoming

Wyoming state statute clearly states that the State Board of Education is responsible for enacting policies for accreditation, accountability, standards and assessment, and is the acting school board for vocational schools. It also lists open-ended responsibilities that allow the State Board to work on broader educational issues:

**Establish policies for public education in this state consistent with the Wyoming Constitution and statutes and may promulgate rules necessary or desirable for the proper and effective implementation of this title and its responsibilities under this title.**

**The board shall ensure that educational programs offered by public schools in accordance with these standards provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society.**

**In addition to subsections (a) and (b) of this section, the state board shall establish statewide goals for Wyoming public education.**

**The state superintendent, the director and the state board shall, in accordance with W.S. 9-2-1014, report to the governor and recommend such legislation concerning education and appropriations for**

**educational activities as they may deem appropriate.**

Given this latitude in responsibility and the nature of the State Board's collaborative partnership with the Department of Education, the most significant challenge before the State Board is:

- Finding a way to effectively communicate its essential day-to-day work, while also developing, supporting and communicating unified goals for Wyoming education.

#### **IV. Communications Plan**

Given the Wyoming Department of Education's role in enacting the State Board of Education's policies, we recommend that the State Board of Education activate a cohesive, consistent communications plan that seeks to work in partnership with the Department of Education, leveraging Department tools, resources and experience whenever possible.

It's also essential that the State Board of Education maintain its integrity as an independent body so that it may authentically represent the needs and concerns of stakeholders throughout Wyoming. This requires some independent communication and a separate voice on a variety of issues.

Therefore this communications plan sets forth recommendations for the State Board to enact a communications effort that collaborates with the Department of Education, while also giving the Board the necessary latitude to illuminate its point of view and work as an independent body appointed to represent and engage with stakeholders throughout the state.

##### **A. Vision & Mission**

The State Board recently developed a vision and mission, which we've used as a guidepost for our planning.

##### **VISION**

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

##### **MISSION**

Lead collaborative partnerships, in which student, teacher and administrative judgment are valued, to craft policies and create future-focused systems oriented around the individual student by:

- Communicating the urgent need for transformational change
- Incentivizing innovative education
- Developing a system of district support
- Utilizing flexible measurements to gauge and celebrate successful change

##### **UNIFIED GOALS FOR WYOMING EDUCATION**

By state statute, the State Board of Education is responsible for establishing statewide goals for public education. Pascal Public Relations strongly urges the board to engage in that work and integrate these goals into its communications program. The Department of Education is also developing a mission, vision and strategic plan. This presents an opportunity for the State Board and the Department of Education to work together to present an integrated vision for Wyoming education.

## B. Plan Objectives

- Enhance educational outcomes for Wyoming's more than 90,000 students.
- Make a meaningful contribution to the future of education in Wyoming.

## C. Measureable Goals

- Increase awareness of the State Board's responsibilities and how it interacts with other educational entities throughout Wyoming.
- Enhance understanding of:
  - The facts surrounding key board responsibilities
  - The importance of standards, assessment, accountability and accreditation as they relate to improving K-12 and post-secondary success for Wyoming's more than 90,000 students, and how it all ties to statewide prosperity
- Improve stakeholder engagement in and support for statewide educational goals.
- Establish collaborative group(s) to propose meaningful education programs or legislation.

## D. Stakeholders

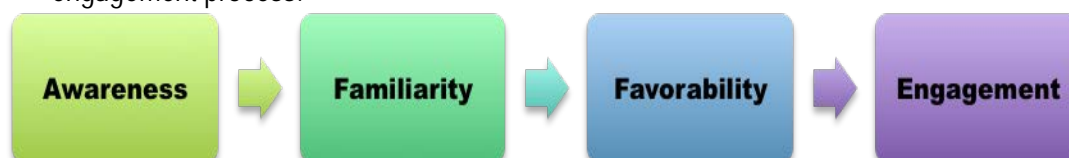
Virtually everyone who lives in Wyoming is a stakeholder in education. The following list demonstrates the wide variety of stakeholders and viewpoints that must be considered when communicating throughout the state.

- K-12 educators, staff, leadership and school boards
- Post-secondary institutions and leadership
- Educational partners/organizations
- Elected officials
- State agencies
- Business leaders and organizations
- Community leaders and organizations
- Students and family members
- Taxpayers

## E. Strategic Recommendations

- ***Establish statewide goals for public education.***
  - Work towards developing a common vision for excellence in education throughout the state.
  - Involve a cross-section of stakeholders in the goal development process.
  - Announce goals broadly using multiple methods, and integrate into stakeholder communications on an ongoing basis.
  - Measure progress to goals on an annual basis.
  - If possible, seek to integrate Department of Education mission, vision and strategic plan – to demonstrate a unified approach toward furthering education in Wyoming.

- ***Build relationships and partnerships with stakeholders.***
  - Listen in order to be heard. Enhance stakeholder engagement and support by enhancing frequency and quality of dialogue throughout the state.
  - Commit to being more visible and available on a local and statewide level. Attend events, host events and create partnerships with key business and educational organizations.
  - Establish more direct lines of communication with all stakeholders to more effectively garner feedback and more efficiently share information.
  - Develop local education, business and community leadership partnerships to help convey and localize communications throughout the state.
- ***Establish and maintain a State Board voice.***
  - Develop State Board viewpoints, quotes and potentially, a simple State Board logo.
  - Be proactive, in the right places and at the right times – and responsive on matters of the greatest importance and/or concern.
- ***Make communication relevant to stakeholders throughout Wyoming.***
  - Anchor communications with relevant ties to students, schools, classrooms and key themes so that the public has a reason to get engaged, ask questions, share viewpoints and better understand the value of and purpose for the State Board of Education's key responsibilities.
  - Integrate statewide public education goals and unified vision for education, when complete.
  - Key themes should highlight State Board responsibilities and big-picture goals. Examples include:
    - Student empowerment
    - District, school and teacher support and empowerment
    - The value of student achievement
    - Post-secondary and real-world success
  - Evolving themes should be integrated as well. Recommended 2016 examples include:
    - Systems of Support
    - Science Standards
    - Student Achievement
    - Open Public-Input Period
  - View each communication as an opportunity to move stakeholders through the engagement process:



- ***Stay focused.***
  - Prioritize communication with an 80/20 approach: 80% dedicated to dialogue about key responsibilities and practical, relevant effects of policy making surrounding accreditation, accountability, standards and assessments, and 20% dedicated to conveyance of, and two-way discussions about other issues of interest to the board.
  - In practical application, this means the board should focus its communication efforts on key, mandated responsibilities, tied back to the big picture and statewide goals for Wyoming education.
- ***Be clear, consistent and jargon-free.***
  - Commit to consistent communication of the facts, and the practical effects and goals of policy making.
  - Clarify roles and responsibilities:
    - State Board, Department of Education, Districts, Legislature & Governor
    - Interplay/collaboration between Wyoming's educational entities
    - Federal vs. State decision-making
    - State vs. District/local decision-making
  - When warranted, dedicate the time to dispel myths and misunderstandings.
  - Eliminate industry jargon and acronyms to ensure better understanding of topics and how they impact students, schools and the future of Wyoming.
- ***Be ready to communicate.***
  - Develop a full suite of communications materials. Utilize and/or customize tools and content from the Department of Education whenever possible and develop your own when necessary. Be prepared to customize content and approach per audience.
  - Spend the time to gain alignment on goals, project status and needs for public input on a regular basis – monthly, quarterly and annually.
  - Whenever possible, develop content in advance of key events and opportunities for communication. Customize further as needed to ensure authentic information is shared with the public.
- ***Anticipate issues and obstacles.***
  - Prepare for public debate, misunderstandings, misinformation and other issues by developing action plans that evolve and/or expand your communications approach when necessary.
  - For example, some are unclear about body of work within the NGSS. They may believe that it derives from federal mandates related to STEM education. They may also believe that the recommended standards will take a pro-energy or anti-energy approach. This presents an opportunity to be clear about what NGSS are and what they are not, and to seek out ways to demonstrate its practical application in classrooms and beyond.
- ***Establish the infrastructure, systems, support and processes to ensure effective outcomes.***
  - Develop and follow a communications process that clarifies roles, timing and platforms.
  - Communication needs evolve, so your strategy and support system must be designed to evolve based on public sentiment, new facts, current news and opportunities.

- See Section F for recommended activation process.
- **Communicate in the spirit of partnership.**
  - Seek out opportunities to work in partnership with the Department of Education and other community, business and educational entities throughout Wyoming to drive awareness of and a common commitment to quality outcomes for Wyoming's students.

## **F. Activation Process**

In order to execute this plan well, there must be a consistent activation process. This involves assessment of the opportunity, integration of a variety of two-way mechanisms, development of targeted content and materials for each opportunity, and timely activation of each tactic. It's important that this is done with consistency, messages and graphics are aligned and easy to understand, and that spokespeople are prepared to participate before moving forward with any activity. This section addresses the recommended process and all of the tools to be considered for activation.

### **Process challenges**

- Resource management and availability
- Quality, time and timing
- Consideration of partnerships
- Consideration of Board Member and Department of Education schedules
- Evolving stakeholder concerns and needs

### **Communications Process**

- Identify opportunities for proactive communication on a monthly, quarterly and annual basis – and in a nimble fashion as opportunities arise.
- Clarify a higher purpose for each communications action, determine its value level, and tie communication effort to larger goals, themes and practical benefits.
- Consider independent vs. collaborative communication with Department of Education and/or other educational entities.
- Organize your efforts by developing a one-sheet plan for each to include objective, strategies, messages, tactical plan and measurable goals.
- Clarify resource management – who will do what and when?
- Develop materials, customized as needed.
- Enter into review process.
- Prepare for dialogue and interviews.
- Execute communication.

## **G. Immediate Action Plans**

### **First Tier:**

- **Develop statewide goals for public education, and measure progress periodically.**
  - Statewide goals for public education will help stakeholders better understand policy-making decisions, and give them a reason to believe in and support the direction of Wyoming education.

- **Build content**
  - Develop a suite of flexible documents so that the Board may more easily, quickly and consistently share information, clarify roles and demystify the policy-making process. Because details are ever changing, content creation and editing must be an ongoing priority.
  - Leverage content already developed by the Department of Education whenever possible and prudent. There is a significant amount of content available right now on the Department of Education website.
- **Update State Board website to be more dynamic, image rich and engaging**
  - Redesign site with a more engaging, image-rich, high-level focus – supported by more substantial, fact-based content. Utilize key themes and statewide education goals to drive organization of refreshed site.
  - Tie site more directly to relevant Department of Education pages.
  - Update and align site with news and content on a weekly, monthly, quarterly and annual basis.
- **Launch a State Board Twitter account**
  - Establish guidelines for posting and maintaining account.
    - Focus on mandated responsibilities tied to goals, practical application and key themes.
    - Focus retweets primarily on education-related news, with business and community news peppered in when relevant.
    - Avoid personal opinions.
    - Respond to tweets with facts and resources, not arguments.
  - Post at least 3 original tweets per week.
- **Develop a State Board mark, seal or logo**
  - A simple graphic mark will help to differentiate and identify the Wyoming State Board of Education whenever and wherever a logo would naturally be needed.
- **Select spokespeople and schedule stakeholder/media training**
  - While we recommend that the Chairman, and possibly the coordinator, serve as the Board's primary spokespeople, we recommend that all board members attend a one-day stakeholder/media training session.
  - The best training prepares attendees to communicate more effectively with all stakeholders in a variety of situations.
- **Announce milestones as they happen**
  - Be timely in your communication about key milestones.
  - Utilize multiple communications vehicles to ensure the public has the maximum opportunity to become aware of and engage in the conversation.
  - Consider the audience and the medium, and customize approach as appropriate.
  - Consistently use the Activation Process to more efficiently communicate.



- **Develop and deliver a monthly, quarterly and annual report**
  - Monthly, quarterly and annual reports will help the Board to organize its activities and convey their progress, goals and ideas more effectively.
    - Monthly: Post-board meeting report, timely announcements and key theme integration
    - Quarterly: Big picture goals and responsibilities, progress updates on key areas of responsibility, calendar of upcoming activities, public input opportunities and synopsis of recent activities, special focus on key themes and facts
    - Annual: Looking back and looking forward; annual progress report, new annual goals, most significant upcoming opportunities before the Board for the year, annual public dialogue opportunities, integration of key themes, big picture alignment.

## Second Tier:

- **Build, maintain and implement an annual communications opportunities chart.**
  - Planning is essential to an organized communication effort. An annual communications opportunities chart allows the board to get ahead of opportunities, integrate new opportunities, partner with the Department of Education and other entities more effectively and utilize resources more efficiently.
  - Discuss chart in Section H.
- **Implement four focus areas each year. 2016 recommendations include:**
  - Science Standards
  - Annual public open-input sessions
  - High school graduation
  - Systems of Support
  - Review chart in Section H for details. This was developed as a draft for the Board to edit and embellish to fit the true timing of the Board's work and other events and milestones throughout the year.
- **Establish, maintain and monitor two-way communication with stakeholders**
  - Establish annual open-input period – where stakeholders are invited to share perspectives on guided topics and in an open-ended fashion. Engage media to get the word out and cover outcomes.
  - Establish quarterly town halls, district leadership meetings, business and/or community meet and greets, and in-classroom observation surrounding board meetings around the state.
  - Establish and communicate via multiple remote platforms for stakeholders to engage with presentations and share feedback on key topics in an organized fashion. (Mindmixer, Granicus, Joinme or Webex, for example)
  - Schedule twice-annual legislative meetings and once annual meetings with Governor Mead.

- Participate in key annual educational events in a meaningful way.
  - Develop a systematic way of gathering viewpoints so that the board may assess public sentiment and develop tools to clarify topics, quell misunderstandings and correct factual inaccuracies. This can include:
    - Periodic surveys
    - Daily media monitoring
    - Statewide School Board reports
    - Educational organization reports
- **Build more consistent relationships with media, community, business and educational leaders across the state**
- In addition to sharing official announcements, build relationships with media on a more regular basis.
    - Schedule informational face-to-face and phone meetings on a monthly basis with media throughout the state.
    - Be a source – share new facts, themes and trends, and bring forth bigger story ideas that may be of interest to readers, listeners and viewers.
    - Be available – make sure media are aware of State Board key contacts and that they have several ways to get in touch. We recommend one or two key voices, at most: Chairman Pete Gosar and State Board Coordinator Paige Fenton-Hughes.
    - Look for ways to participate in media-sponsored roundtables on big picture discussions about education.
  - In addition to regular communication, enhance relationships with education, community and business leaders through face-to-face meetings and events.
    - Schedule community and business leader meetings surrounding monthly or quarterly board meetings throughout the state
    - Participate in key annual events where there's an opportunity for productive dialogue, communication of current activities and themes, and relationship building throughout the state. Examples include:
      - Chambers and downtown business districts
      - Wyoming Business Alliance
      - Wyoming Business Council
      - UW & Community Colleges
      - WSBA, WEA and WASA

## **H. Opportunities for Action**

This is defined as an event, milestone, change, announcement and/or opportunity for public engagement where it's important to communicate with stakeholders. Attached is a draft chart indicating an initial suite of opportunities for communication throughout the year. This is meant to function as a planning document that should be edited and updated on an as-needed basis. This first draft requires Board input and editing as well.

## I. Tools:

Ensure the greatest chance of broad engagement throughout the state by using a wide variety of communications tools. We recommend using a combination of the following:

- Media relations, including alerts and releases, b roll, informational meetings and interviews
- Key topic fact sheets, timelines and status reports
- Listserve/e-blasts – direct to stakeholder list
- Actively managed remote engagement (Mind Mixer or similar, Webex, Joinme)
- Web site redesign, calendar, content and announcement updates
- Social channel engagement and regular updates
- Monthly updates, and quarterly and annual reports to key stakeholders
- Legislative introduction, reports and meetings
- Educational, community and business event participation
- Statewide SBE-driven events and meetings – face-to-face and digital
- SBE in districts, classrooms and board rooms – District, classroom and board visitation, presentation and input sessions
- Multi-media integration, including photos, videos and info-graphics
- Gauge and monitor input with quarterly surveys, media monitoring and educational partner reports

We also recommend that the Board enter into joint communications with the Department of Education whenever possible and prudent. The State Board should also seek to leverage Department of Education tools, even when communicating independently. The following is a list of tools used by the Department of Education.

- Websites: WDE, Wyoming Measures Up, Microsites
- Videos: YouTube Channel
- Print Materials: Posters, Flyers, Program Manuals, Booth Display Items
- Press Releases
- Supt's Memos
- Social Media: Facebook, Twitter, Google +
- Email Lists and Blasts: Constant Contact moving to Gov Delivery
- Radio and TV Spot Production
- Teleconferences
- Media Relations: Interviews, Forward Pitches, General requests
- Templates: Word, PowerPoint, Email
- News Feed or Dailies
- Fact & FAQ Sheets
- Staff Briefing/prepping
- Professional Development
- Logo Assistance
- Strategic Planning: Campaigns, Programs
- Branding

## **J. Messaging:**

Given the State Board's broad scope of responsibilities, partnership with the Department of Education, and lengthy, collaborative process for enacting policies, messages will evolve. When developing messages for each communication, focus on relevancy to State Board roles and responsibilities while integrating local ties that ladder up to key themes and statewide goals. Communication must matter to stakeholders, in a personal and practical way.

For example:

### **Standards**

- Establishing a high academic bar for students to increase their opportunities for success is one of the most important State Board of Education responsibilities.
- The State Board of Education and Department of Education work together to assess and develop state standards on a nine-year cycle.
- Standards help to ensure that all of Wyoming's students have equal access to a quality education and are empowered to create their own success in a 21<sup>st</sup> century world.
- Right now, the State Board of Education and Department of Education are gathering public input as they work together to design policies and standards for science.
- By spring of 2016, the State Board of Education hopes to enact a policy that can be rolled out to Districts and supported by the Department of Education.
- Local districts will then have two years to update their curriculums to support new standards. For example, this means that new science curriculums in Rawlins may be different than curriculums in Casper, but all students will be taught to a standard that allows them to emerge from each grade with a common level of aptitude and understanding of key themes, methods and questions in the realm of science.

### **Assessments:**

- Testing helps to ensure students have equal access to a quality education, regardless of the school they attend.
- Testing also helps to measure whether or not teachers have what they need to do their jobs well in the classroom, and if local curriculums are working in terms of teaching common standards.
- The State Board of Education is responsible for developing and evolving policies for testing in schools.
- The Department of Education manages a statewide assessment task force, and administers, collects, analyzes and reports test results.
- Ultimately, testing is just one tool we use to ensure our students are empowered to succeed throughout high school and beyond.

**Accountability:**

- Our elected officials want educators and educational leadership to be held accountable for their performance.
- The State Board of Education is responsible for developing policies related to Wyoming's new accountability system, which will be designed to ensure that leaders and teachers are performing to the same high standards across the state so that we may increase student success across Wyoming.
- Parents and students should come to expect the same quality of leadership and teaching in Riverton as they do in Buffalo.
- The Department of Education is putting together an accountability oversight committee and will implement the approved accountability policies developed by the State Board of Education.
- The State Board of Education will enact a new Accountability policy for district leadership by mid-2016 and educators by mid-2017.

**Accreditation:**

- Students, parents, taxpayers and local leaders deserve to know how their local schools are performing, and if they are measuring up to others across the state.
- Wyoming's K-12 schools must be accredited every five years. This involves reviewing and measuring their work based on a common set of high standards.
- If the school meets or exceeds standards, it moves forward with an accreditation. If it doesn't, an action plan is put in place to ensure it meets or exceeds accreditation within a year or less.
- The Department of Education hires and manages the State's independent accreditation vendor and holds schools accountable for improving their performance whenever necessary.

## **V. Content Development**

Currently the State Board of Education has few materials and little to no approved content that can be used for communications. Developing these materials will make it far easier for the board to communicate what its doing and why it matters to the people of Wyoming. Included below is a sample State Board descriptor, fact sheet, policy-making process flowchart and FAQ draft for the Board's review. Additional content will need to be developed to fulfill recommendations.

- Develop one-sheets, boilerplates, biographies and descriptive paragraphs about topics of greatest importance. Use and/or customize in various formats.
  - Board biographies
  - State Board of Education descriptive paragraph
  - Fact sheets for State Board and for each key responsibility – accreditation, accountability, assessment, and standards, secondary categories: BOCES, Charter Schools, Alternative Schedules & Calendars
  - Policy making flow chart, including details about committee creation, public comment periods, interplay between State Board and Department of Education, timing and more
  - FAQs
  - Role Clarity/Partnership Clarity descriptors: who does what and why it matters
  - Monthly reports, quarterly reports and annual reports

### **State Board of Education Descriptor - Draft**

The Wyoming State Board of Education supports a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures. Per state statute, the State Board is primarily responsible for setting Wyoming's education policy as it relates to individual school accreditation, leadership and teacher accountability, testing/assessments, and setting high standards for nine key subjects, as well as BOCES, charter schools, alternative schedules and calendars. The Wyoming Department of Education supports the State Board by researching, developing, activating and enforcing many of its policies and initiatives. Districts remain responsible for developing curriculum on a local level.

There are 13 members on the Wyoming State Board of Education: Superintendent Jillian Balow, Ex-Officio Director of Wyoming Community College Commission and eleven additional members appointed by Governor Mead for six-year terms. Pete Gosar is Chairman of the Board. To learn more about the Wyoming State Board of Education's work, visit <http://edu.wyoming.gov/board/>.

## Sample Fact Sheet - Draft

The State Board of Education is an appointed policy board composed of educators, community members and business people. Members represent stakeholders throughout the state and are responsible for working in partnership with the Wyoming Department of Education to ensure the state's 90,000 students gain equal access to a quality education by fulfilling its legal mandates. The Wyoming Department of Education activates many of the State Board's responsibilities by leading the day-to-day research and development behind the policymaking, gathering public input, enacting the policy decisions of the board, and enforcing standards across the state. This layer of oversight and collaboration helps to ensure a variety of viewpoints are considered.

Below are the Wyoming State Board of Education's key policy-making responsibilities:

- Accreditation – By reviewing and ranking school practices and performance every five years, and developing and implementing an effective system of support, the State Board of Education is responsible for ensuring that Wyoming's schools are meeting established standards for teaching, curriculum and student success, and have the tools to improve wherever and whenever needed.
  - Stakeholder Input: Informal, includes public comment at board meetings and data sharing from AdvancED, the state's accreditation vendor.
- Accountability – By developing and implementing a standardized review process and metrics of success, as well as a system of support to enhance leadership and educator performance effectively and equally across all districts, the State Board of Education will help to ensure that Wyoming's students have equal access to a quality education, regardless of where they go to school. This will also help to ensure that educators are held accountable for and have the tools to improve their performance.
  - Stakeholder Input: Informal, includes an advisory council to the Select Committee on Statewide Education Accountability. It may also include the formation of a collaborative oversight committee for system of support.
- Standards – By establishing curriculum standards across all subjects, the State Board of Education is responsible for ensuring that all schools are able to develop effective, localized curriculums that teach to the same academic standards across all districts so that all students emerge with a similar base of knowledge.
  - Stakeholder Input: Mandated per enrolled act 78, includes Next Generation Science Standards task force and rules process, including a mandated public comment period.
- Assessment – By establishing rigorous, effective assessments of student knowledge, the State Board of Education is responsible for ensuring that teachers, schools and districts can track individual student progress, enact remediation, and enhance curriculum and/or instruction so that students are reaching their potential and better prepared for 21<sup>st</sup> century success.
  - Stakeholder Input: Legally mandated Assessment Task Force.
- BOCES, BOCHES, Charter School and Alternative Calendars – By reviewing and approving funding requests for dual and concurrent enrollment college credit programs and trade programs, and calendar requests for charter and alternative schools, the State Board of Education is

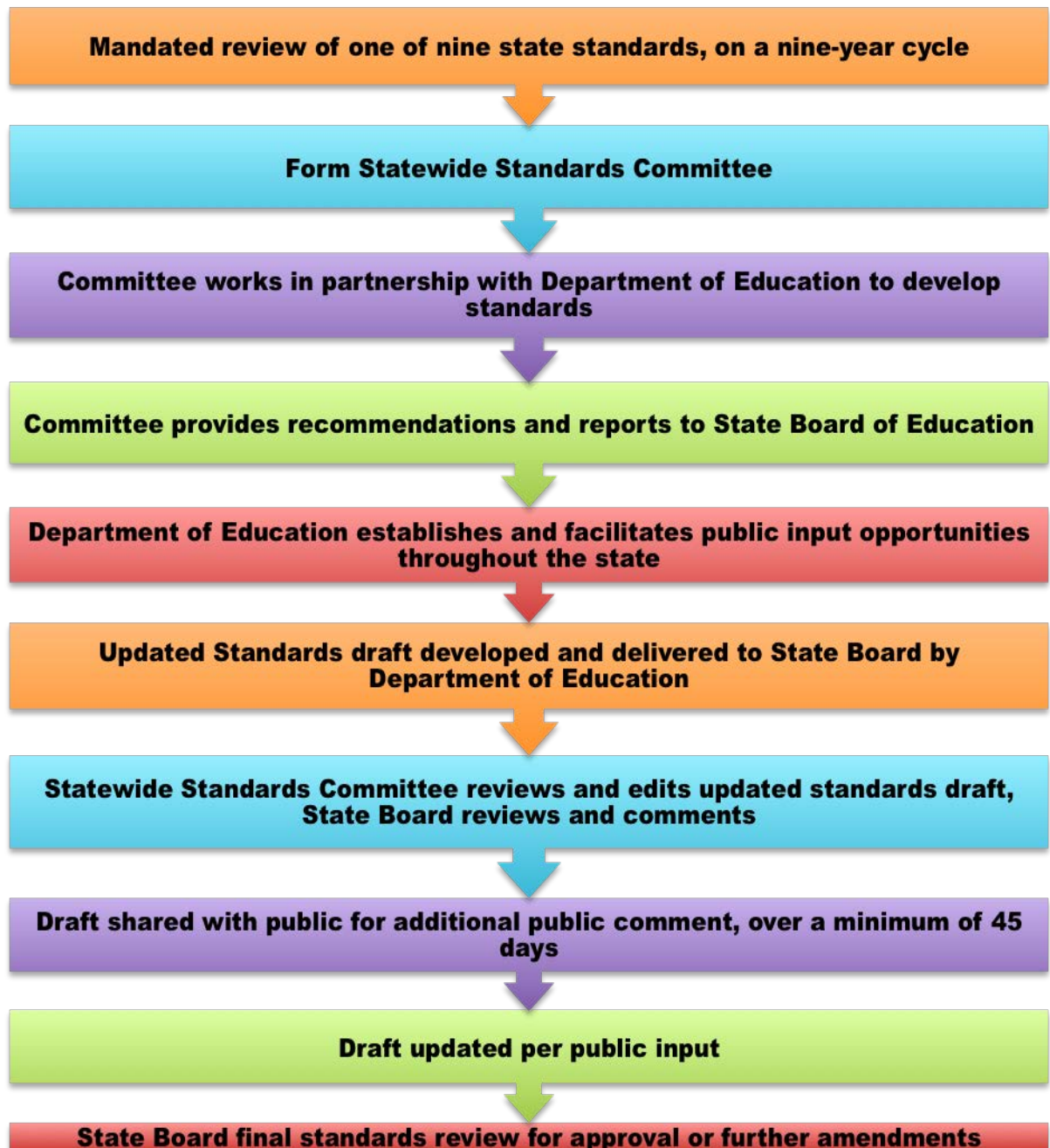
responsible for ensuring that Wyoming's students are gaining access to important programs and schools are adhering to basic calendar requirements.

- o Stakeholder Input: Informal input on an individual basis.

### Sample Policy Making Process Flow Chart – Draft

Develop flowcharts for each of the State Board's key responsibilities to ensure that key stakeholders better understand how policies are established and when public input is gathered for consideration.

#### Wyoming State Board of Education Standards Review Process







## Sample FAQ – Draft

### *What does the State Board of Education do?*

The Wyoming State Board of Education is an appointed policy board composed of educators, community members and business people. Members represent stakeholders throughout the state and are responsible for working in partnership with the Wyoming Department of Education to ensure the state's 90,000 students gain equal access to a quality education.

Per state statute, the State Board is primarily responsible for establishing statewide public education goals, as well as policies for school accreditation, leadership and teacher accountability, testing/assessments, and setting high standards for nine key subjects, as well as BOCES, charter schools, alternative schedules and calendars.

### *What is the State Board of Education working on right now?*

The State Board is focused on updating Science Standards. \*Standards describe what students need to know and be able to do by the end of each grade level. They explain the knowledge, concepts, and skills that each student should acquire at each grade level so that Wyoming students are career, college or military ready by the time they graduate high school. Standards do not define all that can or should be taught; they simply outline end-of-year expectations for all students to help create equal opportunities to learn regardless of where the student lives. (\*per Department of Education)

The State Board of Education is working closely with the Department of Education to gather public input throughout the state and expects to have a Science Standards policy recommendation from the Department of Education by spring of 2016. If approved, new standards will be implemented by districts within two years.

### *How is the board chosen?*

There are 13 members on the Wyoming State Board of Education: Superintendent Jillian Balow, an Ex-Officio member from Wyoming Community Colleges, and eleven additional members appointed by Governor Mead for six-year terms. Pete Gosar is Chairman of the Board. The board must retain a political balance with not more than one member establishing a majority for either party.

### *How do they work with other entities in the state?*

The Wyoming State Board of Education supports a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures. The Wyoming Department of Education supports the State Board by researching, developing, activating and enforcing many of its policies and initiatives. The Superintendent is a voting member of the State Board of Education, and sets the mission, vision and strategic plan for the Department of Education. Even with this oversight, districts remain responsible for developing curriculum on a local level.

### *How can I get involved and share my ideas about education?*

Public input is vital to the State Board of Education. All board members are interested in stakeholder ideas, comments and feedback about education in Wyoming. The State Board of Education meets monthly throughout the state and the public is welcome to attend and comment. The State Board also works in partnership with the Department of Education to host town hall meetings throughout the state. Schedules are available on the Department of Education website. Emails and phone calls directed to State Board

Members are also always welcome. The State Board is working on additional ways to ensure they garner broad public input and engagement prior to policy decision-making.

#### **VI. Next Steps**

There is tremendous opportunity to engage the public in a meaningful dialogue while better educating them about the State Board's work and why it matters to students and schools. In partnership with the Department of Education as well as local business, community and educational leaders and organizations, the State Board must also play a vital role in rallying the public around a set of goals and a unified vision for education across the state of Wyoming.

This plan offers a number of ways to begin communicating in a more organized and thoughtful manner. However, this plan is only as good as the State Board's ability to execute it. This will require a commitment to resources and a dedication to the act of communicating on a regular basis. We suggest you review, highlight and rank priorities, agree upon roles and responsibilities, and set a goal to begin the work this calendar year.

- Deeper dive board review of plan – August
- Feedback to agency for final edits – August
- Selection of and commitment to priorities – September
- Establish time-sensitive action plan – September
- Launch communications effort – October

###



**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
for Students to Keep  
Wyoming Strong*

**Jillian Balow**

Superintendent of Public Instruction

**Dicky Shanor**

Chief of Staff

**Brent Bacon**

Chief Academic Officer

**Lisa Weigel**

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wyomingmeasuresup.com

## MEMORANDUM

To: State Board of Education  
From: Lisa Weigel, Chief Policy Officer  
Date: July 12, 2017  
Subject: AdvancED Survey Results and Options for State Accreditation

**Meeting Date:** July 20, 2017

**Item Type:** Action: \_\_\_\_\_ Informational:   X  

**Background:**

W.S. 21-2-202(a)(viii) requires the State Superintendent to maintain a list of all accredited schools. The annual accreditation of schools and districts is the role of the Wyoming State Board of Education through the WDE. The current accreditation criteria in statute are:

- Adhere to all applicable laws and regulations. W.S. 21-2-202
- Use district funds to offer the “educational basket of goods and services” and meet State Board accreditation requirements. W.S. 21-13-310
- Teach the Uniform Wyoming Content and Performance Standards. W.S. 21-2-304(a)(ii)
- Have a WDE approved District Assessment System. W.S. 21-3-110(a)(xxxiv)
- Participate in the Statewide Accountability System. W.S. 21-2-304(a)(ii)
- Meet the school improvement requirements in W.S. 21-2-204(f)

For the past several years, the WDE has contracted with AdvancED to provide external accreditation as a measure of district performance and to promote continuous improvement. However, with recent budget constraints, the WDE is currently evaluating efficiencies and priorities across the agency. In May, the WDE sent a memo and an electronic survey to all district superintendents. The survey questions, executive summary, and survey results are attached. Additionally, a visual of each school district’s preference is represented in the attached response map.

Based on the survey results and the upcoming budget cuts, the WDE is presenting optional approaches for the Board’s consideration.

***Statutory Reference (if applicable):***

- Statutory citations included above
- Board Rules, Chapter 6

***Supporting Documents/Attachments:***

- Accreditation Survey Questions
- Executive Summary of Survey Results
- Accreditation Survey Results
- Accreditation Response Map
- Options for Accreditation
- Accreditation Proposal
- Accreditation-AdvancED Comparison

***Proposed Motions:***

None

***For questions or additional information:***

Contact Bill Pannell at 307.777.7322 or [bill.pannell@wyo.gov](mailto:bill.pannell@wyo.gov).

## ACCREDITATION SURVEY

*Annual accreditation fees for each district and school are \$900. Additionally, the cost for each external review is approximately \$10,000 every five years. The WDE is currently exploring ways to reduce accreditation costs, as well as learning what the districts would like to see as an approach to accreditation. Your responses to this survey will help the WDE define what accreditation could look like in the future.*

Please indicate the extent to which you use the accreditation and improvement products, processes, and services provided to schools and districts by the WDE through AdvancED:

- (a) I often use this product/process/service to inform and promote continuous improvement in my district.
- (b) I sometimes use this product/process/service to inform and promote continuous improvement in my district.
- (c) I rarely use this product/process/service to inform and promote continuous improvement in my district.
- (d) I never use this product/process/service to inform and promote continuous improvement in my district.

- 2017 AdvancED Standards for Quality
- School and District Quality Factors
- Engagement Reviews
- Adaptive System of School Improvement Support Tools™ (ASSIST™)
- Index of Education Quality™ (IEQ™)
- eProve™ Stakeholder Surveys
- eProve™ Effective Learning Environments Observation Tool® (eleot®)
- eProve™ diagnostics
- Wyoming AdvancED Continuous Improvement Conference
- Other AdvancED Conferences, Workshops and Webinars
- AdvancED Continuous Improvement System
- Support for Continuous Improvement provided by AdvancED state director
- The SOURCE online newsletter

1. What are the strengths of the current accreditation process used in Wyoming?
2. What would you change or improve about the current accreditation process used in Wyoming?
3. Which of the following would be the preference for your district related to accreditation?
  - a. Continue with the current accreditation system (District)
  - b. Switch to an accreditation system for all schools in the district, but no district accreditation
  - c. Switch to an accreditation system for specific schools in the district (i.e. high schools)
  - d. Discontinue the current accreditation system
  - e. OTHER
4. Under what conditions would your district prefer to continue with the current accreditation system (District), which includes the district and all schools?
  - a. If the WDE pays all of the costs associated with the current accreditation system
  - b. If the WDE pays the costs of external reviews and the district pays the annual accreditation fees
  - c. Our district would be willing to pay all of the costs of the current accreditation system
  - d. Our district would prefer to discontinue the current accreditation system regardless of who pays the costs
  - e. OTHER
5. Under what conditions would your district prefer to change the current accreditation system and include only high schools?
  - a. If the WDE pays all of the costs associated with the current accreditation system
  - b. If the WDE pays the costs of external reviews and the district pays the annual accreditation fees
  - c. Our district would be willing to pay all of the costs of the current accreditation system
  - d. Our district would prefer to discontinue the current accreditation system regardless of who pays the costs
  - e. OTHER

6. The state accreditation requirements include annual reports (i.e. improvement plans and assurances), as well as a WDE staff visit to the district every five years to verify adherence to applicable criteria in statute. Is this alone sufficient for a district accreditation process?
  - a. Yes
  - b. No
7. In your opinion and without cost as a factor, what components in addition to Question 6 above, should be part of district accreditation?
  - a. The components described in Question 6 are sufficient for district accreditation.
  - b. Our district would like a peer review model where Wyoming educators review other districts.
  - c. Our district would like the option to select from a list of external contractors to evaluate our district processes, one of which may be AdvancED.
  - d. Our district wants all districts to continue with the current accreditation system.
  - e. OTHER
8. What else would you like to tell the WDE about accreditation?

## Executive Summary WDE Accreditation Survey Results

In response to mandatory budget cuts, the WDE is evaluating options for meeting the state accreditation requirements. As such, each school district was given the opportunity to take a [survey](#) May 1-22, 2017. The questions on the survey were designed to evaluate the extent to which districts use the products, processes, and services available to them through the current vendor, [AdvancED](#), as well as to learn more about the components districts would like to see in an accreditation system. Out of 48 districts, 44 participated in this survey.

The first part of the survey included 13 questions about the extent to which districts use services currently available to them through AdvancED. Each of these questions included the following answer options:

- (a) I often use this product/process/service to inform and promote continuous improvement in my district.
- (b) I sometimes use this product/process/service to inform and promote continuous improvement in my district.
- (c) I rarely use this product/process/service to inform and promote continuous improvement in my district.
- (d) I never use this product/process/service to inform and promote continuous improvement in my district.
- (e) Other (*the participant could offer an open-ended response*)

Table 1 shows the average use of the products, processes, and services.

Table 1. Average use of AdvancED products (based on *all* AdvancED products combined; value out of 44 participants)

	<i>Use Often</i>	<i>Use Sometimes</i>	<i>Use Rarely</i>	<i>Use Never</i>	<i>Other</i>
<b>Average</b>	7 respondents	15 respondents	12 respondents	7 respondents	3 respondents

The AdvancED products used most **often** were the Continuous Improvement Conference (13 respondents) and the Continuous Improvement System (13 respondents). The ASSIST Tool was **rarely** used by nearly half of the participants (18 respondents), and 31 participants indicated they **never** use the eProve Diagnostics Tool or the SOURCE online newsletter (15 and 16 respondents, respectively).

When asked about preferences for accreditation, 11 participants indicated they wanted to continue with the current system (district accreditation, but not necessarily with AdvancED). Sixteen (16) participants expressed a desire to discontinue with the current system altogether. Table 2 shows a summary of the results for accreditation preferences.

Table 2. Preferences for accreditation (value out of 44 participants)

<i>Keep Current Model (district accreditation, but not necessarily AdvancED)</i>	<i>Schools Only (no district)</i>	<i>High Schools Only</i>	<i>Discontinue</i>	<i>Other</i>
11 respondents	11 respondents	12 respondents	16 respondents	2 respondents



There were two questions related to participants' preferences about how accreditation is paid for. One question focused on the current accreditation system, which includes the district and all schools (Item 17) and the other focused on the option to change the current system to accredit only high schools (Item 18). Table 3 illustrates those results.

Table 3. Preferences related to cost of accreditation (value out of 44 participants)

	Prefer WDE to pay 100%	Prefer WDE pay for external reviews, district pays for annual fees	Districts willing to pay all costs	Discontinue current system regardless of who pays	Other
Continue current system	18 respondents	6 respondents	0 respondents	17 respondents	3 respondents
Change to only high schools	14 respondents	3 respondents	0 respondents	18 respondents	9 respondents
<b>TOTALS</b>	32 respondents	9 respondents	0 respondents	35 respondents	12 respondents

Items 19 and 20 asked about additional components districts would like to see as part of the accreditation system *outside of the current statutory requirements*. Thirty-four (34) participants indicated they wanted a system that represented only what is required by state statute, whereas 10 participants wanted to be evaluated on additional requirements. Item 20 asked participants to identify which approach they prefer in an accreditation system regardless of cost. Table 4 shows the outcome of that question.

Table 4. Preferences related to accreditation system approach (value out of 44 participants)

Prefer schools/districts evaluated by WDE	Prefer schools/districts evaluated through peer review model	Prefer schools/districts evaluated by external contractor which they select	Prefer schools/districts continue with current accreditation system	Other
18 respondents	13 respondents	2 respondents	6 respondents	5 respondents

In addition to the items described above, the survey included three (3) open-response questions:

- What are the strengths of the current accreditation process used in Wyoming?
- What would you change or improve about the current accreditation process used in Wyoming?
- What else would you like to tell the WDE about accreditation?

Responses to each of these items were coded into one of three categories: **positive** toward current (AdvancED) accreditation system, **negative** toward current (AdvancED) accreditation system, or **neutral/don't know**. Furthermore, any item in which an "Other" option was available, participants had the option to provide an open-ended response. Table 5 below shows the total number of comments for each category.

Table 5. Categories for open-ended responses

Positive Response (toward current process)	Negative Response (toward current process)	Neutral or Don't Know
41 comments	92 comments	45 comments

The complete report is attached for your review.

# WYOMING DEPARTMENT OF EDUCATION ACCREDITATION SURVEY RESULTS

**44 of 48 Districts**

## Districts that Didn't Respond

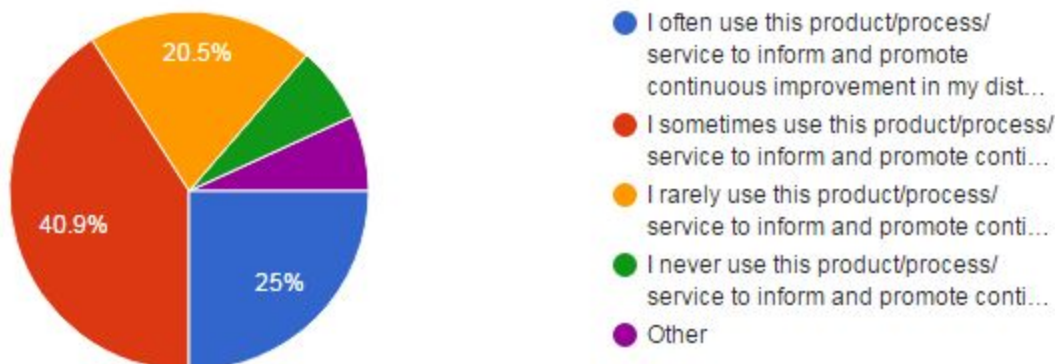
- Big Horn 4
- Converse 1
- Laramie 2
- Washakie 2

Following each question are the "other" responses and responses to the narrative questions. They are coded as:

41 comments	POSITIVE (For Current AdvancED Process)
92 comments	NEGATIVE (Against Current AdvancED Process)
45 comments	NEUTRAL (Or Don't Know)

## Use of Products, Processes and Services

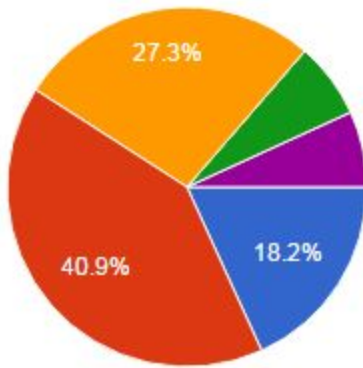
### 1. 2017 AdvancED Standards for Quality



**Often** 11    **Sometimes** 18    **Rarely** 9    **Never** 3    **Other** 3

- For the upcoming review only--good standards
- We use this process because it's what we're told to use. We find the tool to be ambiguous and not very useful to inform and promote continuous improvement in our district.
- We use PLC Standards

## 2. School/System Quality Factors

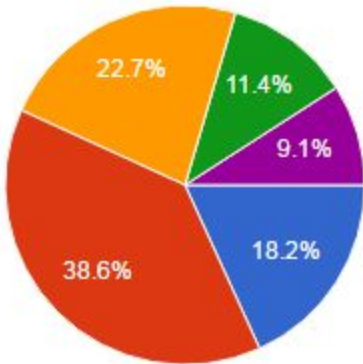


- I often use this product/process/ service to inform and promote continuous improvement in my dist...
- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other



- For the upcoming review only
- We use PLC Standards
- It is planned to start 2017-2018 school year.

## 3. District Engagement Reviews

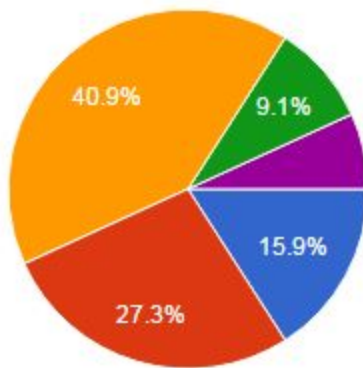


- I often use this product/process/ service to inform and promote continuous improvement in my dist...
- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other



- As with question one, we use this because that has been the method we're required to operate under. I'm still determining whether or not the feedback received from the external review helped us focus our school improvement goals or merely shamed us into doing what someone else thinks we need to do to improve. When we are told that our district must give AdvancEd "regular updates" with "detailed improvement plans" which are then re-written by their follow up team, it feels more like AdvancEd's improvement process, not our district process.
- continuous process with PLC - not an event
- This is new. We will use it beginning this fall.
- N/A

## 4. Adaptive System of School Improvement Support Tools™ (ASSIST™)

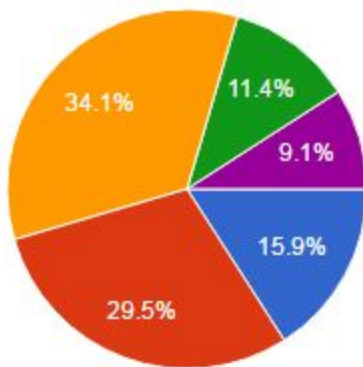


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- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other

<b>Often</b>	<b>7</b>	<b>Sometimes</b>	<b>12</b>	<b>Rarely</b>	<b>18</b>	<b>Never</b>	<b>4</b>	<b>Other</b>	<b>3</b>
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- For compliance in the past
- We only use this when required.
- Using the new ASSIST site.

## 5. Index of Education Quality™ (IEQ™)

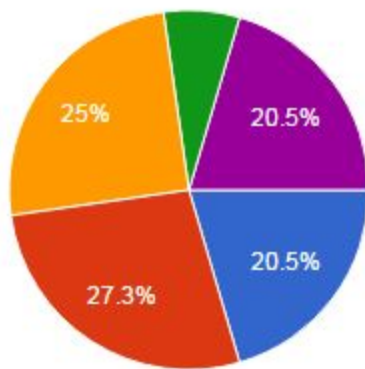


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- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other

<b>Often</b>	<b>7</b>	<b>Sometimes</b>	<b>13</b>	<b>Rarely</b>	<b>15</b>	<b>Never</b>	<b>5</b>	<b>Other</b>	<b>4</b>
--------------	----------	------------------	-----------	---------------	-----------	--------------	----------	--------------	----------

- PLC
- I'm not sure this question makes sense- the IEQ is a holistic score, like a student's ACT score. We don't ask students how they use their ACT scores.
- Used after our visit to brag.
- Due to the change over there was a lag in use. We are beginning to use it again.

## 6. eProve™ Stakeholder Surveys

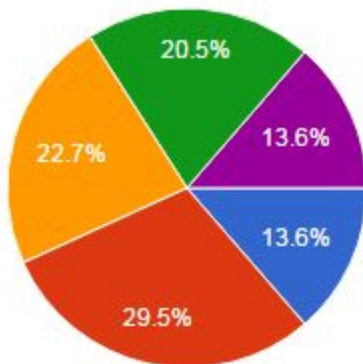


- I often use this product/process/ service to inform and promote continuous improvement in my dist...
- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other

<b>Often</b>	<b>9</b>	<b>Sometimes</b>	<b>12</b>	<b>Rarely</b>	<b>11</b>	<b>Never</b>	<b>3</b>	<b>Other</b>	<b>9</b>
--------------	----------	------------------	-----------	---------------	-----------	--------------	----------	--------------	----------

- Only for visit. We don't like the current climate survey but don't want to get AdvancED approval of our items
- We only use these to prepare for accreditation
- I haven't but I will take a look at this..
- as required by AdvancED
- This is given every 2 to 3 years. It is studied when results are gathered.
- Used prior to the visit. The surveys were too large and confusing to many stakeholders.
- We have not used it but have plans to start.
- We have our own surveys. Only use when required by AdvancEd
- Plan to use in the Fall

## 7. eProve™ Effective Learning Environments Observation Tool® (eleot®)



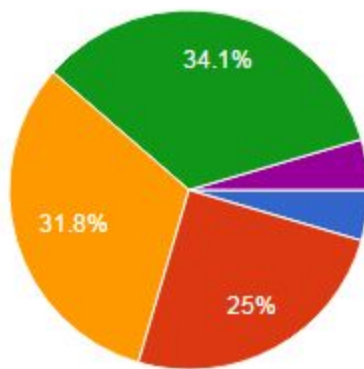
- I often use this product/process/ service to inform and promote continuous improvement in my dist...
- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other

<b>Often</b>	<b>6</b>	<b>Sometimes</b>	<b>13</b>	<b>Rarely</b>	<b>10</b>	<b>Never</b>	<b>9</b>	<b>Other</b>	<b>6</b>
--------------	----------	------------------	-----------	---------------	-----------	--------------	----------	--------------	----------

- Doesn't match some of our PL work
- We are looking into using this tool on a regular basis.
- This varies by school.
- Created a District version
- We have explored elect and use it along with our instructional framework
- I plan to switch to this tool for the 2017-18 year. Currently, we are using our own tool, but with our scheduled AdvancED visit scheduled for the 2018-19 year, we will spend a great deal of time next year to prepare. Using their observation tool makes sense when they are coming to "rate" the District.



## 8. eProve™ diagnostics

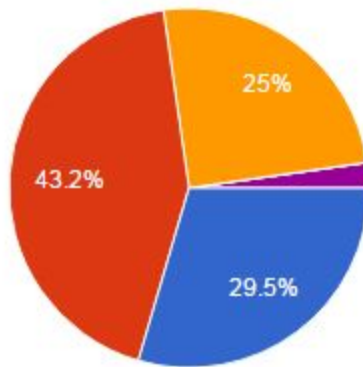


- I often use this product/process/service to inform and promote continuous improvement in my district
- I sometimes use this product/process/service to inform and promote continuous improvement in my district
- I rarely use this product/process/service to inform and promote continuous improvement in my district
- I never use this product/process/service to inform and promote continuous improvement in my district
- Other

**Often** 2 **Sometimes** 11 **Rarely** 14 **Never** 15 **Other** 2

- District version
- We have not used it but have plans to start.

## 9. Wyoming AdvancED Continuous Improvement Conference

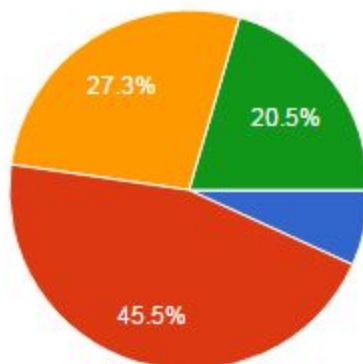


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- I sometimes use this product/process/service to inform and promote continuous improvement in my district
- I rarely use this product/process/service to inform and promote continuous improvement in my district
- I never use this product/process/service to inform and promote continuous improvement in my district
- Other

**Often** 13 **Sometimes** 19 **Rarely** 11 **Never** 0 **Other** 1

- We go to make sure we will meet the mandates of accreditation.

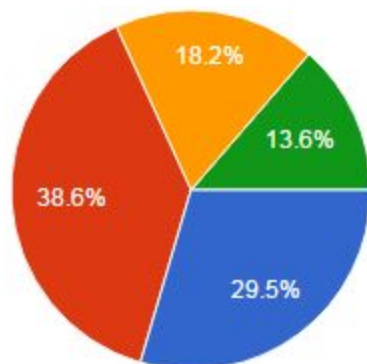
## 10. Other AdvancED Conferences, Workshops and Webinars



- I often use this product/process/service to inform and promote continuous improvement in my district
- I sometimes use this product/process/service to inform and promote continuous improvement in my district
- I rarely use this product/process/service to inform and promote continuous improvement in my district
- I never use this product/process/service to inform and promote continuous improvement in my district
- Other

**Often** 3 **Sometimes** 20 **Rarely** 12 **Never** 9 **Other** 0

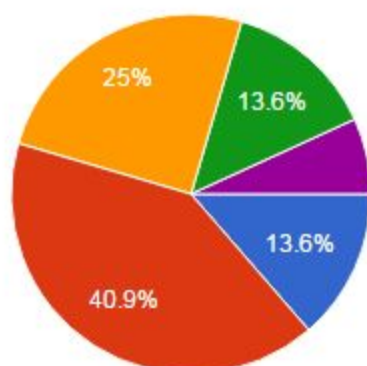
## 11. AdvancED Continuous Improvement System



- I often use this product/process/ service to inform and promote continuous improvement in my dist...
- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other



## 12. Support for Continuous Improvement provided by AdvancED state director

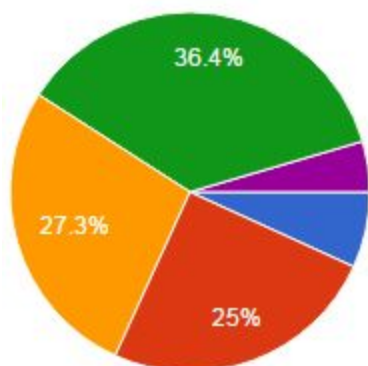


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- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other



- PLC model and visit other districts
- We use her so that we meet the mandates of accreditation
- Wyoming needs its own director.

## 13. The SOURCE online newsletter



- I often use this product/process/ service to inform and promote continuous improvement in my dist...
- I sometimes use this product/process/ service to inform and promote conti...
- I rarely use this product/process/ service to inform and promote conti...
- I never use this product/process/ service to inform and promote conti...
- Other



- We use AdvancEd quick notes
- We do not get it. We get weekly updates from the State Director.

# Accreditation Survey Questions

## 14. What are the strengths of the current accreditation process used in Wyoming?

- Very cumbersome and laborious. I appreciate continuous improvement but don't want to be forced into a specific process.
- AdvancED is Comprehensive and involves the entire educational community
- I think there could be value in onsite visits from non-district folks. But one and done every five years is not effective PD or support for growth.
- It is a waste of time and money on what we get out of the process
- Financial gain for AdvancED.
- The system focus has helped us get better in that regard.
- None
- The consistency of the process/system
- AdvancED is a world wide recognized accreditation system known for it's quality.
- Over the years, the strength of our accreditation process has been the high level of collaboration and coherence between the WDE, AdvancED and School Districts.
- I like the external visits and the collaborative design.
- viewed as duplication of a system already in place through WAEA
- strength is bringing in a 3rd party view school/district
- Can't think of any
- it helps us in our long range planning in school and district improvement
- Brings a focus to your District and schools from outside eyes.
- It is aligned to well-written standards.
- For districts who do not do have an improvement process it provides one.
- External Review; Public Shared Plans
- A mix of external practicing educators and Wyoming educators. I feel strongly about having practitioners be the majority on an evaluation team.
- The targets and expectations are fairly well defined.
- The strengths of the current accreditation process include the clarity of the expectations, perspectives from state and outside evaluators, and it provides a clear direction to focus on for improvement.
- Solid framework for school systems to base growth
- Systematic, well-defined process that is used consistently across the state (nation and world). Appreciate the IEQ scores that let us see how our performance compares to other schools across the system, as well as how we are doing from one year to the next. Targeted, focused, leads to intentional school improvement work.



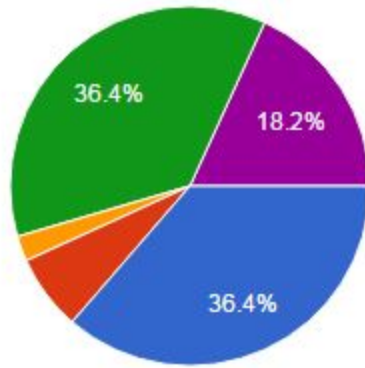
- Clear objectives
- It is robust and creates usable data.
- They are trying to make it more applicable for the schools.
- Consistent system and process amongst all WY districts, state supported. WY and external reviewers provide objective feedback for improvement.
- Structured process that has clear expectations.
- Networking w/other Superintendents on best practices
- Locally driven improvement process
- Allows review of district processes, provides common language for school improvement.
- opportunity for self reflection
- Provides an objective look at our district with constructive feedback.
- Consistency. We have been with AdvancED for quite some time now.
- State director support, training, and communications. The AdvancEd accreditation model is a broad-based model that looks at best practices across many domains within a system. The measures cover both inputs and outputs across the district. This is very different from an school level accountability model which focuses on specific academic outputs. This distinction is important and must be safeguarded in order to leverage innovation and best practices across a system, as well as academic accountability within a school.
- The State (WDE) system of rating campuses based on predetermined factors is the system that most closely mirrors the systems in the 2 other states where I have served as a Supt. AdvancED is new to me, and seems to focus on continuous improvement at the District level. Having 2 systems is a bit confusing. The annual "rating" of school campuses provides annual feedback which can be immediately used for improvement purposes. Both stress improvement - one (AdvancED) by looking at the actual continuous improvement processes in the District - and the other looks at annual results on the pre-determined factors each year at the campus level. It makes it obvious whether continuous improvement is taking place - and if not, actions are required each year.
- See question 21.
- Rubrics are clear, help focus on school improvement
- Evaluated by your peers, only goal is for school improvement.

## 15. What would you change or improve about the current accreditation process used in Wyoming?

- Use the Continuous improvement model already in place for schools and have WDE facilitate conversations around school and district strategic design. The current model doesn't allow for much innovation with AdvancED.
- The conference. I don't think enough people value it.
- The process of quality control and standardized assurances should be directly related to our SEA's accountability system.
- AdvancEd seems too far removed from the real world of teaching and learning. They have a good theoretical framework, but that framework is cumbersome and their "authority" is overreaching.
- Move it back to WDE completing the process
- Focus on the things that are important to Wyoming rather than meeting criteria that is set to cover several states. The process has to focus on children.
- The surveys and reporting (graphs etc) in the Assist are poor.
- Something simpler. Less time consuming. Use of the current or similar system for schools that are not meeting expectations on the accountability model.
- Our state needs an accreditation model that actually drives improved student learning. Our State Board of Education has run correlation data comparing IEQ scores to student proficiency, only to find that there is no correlation. This tells us that it is possible to fake the AdvancED process and earn a high IEQ score while having poor student learning results. We believe the accreditation model should be tied directly to factors that are proven to improve student learning, such as the PLC Process. The new AdvancED process is largely based on stakeholder feedback, which does not improve learning.
- The inconsistency of the evaluators who come on sight. There should be one consistent lead. At 10 districts a year that is 10 weeks of travel – should be manageable.
- I would suggest eliminating any WDE duplications and encourage WDE to fully support the AdvancEd process.
- With the integration of the new Wyoming Comprehensive Plan, I would suggest that we go back to a school-based accreditation and external review. There seems to be a disconnect between the comprehensive plan and the systems-based accreditation process.
- This process becomes very redundant for a k-12 district with only one school. Completing all of the required paperwork for the school side of ASSIST and the district side is just repeat work, but not close enough that you can just copy and paste.
- Nothing
- just use WAEA rating and address districts as appropriate, adopt PLC standards; should not be a dog/pony show
- Make it more user friendly, less cumbersome. AdvancEd is designed for large systems, doesn't fit most Wyoming schools except the five or six biggest.
- Narrow accreditation down to student growth, achievement and graduation rates.
- It would be ideal to give districts choices for their improvement. Many other models are already being utilized in school districts. AdvancEd is an "add-on." With signing assurances, meeting the WAEA expectations, and now the ESSA, districts are already doing a lot in the area of accountability. Why not allow school districts in the top 90% to work on the areas they've defined in their own strategic plan?

- I would eliminate it. With the statewide accountability system it is unnecessary. If there is a purpose it would be the model for districts to use who fall into the category of not meeting expectations. It could serve as the statewide system of support.
- We are moving to a strategic planning website that incorporates all of the domains and our strategic plan. It will be a living document that basically shares our report card to our stakeholders all of the time.
- The five year rotation should be reduced to 3 years.
- Changes to improve the current accreditation process could include shortening the length of visit.
- Simplify the process.
- We were very fortunate in our most recent review to have a solid team of professionals who could provide meaningful input for us. Strengthening an already-strong pool of potential visitors would ensure that this learning at quality levels exists for all schools/districts going through the process.
- Optional for schools and districts
- Focus on the Wyoming Accountability in Education process.
- The amount of man hours it generates for districts.
- Cost is high for the state. Support between reviews is minimal and is not as integrated with the school improvement plans and the WAEA report card as it could be.
- Yearly lower stakes visits vs. one high stakes visit every 5 years.
- Remove AdvancEd and continue the work by the state. The money spent on AdvancEd could fund several areas that would really assist us including an RTI center, a Curriculum center, and an Assessment center to give our teachers and principals more in-depth research and opportunities to partner with other schools.
- Wyoming needs our own director.
- Less document harvest and more review of processes.
- tie to WAEA - eliminate having two systems
- More consistent site teams.
- Too cumbersome
- There are still issues with the consistency of the makeup of teams doing on-site visits. Credibility is undermined if there are perceptions of inconsistency in scoring or interpretation of the rubrics. We don't know what the state contract is for AdvancEd but would like to see two or three team leads conduct all visits within a given year working together for consistency in scoring.
- Personally, I believe we should pick one system and fully support it. There would be less confusion (one being District-based and the other being Campus-based) and both require continuous improvement. While AdvancED looks at the process of improvement, the State system looks at results to determine if continuous improvement is taking place or if help is needed. If by discontinuing AdvancED, it would allow concentrated support for those Schools showing poor results, it would seem to make sense. I have no issue with AdvancED - it is very thorough and complete and their resources are great - Gerri is very helpful. I just don't think we should be under 2 different systems.
- See question 21
- AdvancED seems to change before a cycle completion, new every 5 years. New surveys are not as good as the old surveys.

## 16. Which of the following would be the preference for your district related to accreditation?

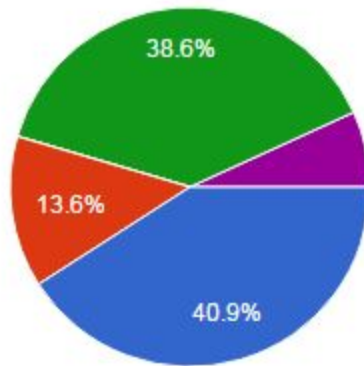


- Continue with the current accreditation system (District)
- Switch to an accreditation system for all schools in the district, but no district accreditation
- Switch to an accreditation system for specific schools in the district (i.e. high schools)
- Discontinue the current accreditation system
- Other

<b>District</b>	<b>11</b>	<b>All Schools</b>	<b>11</b>	<b>High Schools</b>	<b>12</b>	<b>None</b>	<b>16</b>	<b>Other</b>	<b>2</b>
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- If I am unclear what is required by AdvancEd (versus suggested), I don't know how to answer this!
- Provide ongoing support from WDE, WSBA, WASA, and other entities in Wyoming. Provide continual support and feedback to the district and the schools.
- I would want to know my options if the state switched before answering.
- no evidence that sanctions improve schools/districts
- Work with AdvancEd to customize a system that would incorporate components in our WAEA.
- develop state accreditation process that examines individual schools as well as entire system. Should be aligned to school improvement plans and report cards. State should explore alternate, external technical assistance to develop this process.
- Both district and school accreditation information is useful.
- Review options with district input.
- There needs to be a user friendly National Accreditation System that corresponds with State Accreditation.
- Switch to an accreditation system for specific schools in the district (i.e. high schools)
- Being fairly new to Wyoming, it is confusing that we seemingly have 2 systems of evaluation/accreditation. In other states where I have been a Supt., we only had 1 evaluation/accreditation system. In Wyoming, the State rating system is school specific and looks at a number of specific factors whereas the AdvancED system is District specific. If we are to be rated by the State (WDE), it seems to me that would indicate whether we are focused on continuous improvement or whether we need some help to focus on improvement. If our campuses are rated low, then actions are warranted. If we are rated high, then good things are taking place. It takes an enormous amount of time to prepare for AdvancED every 5 years and there seems to be a disconnect between the 2 systems. We need to choose one or the other. I would rather use the State (WDE) system in a tight budget crunch - as I believe it is sufficient to indicate what is happening "on the ground" in schools.

## 17. Under what conditions would your district prefer to continue with District accreditation, which includes the district and all schools?

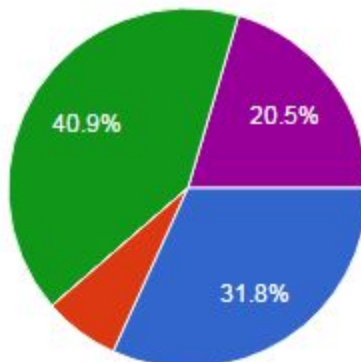


- If the WDE pays all of the costs associated with the current accreditation system
- If the WDE pays the costs of external reviews and the district pays the annual costs of the current accreditation system
- Our district would be willing to pay all of the costs of the current accreditation system
- Our district would prefer to discontinue the current accreditation system
- Other

**At WDE Expense** 18   **Split Costs** 6   **District Cost** 0   **None Regardless** 17   **Other** 3

- We do what we have to - to be accredited. I prefer not to do a costly program.
- would prefer no district or state costs and that we have WAEA system in place and could arrange for peer PLC review if need be from a partnering district
- Review more cost effective approaches.

## 18. Under what conditions would your district prefer to change the current accreditation system and include only high schools?

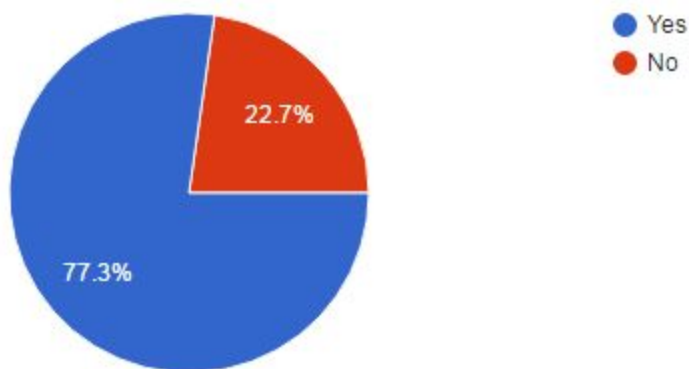


- If the WDE pays all of the costs associated with the current accreditation system
- If the WDE pays the costs of external reviews and the district pays the annual costs of the current accreditation system
- Our district would be willing to pay all of the costs of the current accreditation system
- Our district would prefer to discontinue the current accreditation system
- Other

**At WDE Expense** 14   **Split Costs** 3   **District Cost** 0   **None Regardless** 18   **Other** 9

- same as above
- We do not support a High School only model.
- I would not prefer to change and not include elementary schools. They are the foundation of student learning.
- We are not interested in accreditation for high school only.
- We do not support accrediting select schools
- Would prefer to include the district and all schools, not just high schools.
- Explore options other than AdvancED.
- Don't change.
- We would not prefer to include only high schools.

**19. The state accreditation requirements include annual reports (i.e. improvement plans and assurances), as well as a WDE staff visit to the district every five years to verify adherence to applicable criteria in statute. Is this alone sufficient for a district accreditation process?**



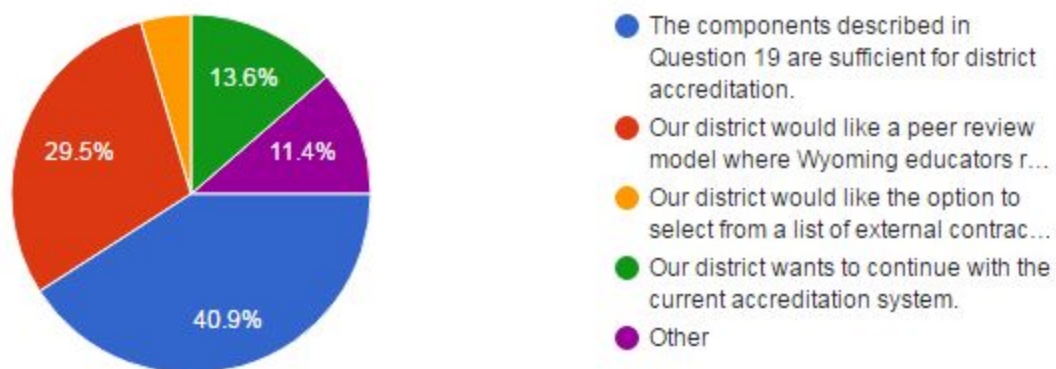
**Agreeable to Non-Evaluative Accreditation Process by WDE**

**34**

**Want more than a Non-Evaluative Process**

**10**

**20. In your opinion and without cost as a factor, what components in addition to question 19 above, should be part of district accreditation?**



**WDE Process**

**18**

**Peer Review**

**13**

**Vendor**

**2**

**AdvancED**

**6**

**Other**

**5**

- Our district believes that a peer review model based on the Statewide PLC plan is the method that will best improve student learning.
- Move back to a school-based accreditation system (all schools).
- Judge our district on student growth and achievement and graduation rates.
- The components in question 19 along with required participation in a State Tiered System of Support .
- The peer review model is not what drives continuous improvement in our district. Commitment to students, local experts and expectations of the community is what is valuable to us.
- Review options providing comparisons.



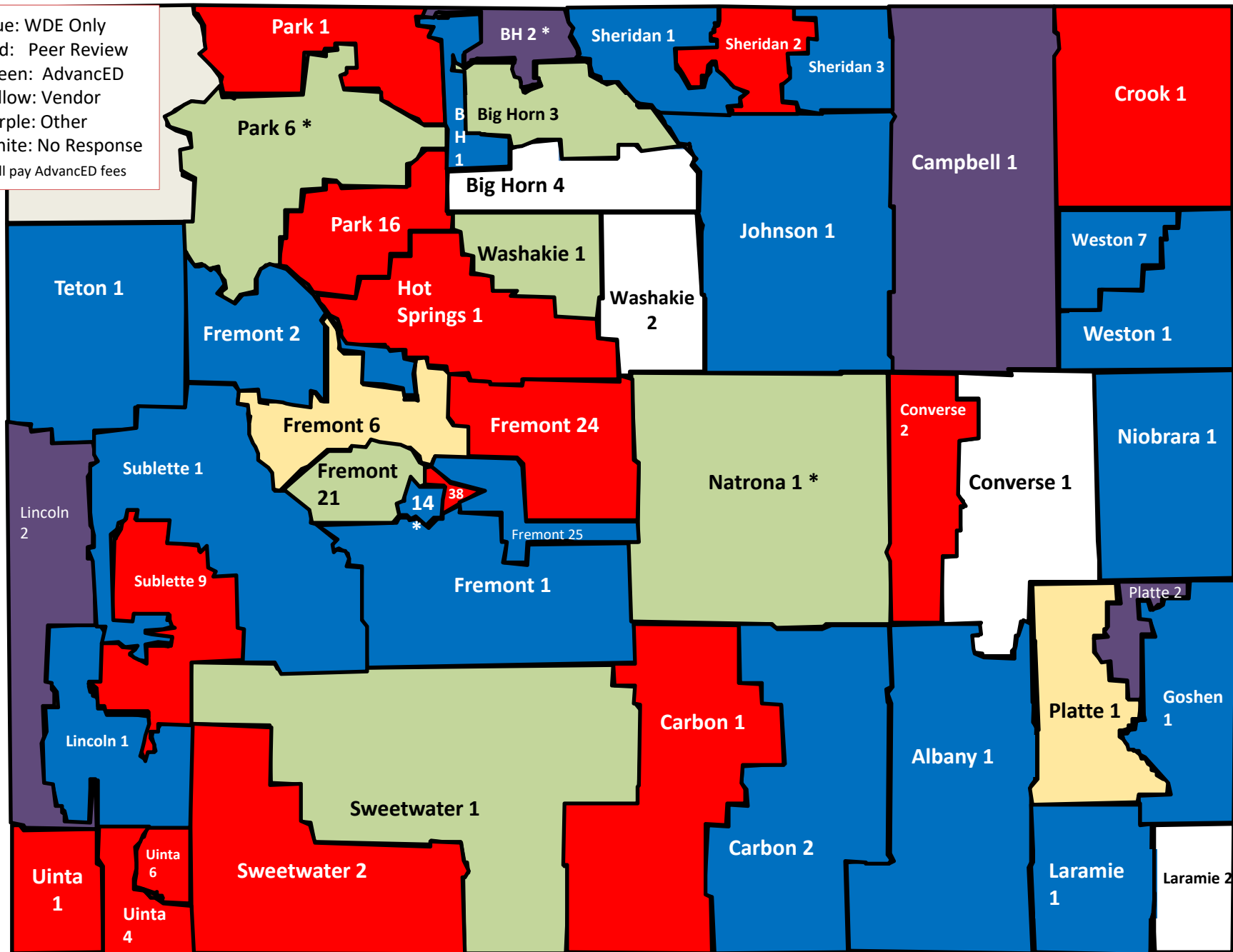
## 21. What else would you like to tell the WDE about accreditation?

- For small schools that are using other methods to design our work, the implementation of all of AdvancED surveys, inventories, elect tools that don't always align with our instructional model, we would prefer a more local system. In addition, the funds spent on the conferences is not in line with our current financial realities and focus for PDI
- The answers really did match the questions well. It was hard to share what we really thought.
- Thank you for the opportunity to submit feedback.
- I like the idea of accountability. The external review has merit, but not under the guise of "continuous improvement". The reports and processes in accreditation should be locally meaningful, and should not be based on theory alone. The ASSIST tool in AdvancEd have becomes hoops to jump through in our district and are not meaningful. They really want us to write a comprehensive communication plan? No one even knows that means.
- I think there is a better use of our time and money.
- You would be better off putting your money in programs that benefit children and use those programs. IE: the Academy in Guernsey.
- It should only be required for schools that are not meeting expectations.
- We appreciate the opportunity to provide feedback. We also believe that accreditation should be relevant to our work and tied to factors that truly improve student learning. AdvancED is not a good use of WDE and/or district funds. We suggest that you let the state's top 10 highest performing districts gather to design a new system that is unique to Wyoming and that will improve learning across the state.
- I am confident we will properly prepare for whatever system you have in place. I did like the old model where we had teams of Wyoming educators and WDE staff. I am just not sure we have the capacity to go back to that model .
- We answered "No" to question #19 but need to clarify. AdvancEd Accreditation does occur once every five years with an onsite visit. The AdvancEd process continues every year with monthly DLT meetings, a living school improvement plan with ongoing student data analysis. The AdvancEd contract is money well spent by WDE; this PD opportunity separates us from other states.
- The AdvancED process for continuous school improvement is fantastic! I would like to see the process go back to a school-based process because I think it has a larger impact where the rubber meets the road!
- The benefits of the current system do not merit the cost, regardless of who is paying the tab. I believe that the state can design and implement a system that is equally as effective as the current one, for little to no cost. In a time of significant budget issues, this needs to be addressed! Thanks for reaching out to the districts.
- Nothing
- basically duplication process; We feel WAEA continues to improve the feedback that schools receive. The Wyoming Accountability makes it obsolete.
- Thank you
- JCSD1 appreciates this survey and having the chance to provide feedback.
- Let's not change a process that is working.
- I would be willing to move to a peer review process as long as the lead and the majority of evaluators are practicing educators. I was involved in accreditation visits many years ago in which WDE employees who are no longer there where the lead in numerous areas. Some of those leads were vindictive. I firmly believe in the need to improve and continually evaluate data, make changes based upon the data, and progressively get better. Is AdvancEd then end all and be all? No. Do they have a very good evaluation platform that provides methods for improvement? Yes. I would be happy to part of the discussion as this process moves forward.

- Im not sure that "choice" belongs in how schools/Districts are accredited. Schools/Districts should have common, clear targets and demonstrate progress towards improvement. How we improve is only choice we need.
- The current WDE accreditation process assists our district in bringing unity for improvement across all schools and departments.
- The success of using the current system rests with the district being visited. If a district sees the accreditation process as one more thing to check off a list (compliance) they likely won't get much out of the experience. Conversely, if a district and its schools see the process as a catalyst toward intentional, focused school improvement and utilizes the resources available in the manner they have been researched and designed, they will benefit to a very high degree.
- This requirement takes time and effort to complete with no change in student learning.
- This process could be simplified if there was trust in the system for policy makers. Use the WAEA data as the base, assurances and does the district and/or schools comply with all reporting requirements from the WDE.
- Continue to align the assurances, school improvement plans and report cards to reduce redundancy and help districts/schools grow
- We have enjoyed and received much more benefit from WDE than from AdvancEd. We hope WDE continues it's efforts on assistance and monitoring of our continuous improvement efforts.
- Currently the deployment of the new AdvancED system has had little direction and support for the school districts that are being accredited in October.
- It should be consistent and usable by the district. There should be feedback that can be used to improve the schools and district.
- We answered "no" to question #19 because of the value of an external review from a nationally recognized accrediting organization for the promotion of continuous improvement. However, we are not certain that being "accredited" has resulted in any relief from reporting and compliance demands so there is a question on whether Wyoming policy makers and public see value in the process.
- In a time of shrinking budgets with painful decisions being required in the near future, it only seems logical to focus on one Accreditation system rather than incur the costs of 2 systems - especially when they are seemingly disconnected - as one focuses on the District and the other focuses on specific schools. In my experience (this is my 40th year in public education - 25th as Supt.), I have always felt like that unless schools/Districts are rated low on the State Accreditation System, then that indicates that good things are already happening in that District so they should be left to their continued pursuit of excellence - possibly using them as a resource for other Districts needing help. My opinion is that it simply does not make sense to pay for 2 different systems. I have no issue with either - let's just pick one and support it fully.
- Accreditation should be about annually identifying the needs in a district and then providing support to make the need changes. Great "Districts" have great systems and we have some great Schools and Districts in Wyoming. The WDE also has a great staff, so why don't we use our local resources to improve the quality of education in Wyoming. Accreditation and Wyoming Accountability should be one system.
- If WDE could not fully fund AdvancEd, we would be willing to pay some costs.



- Blue: WDE Only
- Red: Peer Review
- Green: AdvancED
- Yellow: Vendor
- Purple: Other
- White: No Response
- \* Will pay AdvancED fees



Lincoln 2 – Doesn't value peer reviews, Campbell 1 – Wants to review options, Big Horn 2 – Wants AdvancED school accreditation, Platte 2 – Wants accountability only

## Proposed Options for State Accreditation

(Beginning in 2018-19)

### Mandatory for all schools/districts: State Accreditation Process

Through annual review of documents and reports, assurances, and other verification processes, including on-site reviews as necessary, the WDE will ensure that all Wyoming school districts meet the accreditation criteria outlined in statute.

The WDE annually collects reports and data to verify adherence to statute. Consequently, districts that submit annual assurances, as well as all required data and reports will be accredited by the State Board without substantial additional evidence.

Details for additional criteria, desired outcomes, and support for continuous improvement are included in the full proposal document for statewide accreditation.

Note: a review of each district's assessment system is statutorily required at least once every five years. As part of the state accreditation process, districts will be required to assure that their most recent DAS review was approved.

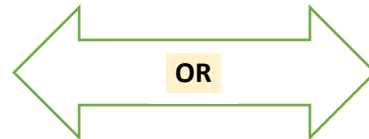
Starting in 2018-19, districts would have the **option\*** of adding an external review component every five years (outside of the statutorily required review of the district assessment system). Districts choosing to include an external review component may select from one of the following options:

### Option 1: Peer Review Model

Wyoming educators review other districts using specific criteria.

WDE provides expenses related to peer review costs (i.e. travel for peer reviewers).

No annual dues/fees are associated with this option.



### Option 2: AdvancED\*\*

Continue with current accreditation review process.

WDE provides expenses related to AdvancED external review costs (i.e. travel for review teams).

Districts pay annual dues/fees.

*\*The objective of an external review should be support and improvement for schools/districts. The purpose of state accreditation process, by statute, is to ensure districts meet all of the requirements prescribed in law.*

*\*\*Institutional schools will continue to receive accreditation through AdvancED. The WDE will pay for these expenses.*

# District Accreditation

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**WYOMING  
STATE BOARD  
OF EDUCATION**

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## Draft Proposal

Following approval by the Wyoming State Board of Education, consultation with stakeholders for comments and input will be conducted by the Wyoming Department of Education and finalized for approval by the State Board in 2018.



**WYOMING**  
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## Accreditation Purpose

The purpose of State Board accreditation is to ensure that Wyoming districts meet the requirements of Wyoming statute. Specific references in statute include requirements that districts:

1. Adhere to all applicable laws and regulations. W.S.21-2-202
2. Use district funds to offer the “educational basket of goods and services” and meet State Board accreditation requirements. W.S.21-13-310
3. Teach the Uniform Wyoming Content and Performance Standards. W.S.21-2-304(a)(ii)
4. Have a WDE approved District Assessment System. W.S. 21-3-110(a)(xxxiv)
5. Participate in the Statewide Accountability System. W.S.21-2-304(a)(ii)
6. Meet the school improvement requirements in W.S.21-2-204(f)

W.S.21-2-202(a)(viii) requires the State Superintendent to maintain a list of all accredited schools. District accreditation includes all schools that are governed by the district. Districts ensure that all schools within the district meet the applicable accreditation requirements.

## Overview of Current Process

Wyoming State Board accreditation is currently integrated with AdvancED® accreditation. AdvancED is an external accrediting agency from Alpharetta, Georgia that grants “regional” accreditation to approximately 30,000 schools and districts in the United States and abroad, nearly all of which participate voluntarily. AdvancED is the only external accrediting agency that serves Wyoming.

Wyoming Department of Education (WDE) survey results from 44 district superintendents indicate 37 would prefer to discontinue AdvancED accreditation. A summary of the major concerns are that the continuous changes in the AdvancED protocol are confusing, and the surveys, inventories, evaluations, and reports required by AdvancED are a distraction, not a benefit, to district and school improvement.

At the same time, the response from some district superintendents was quite favorable. One described it as “fantastic.” Another said, “Let’s not change a process that is working.”

Two states, Wyoming and North Dakota, require AdvancED accreditation. In all other states, it is optional.

The reductions to the WDE budget make it unrealistic to continue to provide AdvancED accreditation for all districts and all schools in Wyoming. This proposal is to establish a separate Wyoming State Board accreditation process and provide additional external accreditation only to districts that wish to be accredited by AdvancED.

## Proposed State Board Accreditation Process

Through annual review of documents and reports, assurances, and other verification processes, including on-site reviews as necessary, the WDE will ensure that all Wyoming school districts meet the accreditation criteria.

## **Accreditation Evidence**

The WDE annually collects sufficient reports and data to verify adherence to statute for nearly all criteria. Consequently, districts that submit annual assurances, as well as all required data and reports will be accredited by the State Board without substantial additional evidence. Any necessary additional documents, or follow-up needs will be collected electronically by the department.

## **Accreditation Criteria**

The Wyoming State Board accreditation criteria will reflect the requirements of Wyoming state statute in the following areas:

1. District Board
2. District Leadership
3. School Leadership
4. Stakeholder Relationships
5. Staff Employment and Certification
6. State Assessment and Accountability
7. School Improvement
8. Professional Development
9. Educational Programs, Standards, and Curriculum
10. District Assessment System
11. Instructional Methods
12. Learning Supports
13. Family Engagement
14. At-Risk and Dropout Prevention
15. High School Graduation
16. School Safety, Culture, and Climate
17. Student Activities
18. Technology and Media
19. Distance Education
20. Buildings and Facilities
21. Student Health
22. Calendars and Schedules
23. Transportation
24. Food Services
25. Finance and Data

## Continuous Improvement

The Department will:

- Provide ongoing technical assistance and guidance to all Wyoming districts and schools aligned to these criteria.
- Develop and maintain a systematic approach to increasing shared understanding and improved practice at the state, district, and school levels aligned to these criteria.
- Work with district superintendents to develop, implement, and maintain a voluntary peer review process aligned to some or all of these criteria.
- Make AdvancED regional accreditation available to districts on a voluntary basis at the expense of the department.
- Allow districts to develop or adopt their own approach to school improvement, as long as it includes research-based school improvement correlates aligned to and supportive of the state accreditation criteria.
- Continue to require AdvancED accreditation for publicly-funded schools and education agencies that are not governed by a district (i.e. Institutional Schools, Boards of Cooperative Educational Services, St. Stephen's Indian School).

## Statewide Outcomes

Many effective school improvement practices are included in Wyoming statute. Additional research-based practices can be aligned to these accreditation criteria. If effective practices aligned to these criteria are well-implemented statewide, the Wyoming education system should achieve the goals of the Wyoming Accountability in Education Act (WAEA) which are to:

1. Become a national education leader among states;
2. Ensure all students leave Wyoming schools career or college ready;
3. Recognize student growth and increase the rate of that growth for all students;
4. Recognize student achievement and minimize achievement gaps;
5. Improve teacher, school and district leader quality;
6. Maximize efficiency of Wyoming education;
7. Increase credibility and support for Wyoming public schools.

## Additional Benefits

Additional benefits are reduced costs, less fragmentation of regulations, and more consistent accreditation expectations for Wyoming districts and schools.

## COMPARISON BETWEEN STATE BOARD AND AdvancED ACCREDITATION

	STATE BOARD ACCREDITATION	AdvancED ACCREDITATION
<b>DEFINITION</b>	A process to ensure that Wyoming schools and districts are adhering to statutes and regulations that are intended to improve student learning and ensure equity of opportunity to learn.	A voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards
<b>ACCREDITING AUTHORITY</b>	The Wyoming State Board of Education has the statutory authority to accredit all Wyoming schools and districts annually.	AdvancED is an external, non-profit agency that grants accreditation to member districts and schools based on their own standards of quality.
<b>REGULATORY REQUIREMENTS</b>	Wyoming Statute and Chapter 6 Rules require State Board accreditation of all districts and schools in Wyoming.	There are no Federal laws that require K-12 accreditation. AdvancED accreditation is optional in every state except Wyoming and North Dakota.
<b>HIGH SCHOOL ACCREDITATION</b>	State Board accreditation meets college and military requirements for high school accreditation.	AdvancED meets college and military requirements for high school accreditation.
<b>ACCREDITATION REQUIREMENTS</b>	Accreditation requirements include compliance, self-evaluation, improvement plans, and accountability.	The AdvancED accreditation standards, requirements and procedures are changed every five years by AdvancED.
<b>COMPLIANCE</b>	Districts and schools annually complete assurances to verify compliance with statute. Some assurances are reviewed through documentation and data submitted to the WDE annually.	State accreditation is a prerequisite to AdvancED accreditation. According to AdvancED policies, "the school/school system must comply with all...requirements for governmental approval, recognition or accreditation".
<b>STUDENT PERFORMANCE</b>	Student performance is evaluated through the accountability system. District Assessment System review every five years is required.	Student performance is evaluated through a student performance diagnostic submitted to AdvancED.
<b>IMPROVEMENT PLANS</b>	Improvement plans for partially meeting and not meeting expectations schools are required annually.	Improvement plans for all schools and districts are required by AdvancED every five years prior to the external review.
<b>SELF EVALUATION</b>	There is no self-evaluation requirement in statute.	Ongoing self-evaluation using AdvancED E-Prove surveys, inventories, and ELEOT* data.
<b>EXTERNAL PEER REVIEW</b>	There is no external peer review requirement in statute.	AdvancED currently conducts on-site external reviews every five years.
<b>SCHOOL IMPROVEMENT CONFERENCES</b>	Currently the WDE has several conferences, but does provide funds or staff for the School Improvement Conferences.	AdvancED is currently responsible for the Wyoming School Improvement Conferences held twice annually.
<b>COST</b>	A process that meets statutory requirements can be conducted with existing WDE resources.	The cost of AdvancED accreditation in Wyoming is \$750,000 - \$1,000,000 per biennium for annual membership fees and external reviews.
<b>INSTITUTIONAL SCHOOLS</b>	The statutes are unclear on what is required for institutions, particularly for-profit institutions that receive court-ordered students and have corporate offices in other states.	AdvancED is better suited to provide accreditation for institutions and would continue to be contracted to provide accreditation for these schools.





**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
for Students to Keep  
Wyoming Strong*

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## MEMORANDUM

To: State Board of Education  
From: Lisa Weigel, Chief Policy Officer  
Date: July 11, 2017  
Subject: Agenda Item Overview: Alternative School Accountability

**Meeting Date:** July 20, 2017

**Item Type:** Action: \_\_\_\_\_ Informational:   X  

### **Background:**

During the 2015 legislative session, the Wyoming Department of Education (WDE) was directed to convene a Technical Advisory Group (TAG) to develop a framework for alternative school accountability. Since then, this group has developed a system that reflects a more accurate representation of alternative school performance than what is provided with the current model under the Wyoming Accountability in Education Act (WAEA). As such, [alternative school accountability](#) will be based on a model that meaningfully differentiates performance among *alternative* schools, rather than comparing alternative schools to traditional high schools in Wyoming. The performance expectations for students remain the same, and the overall goal continues to be to improve schools.

The [original framework](#) developed by the TAG was presented to the legislature in October 2015. In the 2016 legislative session, the WDE was further directed to develop business rules for this framework, and the alternative schools were to implement this model for two pilot years. The business rules were created in collaboration with the TAG and aligned to the framework, and the alternative high schools just completed Year 1 (2016-17) of the two-year pilot.

During both years of the pilot, alternative schools will receive performance reports for informational purposes only; an official school performance rating will not be assigned. An overview of the accountability model for alternative schools was presented to the State Board of Education in August of 2016 and can be found [here](#), along with the [revised framework](#) that was submitted to the legislature on July 1, 2016. Additionally, an [implementation manual](#) is provided for your reference.

### **Indicators for Alternative School Accountability:**

The framework for alternative school accountability is comprised of four indicators: Academic Performance, Readiness, Climate, and Engagement.

#### **Academic Performance**

Just like the current model under WAEA, Achievement and Growth are part of the alternative school accountability model. The student performance levels will remain the same for Achievement until new cut scores are set after Year 2 (2017-18) of the pilot. Achievement scores will be based upon an achievement index that is described in the pilot year [implementation manual](#). Median Growth Percentiles (MGP) will continue to be used to determine Growth.

#### **Readiness**

The Readiness indicator includes Hathaway eligibility and graduation rate just like the current model. However, credit earning includes credits earned in grades

9, 10, and 11. This is different from the current model in which only credits earned in 9<sup>th</sup> grade are included. Alternative high schools provided transcripts for students who were enrolled in 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade during the 2015-16 school year on the WDE949.

*Attainment* is a sub-indicator of Readiness and is based on “exit outcomes” for students enrolled at an alternative school. Examples of exit outcomes are a high school diploma (including extended time graduation), a high school equivalency certificate, and post-secondary credits earned during a student’s enrollment at the alternative high school. The aforementioned [links](#) provide details about Attainment (exit outcomes) and how they can be included in the model.

#### *Climate*

The alternative school accountability model includes two indicators not present in the current model: Climate and Engagement.

Climate will be measured through a student survey, which was administered by all alternative high schools during the week of October 17, 2016 and again during the week of April 17, 2017 on a day and time chosen by the district during each window. All high schools were invited to participate in the student survey, but it was required for all alternative high schools. Fewer than five (5) traditional high schools participated in the survey in 2016-17.

The survey contained 20 questions about students’ perceptions related to **trust, respect, high expectations, and support** – concepts which have been linked to high-performing schools. Each question was followed by a Likert scale in which students can indicate their level of agreement with each item. Additionally, the survey included one open-ended question: “Is there anything else you want to tell us about your experience at this school?” The survey was administered online according to a specific protocol. Administration guidelines and the survey questions can be found on pages 12-17 of the [July 1 report](#).

#### *Engagement*

Engagement will be assessed through a Student Success Plan (SSP). The legislature required the inclusion of a SSP during the 2016 session. The purpose of the SSP is to provide relevant feedback and actionable goals for alternative school students. Each student worked with a mentor at least twice during the school year to examine the following components: **student goals/interests, academic history, attendance rate/history, and post-secondary plans**.

The TAG provided guidance and a template for the SSP (see pages 18-29 of the [July 1 report](#)). Alternative schools were not required to use this template and could have created their own form so long as the required components listed in the previous paragraph were included. **During Year 1 of the pilot (2016-17), the SSP was optional.** The alternative schools that participated submitted a short acknowledgement form to the WDE in June 2017.

#### ***Initial Findings (Pilot Year 1):***

Results from Year 1 of the pilot are not yet finalized. The WDE has the data for all of the indicators described in this report, but no school performance rating has been assigned. The TAG will be working over the summer to see how the indicator data plays out in the model.

As directed by the legislature, the TAG will continue to meet over the summer to discuss the components of the model, examine the influence these components will have on accountability for alternative schools, and refine the components as necessary in preparation for Year 2 of the pilot in 2017-18. Some questions the TAG will consider include:

- How will target levels be developed for each indicator in the alternative school accountability model?
- How will data on indicators be combined – specifically those related to climate, engagement, and exit outcomes – to create target levels for an overall School Performance Rating?
- Should any of the indicators be replaced or refined?

#### ***Statutory Reference (if applicable):***

- Senate Enrolled Act 64 (2016)
- House Enrolled Act 61 (2017)

***Fiscal Impact:***

The state legislature appropriated three thousand five hundred dollars (\$3,500) through June 30, 2019 this interim study.

***Supporting Documents/Attachments:***

- Original Proposed ASA Framework
- State Board Presentation: Overview of ASA (Aug 2016)
- Revised ASA Framework (aka "July 1 Report")
- ASA Implementation Manual
- Student Success Plan (SSP) Statement of Assurance

***Proposed Motions:***

None

***For questions or additional information:***

Contact Julie Magee at 307.777.8740 or [julie.magee@wyo.gov](mailto:julie.magee@wyo.gov).

# **Wyoming Alternative School Accountability Framework:**

## **Recommendations from the Alternative Accountability Advisory Committee**

**A Report Submitted to the Wyoming Department of  
Education by Chris Domaleski and Erika Hall, National  
Center for the Improvement of Educational  
Assessment, Inc.**

## Introduction

This report provided by the National Center for the Improvement of Educational Assessment (Center for Assessment) to the Wyoming Department of Education (WDE) serves the following purposes:

- Documenting the process used and recommendations made by the Technical Advisory Group - hereafter termed the Alternative Accountability Advisory Committee (AAAC) for the WY Alternative School Accountability Framework (ASAF).
- Highlighting the rationale behind the AAAC's design recommendations.
- Explaining the recommended components and indicators in the model and providing some design illustrations to show how the recommendations could be operationalized.
- Describing required next steps and the activities/resources necessary to support them.

Wyoming Senate Enrolled Act (SEA) 87 calls for revisions to the Wyoming Accountability in Education Act (WAEA) to include the establishment of a separate alternative school accountability system. The impetus for the proposed revision came largely out of concerns about the appropriateness of the general accountability model for making valid inferences about the performance of alternative schools— schools that often differ from traditional schools with respect to the type and number of students served, the degree of flexibility necessary to support success, school climate, and the schools' specified mission and goals. Such characteristics are consistent with the state's definition of alternative schools as "models that offer educational programs to students with educational needs, which the district finds are not appropriately met by other schools in the district."<sup>1</sup>

In response to the call for revisions, WDE formed the AAAC to serve as a technical advisory group working in conjunction with the WDE "to develop a valid and reliable accountability model" that conforms to the principles and purposes of WAEA. The advisory group was charged with producing recommendations for the model no later than October 15, 2015.

WDE recognized that this work required going beyond evaluating and modifying the general accountability system to establishing a new system with valid indicators of alternative school performance, one that would both provide the foundation for an overall school rating and facilitate the attainment of alternative school goals. To meet this objective, the WDE contracted with the Center for Assessment to develop and implement a process in partnership with WDE staff that would guide AAAC members in establishing a coherent, comprehensive accountability framework

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<sup>1</sup> From W.S. 21-13-309(m)(v)(B):

through articulation of following:

1. Goals of the accountability system and the intended uses of system results
2. Features characterizing high quality alternative schools
3. Important indicators of alternative school performance
4. Key design principles and priorities that inform the manner in which indicators should be defined, measured and combined.

In addition to facilitating the AAAC's work with WDE staff, the Center for Assessment agreed to develop this report to document the process used to gather input from AAAC members and the resulting recommendations. This report begins with an overview of the AAAC's role and provides a summary of the set of topics and different approaches used to gather input and recommendations from all members. Following the summary of the process, we document the Theory of Action underlying the design of the system (e.g., goals, intended uses, desired outcomes) and the design principles articulated by the AAAC. Subsequently, we capture the AAAC's recommendations related to key indicators and measures and how they should be prioritized, combined and reported within the context of the system. To illustrate possible approaches for implementing the AAAC's recommendations, we provide options for consideration throughout the document. We also provide guidance regarding a process to operationalize the model.

### **The Role of the AAAC**

To begin the process of establishing a new alternative school accountability model, the WDE convened a technical advisory group termed the Alternative Accountability Advisory Committee (AAAC). The committee is comprised of 10 educational leaders representing a variety of roles and perspectives, including five alternative school principals and two superintendents with alternative schools in their districts. The complete list of AAAC members is located in Appendix A.

At the start of each meeting, AAAC members were reminded of their charge, specifically to:

- determine design priorities for Wyoming's alternative school accountability system and document them in an accountability framework; and
- understand and articulate policy priorities and translate them into specific design recommendations by October 15, 2015

The AAAC was asked to discuss ideas broadly and identify shared values. In the case of disagreement, which was very infrequent, this report notes the range of views expressed. Ultimately, the committee served as an advisory group with the power to make recommendations and inform design decisions based on identified policy priorities. The AAAC understands that these recommendations will be reviewed by the Wyoming Select Committee on Statewide Education Accountability and other groups, and may be accepted or revised to inform state accountability policy.

From May to September of 2015, the AAAC convened once a month for a total of 5 meetings. Table 1 presents an outline of topics addressed at each meeting.

**Table 1. Topics Addressed in AAAC Meetings**

Meeting Date/ Location	Topics Addressed
May 14-15, 2015  Casper, WY	<ul style="list-style-type: none"> <li>• Definition of Wyoming alternative schools</li> <li>• Design of the current WY school accountability model</li> <li>• Elements of accountability systems</li> <li>• State examples of alternative school accountability models</li> <li>• Distinguishing characteristics of WY's alternative schools</li> <li>• Goals, priorities and design considerations for the alternative school model</li> </ul>
June 18, 2015  Casper, WY	<ul style="list-style-type: none"> <li>• Proposed theory of action for the alternative school model</li> <li>• School climate</li> <li>• Current procedures for calculating academic growth using student growth percentiles (SGPs)</li> <li>• Potential indicators of post-secondary readiness</li> </ul>
July 15, 2015  Webinar	<ul style="list-style-type: none"> <li>• Elements and examples of school climate surveys</li> <li>• Establishing an index of attainment</li> <li>• Considerations related to the definition and inclusion of trans-academic skills</li> </ul>
August 14, 2015  Webinar	<ul style="list-style-type: none"> <li>• Establishing an indicator of student engagement</li> <li>• Indicator categories and performance designations</li> <li>• Prioritization and aggregation of indicator measures</li> </ul>
September 21, 2015  Casper, WY	<ul style="list-style-type: none"> <li>• Initial draft of accountability framework</li> <li>• Weighting and prioritizing indicators</li> <li>• Consequences and supports</li> <li>• Next steps</li> </ul>

In May and June, AAAC members worked on achieving consensus on elements of the theory of action and key policy priorities that would drive the design of the system. They identified potential indicators and associated measures for inclusion in the model, and outlined design features required to support the intended use of results. In July and August, the members clarified their initial recommendations by discussing the intent and rationale of each proposed indicator, potential measures of those indicators, and different procedures for aggregating and reporting results. Throughout each discussion, the committee was reminded to consider the overarching goals of the system and the AAAC's consensus hypothesis as to how those goals would most

likely be obtained (i.e., as reflected in the theory of action.)

One of the initial procedures used to facilitate these discussions, as shown in Table 2, included having AAAC members list features they believed best distinguished a high quality/effective alternative school. This activity supported the identification of important measures of school performance that either a) did not exist in the traditional model, or b) existed but were not operationalized in manner perceived as appropriate for alternative schools. Based on these discussions, the AAAC proposed the inclusion of two new indicator categories, school climate and student engagement, and suggested modifications to the manner in which some traditional components (e.g., student achievement and readiness) were defined.

For example, while the metrics used to represent student achievement and growth will likely remain the same, the AAAC recommended that the standards representing ‘expected’ or ‘met target’ performance within the context of the model be re-examined for student achievement. Similarly, while Hathaway, graduation rate and credit earning are still considered important “readiness” indicators, additional outcome measures such as post-secondary credit earning and attainment of a certification or credential were also flagged for inclusion. Finally, for all proposed indicators, the AAAC voiced concerns about the impact of small N-size and student demographics on overall school performance. It was recommended that procedures be carefully operationalized to ensure that schools were not inadvertently put at a disadvantage due to either of these two factors.

Subsequent work will be necessary to inform final design decisions and to establish performance standards by a Professional Judgment Panel (PJP). These standards will be used to determine overall school ratings for state and federal accountability. In addition, we recommend further investigation on promising approaches for providing effective consequence and supports that should be associated with different profiles (i.e., across indicators) of school ratings. We stress that consequences and supports are a vital component of comprehensive accountability systems; however, a full treatment of this topic is beyond the charge of the AAAC.

### **Process Used to Solicit Input and Recommendations**

To welcome and encourage a diversity of opinions, both small and large group discussions were used to develop recommendations. For each AAAC meeting, the Center for Assessment in partnership with WDE presented different design options and considerations in reference to the set of topics noted in Table 1. AAAC members were then asked to provide their feedback and recommendations through facilitated discussions, activities and (occasionally) standardized feedback forms. Table 2 presents the procedures and discussions used to gather input from AAAC members at each meeting.



**Table 2. Inventory of procedures/discussions used to collect input from the AAAC**

Meeting Date	Methods
May 2015	<ul style="list-style-type: none"><li>○ Individual reflection followed by small group activity to identify:<ul style="list-style-type: none"><li>- elements of the current accountability system that do/do not work well for alternative schools</li><li>- features characterizing high quality alternative schools and measures that might be used to quantify those features. (See Appendix B)</li></ul></li><li>○ Large group discussion with the goal of gauging consensus on topics reference above</li><li>○ Individual reflection followed by large group discussion of:<ul style="list-style-type: none"><li>- the importance of comparability within alternative schools, across years; between alternative schools; and between alternative and traditional schools</li><li>- indicators that must/must not be included in the alternative school model</li><li>- constraints or group values that should drive design decisions (e.g., flexibility, comparability, transparency, etc.)</li></ul></li></ul>
June 2015	<ul style="list-style-type: none"><li>○ Presentation of a draft theory of action (TOA) for the WY Alternative School Accountability model</li><li>○ Large group discussion and feedback regarding the appropriateness of each TOA element (goals, uses, intended outcomes, design principles) and any missing or misrepresented elements</li><li>○ Overview of the procedures used to calculate student growth (i.e., student growth percentiles)</li><li>○ Sharing of approaches for conceptualizing school climate and college/career readiness using different state accountability models as exemplars</li><li>○ Large group discussion organized to elicit the AAAC's priorities related to school climate and readiness</li></ul>

July 2015	<ul style="list-style-type: none"> <li>○ Sharing of the components of a teacher-focused school climate survey (e.g., Advanced Ed.)<sup>2</sup> and provision of sample items/questions for discussion</li> <li>○ Large group discussion regarding adequacy of survey measures as representing overall school climate</li> <li>○ Illustration of how an attainment index might be calculated using Hathaway, graduation rate and other desired outcomes</li> <li>○ Group discussion/brainstorm about the definition of trans-academic skills and key elements to represent in the model</li> </ul>
August 2015	<ul style="list-style-type: none"> <li>○ Proposed options for incorporating student engagement as an indicator in the model</li> <li>○ Facilitated group discussion targeted at: <ul style="list-style-type: none"> <li>• evaluating member reaction to and perceived feasibility of the proposed student engagement model</li> <li>• getting feedback on alternative options for this indicator</li> </ul> </li> <li>○ Presentation of the proposed reporting structure for the current model side by side with the traditional model</li> <li>○ Facilitated group discussion to collect feedback regarding the proposed reporting structure and how indicators should be prioritized and combined</li> </ul>
September 2015	<ul style="list-style-type: none"> <li>○ Facilitated discussion of each element of the draft framework report</li> <li>○ Structured activity to collect information from each AAAC member about how the different indicators and categories should be prioritized in the model (See Appendix C)</li> <li>○ Facilitated group discussion to determine degree of consensus regarding prioritization</li> <li>○ Group discussion around potential consequences/supports for the alternative model</li> </ul>

For each of the major areas requiring careful consideration, the Center structured and facilitated different discussions and activities with AAAC members to ensure that targeted, actionable feedback could be obtained. Due to the use of webinars in July and August, the type of interactions and activities possible were slightly constrained, but panelists were still given ample opportunity to reflect and provide feedback on displayed material. In addition, to ensure the comments provided by the group were accurately represented in the framework, each meeting started by reiterating common thinking and outlining proposed revisions to the system based on

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<sup>2</sup> The specific survey reviewed was a version of the Advanced Education School Climate Survey for Teachers. See: <http://www.advanc-ed.org/services/surveys>

previous group discussion. Therefore, AAAC members were given multiple opportunities to review, question and expand upon prior recommendations.

During each of the AAAC meetings, the Center for Assessment captured meeting notes to document recommendations reflecting majority perspectives shared across the group, and highlight areas where one or two members dissented. The meeting notes served as a running record from May through September to ensure that all members agreed with the set of key recommendations reached and that all critical decision points and issues had been adequately framed. In this report, the recommendations and issues reflected include all updates and edits provided by WDE or AAAC members. In the next section, we address the theory of action and design principles established by the AAAC to guide their discussions and anchor their recommendations throughout the framework development process.

### **Theory of Action and Design Principles**

A theory of action (TOA) is a coherent argument or plan that clearly indicates how the design of an accountability system will provide for the attainment of specified goals. A comprehensive TOA for an education accountability system outlines goals of the system, the manner in which results are intended to be used, and the hypothesized mechanism by which desired results will be achieved. It also specifies the outcomes that should be observed if the system is working as intended and the indicators that will be used to evaluate their attainment. Finally, a well formulated theory of action supports coherence across multiple accountability initiatives by ensuring that design components work with, rather than against, one another. For these reasons, the AAAC devoted considerable time to develop and establish consensus on the theory of action early in the process.

**Goals** articulate, at a high level, what the system is intended to accomplish or afford and are the driving force behind most design decisions. Based on discussions with AAAC, the primary goals of the WY educational accountability system for alternative schools are outlined in the first column of Table 3. The hypothesized mechanism by which each goal will be achieved is also provided. This latter information is critical because it outlines the AAAC's beliefs regarding the activities, interactions and supports most likely to bring about change and therefore important to prioritize in the design of the system.

**Table 3. Goals and Proposed Mechanism for Change**

Goals of the Accountability System	Mechanism by which Goals will be Attained
Incentivize and support attainment of broad skills and appropriate credentials to promote success in a variety of post-secondary pursuits such as college and careers.	<ul style="list-style-type: none"><li>• Encourage the development and provision of a school climate characterized by flexibility, an engaged community and personalized support.</li><li>• Establish a set of indicators that help schools evaluate and improve the effectiveness of their programs.</li><li>• Encourage the development of programs, initiatives, and collaborations that serve to increase student opportunities for success.</li></ul>
Establish a valid measure of school performance that accounts for contextual factors unique to alternative schools.	<ul style="list-style-type: none"><li>• Provide for a reasonable degree of flexibility with respect to the manner in which indicators are selected, operationalized and calculated for a given alternative school (i.e., enough to allow for valid inferences, but not too much to restrict the ability to make any comparisons among alternative schools).</li></ul>
Increase credibility and support for WY's alternative schools	<ul style="list-style-type: none"><li>• Establish transparency around the procedures used to evaluate student and school performance for purposes of accountability and their rationale.</li></ul>

**Intended uses** are the ways in which the data and/or information resulting from the system are expected to be used. To be relevant and defensible, each intended use should align to one or more of the goals outlined for the system. Although information resulting from WY's alternative accountability system may support a variety of locally defined uses, the AAAC agreed that the design of the system and associated reporting structure should support the following priority uses for all alternative schools:

- inform local decisions related to the quality of new programs or initiatives
- allow for comparisons between and among alternative schools within and across years (with respect to some indicators of school performance) with the goal of identifying areas of weakness or variability
- report changes/improvements in alternative school performance over years

**Desired outcomes** are the observable, measurable changes you want to occur as a result of system implementation. Outcomes serve to answer the question "What results do I expect to see if the system is working as intended?" and therefore support system evaluation.

Based on advisory group discussion some of the outcomes that would be expected to occur if the accountability system was having the desired impact are outlined below.

- Increased graduation rates (4 year and extended) and/or earning an indicator of completion (e.g., GED or equivalent)
- High rates of attendance
- Gains in achievement, as measured using the state selected academic assessment or national assessments such as ACT.
- Increased rates of academic growth
- More students leaving high-school with a credential or post-secondary credit.
- Increased students applying to and attending post-secondary institutions (e.g., 2-year and 4-year universities).
- Feedback from alternative school leaders that the accountability system provides a valid measure of their school's performance and useful information that informs planning and program evaluation
- Strong relationships between school performance as measured by accountability system indicators and other measures of student success
- Student engagement in activities that promote learning and holistic development beyond academic outcomes (e.g. participation in work or service initiatives)
- Improved perceptions of school climate for learning and development

It is important to note that the attainment of one or more of these outcomes is not singularly sufficient to support claims that the accountability system is working as intended. Such claims require the collection of additional evidence that shows that changes or initiatives put in place as a result of the accountability system actually provide for the desired outputs. These types of issues will arise in future discussions focused on articulating how the utility of the accountability system (once defined) should be evaluated.

**Indicators** are scores, measures or ratings that serve to inform decisions about the extent to which a specified set of desired outcomes have been achieved. Based on the goals and outcomes previously discussed, a variety of indicators were identified for potential inclusion in the alternative accountability system, including:

- Graduation/completion rate: the percentage of students graduating from high-school in 4, 5 or 6 years and/or obtaining a GED or equivalent indicator of completion
- Career/Industry certification
- Course credits, including post-secondary
- Attendance rate: the number of days a student attends school divided by the number of days the student is enrolled
- Attendance rate improvement: difference between the prior year's attendance rate and the current year's attendance rate for a matched cohort of students
- Academic Achievement: the percentage of student meeting state-defined performance standards on the state-selected academic assessment (i.e., as reflected in the general accountability model)

- Academic growth: measure of how much students improved on the state selected assessment in reading and math compared to other Wyoming students in the same grade who started at the same level during the reported school year
- Participation rate: student participation rate on all tests used for accountability
- Hathaway eligibility level
- Ninth and tenth grade credit earning
- School climate surveys
- Evidence of student engagement

These indicators were selected for consideration because the AAAC believes that: a) they reflect valid, important indicators of school quality; b) their inclusion will motivate actions (by schools/teachers/students) that ultimately increase a student's likelihood for success; and c) they are reasonable (i.e., fair) features to hold alternative school teachers and leaders accountable for if operationalized appropriately.

As confirmation of the statements outlined above, the means by which each indicator is intended to support the goals of the system and the assumptions underlying that belief should be able to be clearly articulated. This serves to ensure system coherence by requiring thoughtful consideration of the role of each indicator (independently and as a set), as well as any inputs or resources that might be necessary to meet the assumptions associated with each.

To illustrate, a proposed role and set of assumptions for the first three indicators are outlined in Table 4.

**Table 4. Specified Role of each Indicator & Associated Assumptions**

Indicator	Role in supporting goals	Assumptions	Potential Supports
Graduation rate – 4 year and extended completion rate	Motivates schools to support persistence to graduation.	Schools know how to provide for opportunities and a climate that serves to influence the likelihood of persistence to graduation.	Resources/tools providing strategies for establishing a positive school climate.
Career/ Industry certification	Inspires schools to provide students with more opportunities or support to obtain a career/industry certification.	Schools have the resources to provide more opportunities than they already do.  Teachers and administrators know enough about available certification opportunities to provide their students with guidance and support.	Provide teachers/ administrators with professional development about courses that provide for certification/licensure and how students take advantage of them

Course credits, including post-secondary	Motivates schools to continue to encourage students to take and complete credit-bearing high school and post-secondary courses.	Schools keep accurate records related to a school credit and course completion.	An online data system that tracks student credit earning for high school.
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Once a final set of indicators has been identified, the AAAC, working with WDE, is encouraged to articulate the intended role of each indicator and any underlying assumptions so that the resources and tools necessary for success are identified in advance. This activity also serves to help stakeholders think preemptively about the evidence that will need to be collected to support system evaluation.

### **Design Principles**

Another set of important guiding decisions to inform the development of the framework is the design principles. If the goals represent the intended destination on a roadmap, the design principles guide the nature and manner of the route. The principles listed below were established by the AAAC and are intended to make clear the features and conditions that will characterize a framework that successfully supports the theory of action outlined in the previous section. The design principles also serve as another key element to evaluating whether the system is working as intended.

- **Comparability**

AAAC members agreed that, while some components of the alternative school accountability system should be comparable with the general system, most of the indicators would need to be distinct with respect to measures and expectations given the unique goals and composition of alternative schools. One indicator the AAAC did believe should be consistent with that of the general model was growth, which is calculated using a student growth percentile (SGPs).

- **Flexibility:**

While the AAAC agreed that some indicators, or elements of indicators, would need to be flexible to support the level of personalization expected and desired from alternative schools, it was suggested that most of the indicators be operationalized in a standardized fashion to facilitate comparisons between and among alternative schools. For example, despite access differences to the curriculum necessary to support Hathaway, most members agreed that the attainment of this outcome was an important indicator to include in decisions related to readiness. On the other hand it was suggested that certain elements and requirements associated with student engagement may need to be locally defined.

- **Equal Opportunity for Success**

The AAAC noted that the accountability system must be designed such that all alternative

schools have an equal opportunity for success, regardless of school size or the population served. For example, if the resulting model shows that the alternative schools in the most economically disadvantaged communities receive the lowest ratings, this may be more likely an artifact of a poorly designed model than a true indication of school quality.<sup>3</sup> Similarly, if schools with extremely small N-counts do not receive ratings for most indicators or obtain overall school results that are inconsistent with observed student performance, the model design may be flawed. For this reason, the resulting model must be evaluated to determine if the full range of outcomes are available to all alternative schools.

- **Includes Broad Range of Components**

From the first discussion in May the group agreed that the model must include, at least the following indicators: academic performance, especially growth; post-secondary readiness, credit earning, attendance, and school climate.

- **Consistency with the General Model**

From the outset, the AAAC stressed the importance of developing an alternative school model that provided for rigorous, meaningful expectations for all students. That is, while the group agreed that components of the alternative school model should be uniquely defined to align with the AAAC's goals and theory of action, the overall design could not result in a system that softened or relaxed the requirements necessary to meet expectations for school quality. This was a key tenet expressed by the advisory group throughout the framework design process.

In service to this belief, the group generally agreed that when appropriate and reasonable, the alternative school model should be operationalized and reported in a similar manner to that of the general model. Specifically, for those indicators and categories common across models (e.g., growth, academic performance), the procedures used to combine results within and across categories (e.g., decision matrix, index, etc.) should be consistent unless there is a compelling reason to do otherwise.

### **System Components**

The AAC determined that the alternative school accountability framework should be centered on four components. These components are:

- **Academic Performance:** the extent to which students meet identified performance standards and demonstrate appropriate annual academic growth
- **Readiness:** the extent to which students earn course credit and attain outcomes that position

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<sup>3</sup> In other words, this finding would raise a flag and should instigate deeper investigate work that may include on- site reviews to determine whether there are other factors that may be contributing to systematic low performance or whether this rating is potentially warranted.



the student for success in college or career

- **Engagement:** the extent to which students attend school regularly and participate in a range of activities that promote holistic development of life skills associated with post-secondary success
- **School Climate:** the extent to which parents, teachers, and students report that the school achieves and improves with respect to creating a safe, positive environment that promotes collaboration and is conducive to learning and growth

## **Academic Performance**

### *Achievement*

The AAAC acknowledged that academic achievement should be included in the alternative school model and should be based on the same assessments used in the traditional model. This is currently the ACT, but may change given that assessment system decisions are presently under review. This maintains a focus on promoting a high level of student achievement and is consistent with the design principles established by the AAAC.

Academic achievement is currently defined by percent meeting established performance standards on the ACT in the content areas of reading, math, science, and ELA/Writing. Because it is important to produce an achievement indicator that recognizes and distinguishes degrees of performance for students who may be below the proficient standard used in the traditional accountability model, the AAAC recommends setting different achievement standards for alternative schools. These standards should be established by a Professional Judgment Panel (PJP) and will determine the basis for the “Meets” and “Exceeds” performance standards on each test.

Furthermore, the AAAC recommends that alternative schools should be provided with the option to administer the selected state test to a student one year later than dictated in the general model. If deferment in testing is requested, a school must be able to provide evidence that a student did not have adequate exposure to the core content prior to the scheduled administration year.

### *Growth*

The AAAC affirmed that academic growth should have substantial influence in the alternative school accountability model. This decision emerged in recognition of the fact that status (i.e., proficiency) is often strongly connected to the population of students that a school serves, whereas growth better reflects the contributions that teachers and leaders make to student learning, particularly for students served in alternative schools.

Furthermore, the AAAC recommended that the approach used for growth in the alternative school

model should mirror that which is planned for the general model. Not only will this be more operationally feasible, but it will permit an apples-to-apples comparison on this indicator across models.

Because the alternative model will be based on the approach used in the full model, the Student Growth Percentile (SGP) is recommended. Briefly, SGPs are regression based measures of growth that works by conditioning current achievement on prior achievement and describing performance relative to other students with identical prior achievement histories. This provides a familiar basis to interpret performance – the percentile, which indicates the probability of that outcome given the student’s starting point. This can be used to gauge whether or not the student’s growth was atypically high or low.

To replicate the growth approach of the general model, student growth will likely be computed in mathematics and reading for grades ten and eleven. The current plan for 2016 is for ACT Aspire to be administered in grades nine and ten, which could be used as priors for the ACT in grade eleven. A transformation of the ACT scale will be applied to better facilitate growth computations. Prior research by the WDE affirms that this approach can produce model results with favorable technical properties.

It should be emphasized that the specific plan for operationalization will depend on the availability of assessments, and will change when/if the state assessments change. This is a particularly important caveat given the ongoing work of the Assessment Task Force.

At the school level, growth is expressed as a median growth percentile (MGP). It is expected that alternative schools will use the same MGP standard for earning points in the model as is used for traditional schools to determine if growth is below target, meets target, or exceeds target.

## **Readiness**

Consistent with the general Wyoming School Performance Rating Model, AAAC members affirmed that promoting college and career readiness is a central priority for alternative schools. The AAAC resolved that the readiness component should account for progress in earning credits toward graduation and an attainment indicator, to measure the extent to which students graduate and earn accomplishments associated with post-secondary success.

### *Credit Earning*

Because credit earning is essential to students enrolled in alternative schools, it is desirable to include it in grades nine and ten, if possible. For a given student, it was recommended that credit earning be calculated as the number of credits earned divided by the number of credits attempted. The AAAC emphasized that detailed decision rules should be established to determine inclusion criteria (e.g., how long must a student be enrolled to ‘count’?) as well as the time frame for calculating percentages (e.g. semester or year). These decision rules should be informed by a review of available impact data.

This method differs from the approach in the general model, which assigns points based on the percent of students who earn one fourth of the required credits in ninth grade. The approach proposed for alternative schools more fully accounts for the full range of credit earning and likely will be more sensitive to detect improvements for students with credit deficits. Moreover, AAAC members advised that many students transfer into alternative schools in grade ten, so ninth grade credits for these students are not influenced by the receiving alternative school. Cut scores associated with performance thresholds would be set by the professional judgment panel (PJP).

### *Attainment*

The alternative school accountability system should also measure the extent to which students earn valued outcomes when they exit the school. These outcomes include:

- Graduation (includes extended time graduation)
- Hathaway scholarship eligibility
- High School Equivalency Certification (HSEC)
- Post-secondary credit while in high-school (e.g. dual enrollment, AP/IB)
- Career industry certification

Because these outcomes can occur in different combinations and are not mutually exclusive, a promising approach for operationalizing this category is a two tiered attainment index. This method, illustrated in Table 5, assigns base points for a primary outcome and awards additional points for earning other prized accomplishments. Importantly, the categories and values are shown for illustration purposes only. The actual values should be set by the PJP.

**Table 5. Illustration of Attainment Index**

<b>Outcome</b>	<b>Value</b>	<b>Additional Outcome (5pts per- 20pts max)</b>	<b>‘Bonus’ Value</b>
Graduation	100	Hathaway Opportunity Eligibility or Greater	20
Transfer to Qualifying Post Secondary Program	80	Hathaway Provisional Eligibility	10
High School Equivalency Certification	60	Post- Secondary Credit (Each)	5
Dropout	0	Career/ Industry Certification (Each)	5

Every student who is enrolled for a requisite period of time at an alternative school and who has an exit code that corresponds to the included categories would be assigned the associated points from the left and right column, as applicable. The school’s final index point value is simply the average of all points for all students. If an exit code is not included (e.g. student transfers to another school), that

record is simply omitted from the graduation rate calculation.

## **Engagement**

Student engagement is a novel and distinctive component developed by the advisory committee. This category represents an attempt to gather evidence to support the claim that students are fully participating in experiences that support the acquisition of skills that positively influence holistic development and success. The AAAC acknowledged that it takes more than just academic skills to help students succeed. Therefore, schools should be incented and rewarded for showing progress in this area.

### *Attendance*

The first indicator category of engagement is attendance. This is a straightforward measure of the number of days a student attends school divided by the number of days the student is enrolled.

The AAAC also recommends including attendance rate improvement in the model. Improvement is calculated by subtracting the prior year's attendance rate from the current year's attendance rate for a matched cohort of students.

These two measures can be combined via a disjunctive decision table as illustrated in Table 6 below. The schools would get the better of rate or improvement (columns one or two), which would lead to the performance level designation shown in column three. The values displayed in the table below are simply illustrative. The actual values for the meets and exceeds cut scores should be based on data collected over multiple prior years to determine a range that is attainable but challenging. These data should be examined by the PJP to set the recommended standards.

**Table 6. Illustration of Decision Table for Attendance.**

<b>Attendance Rate</b>	<b>Rate Improvement</b>	<b>Level</b>
Less than 85%	Decline of more than 3%	Below Expectations
86% to 90%	Improvement or Decline less than or equal to 3%	Meets Expectations
91% and above	Improvement of more than 3%	Exceeds Expectations

Due to concerns about data accuracy, the AAAC recommended that a pilot year be implemented to collect and evaluate data prior to using attendance results for accountability purposes. This data should be used to inform standard setting by the PJP and the specification of business rules indicating who should be included in attendance rate calculations for a given school.

### *Student Success Plan*

The second component of student engagement is the Student Success Plan (SSP). An SSP can be broadly conceptualized as a student-specific plan or set of objectives to accumulate evidence of positive engagement within and across school years.

The AAAC considered different types of evidence that may be included in the plan such as:

- Regular meetings with a teacher, mentor, or counselor
- Membership in select school clubs or activities
- Work, volunteer service, internship, and/or leadership experience in a qualifying setting outside of school
- The completion of job or college application
- Participation in a job interview

In addition, the committee discussed how such a plan might be implemented and different levels of standardization that could or should be put into place. These levels lie along a continuum from extremely flexible to fully standardized. For example, a flexible approach might involve schools establishing their own SSP rules/guidelines and self-reporting accomplishment to the state. A more standardized approach might involve schools using common templates or profiles of student expectations for the SSP. Under a standardized approach, schools would provide evidence of compliance and school attainment to be evaluated at the end of each year.

The AAAC indicated that many of the types of practices outlined as reflecting quality engagement were already considered by alternative schools; however, a procedure for collecting and tracking these engagements was not in place. It was suggested that the idea and proposed implementation of an SSP was reminiscent of developing an IEP, and that providing schools with flexibility to meet the needs of every student was important to ensuring the plan's success.

Ultimately, the AAAC recommends a pilot of the SSP component of engagement that would involve the following phases:

1. Convene a broad-based committee of educators and leaders to develop a model template for the SSP and guidelines for implementation.
2. Conduct a volunteer pilot of the SSP for alternative schools that elect to participate. During the pilot year, participating schools would implement the model SSP and keep a record of aspects that were successful and areas that should be improved. The SSP would not influence accountability outcomes during this pilot year.
3. Reconvene the committee following the pilot and refine the model based on feedback.
4. The improved SSP plan would be implemented in the alternative school model in year two.

During this year, schools would be required to develop an SSP for each student and track the extent to which students met the requirements of the SSP. However, school accountability ratings would only be based on fidelity of implementation and not on student outcomes.

5. After reviewing the first full implementation, the results will be reviewed and a determination will be made regarding whether student outcomes should influence accountability results in subsequent years (e.g. percent of students meeting goals). If it is determined to include student outcomes, thresholds for performance will be established by the PJP.

## **School Climate**

From the outset of AAAC meetings, school leaders advised that a crucial and distinguishing characteristic of effective alternative schools is the creation of a safe and positive school learning environment. To that end, the AAAC identified indicators for the model that would provide evidence of the extent to which parents, teachers, and students believe the school has established, or is improving in meeting, key school climate outcomes.

The AAAC began their investigation of school climate by reviewing the definition provided by the National School Climate Center:

*School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.<sup>4</sup>*

This review included a discussion of the 12 dimensions of school climate outlined by the National School Climate Center. Additionally, to put the discussion in context, the committee reviewed examples from two states that incorporate school climate indicators into their accountability systems: Utah and Georgia. These activities served to help the AAAC identify and prioritize the elements of climate that were most valued for Wyoming alternative schools.

Ultimately, the AAAC suggested that the parent, teacher, and student school climate measures produced by AdvancED as part of the current accreditation process represented a promising source of evidence for the alternative school accountability system. The conclusion was affirmed following a review of the contents of the survey, focusing on the teacher survey in particular. The surveys cover a broad range of factors associated with climate and provide for feedback from teachers, students, and parents. Moreover, some committee members indicated that it would be practically beneficial to use an instrument with which school leaders and stakeholders are already familiar.

Two exceptions noted were questions dealing with transportation and school nutrition, which some committee members indicated were beyond the scope of what should be addressed in the accountability system.

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<sup>4</sup> The National School Climate Center. Retrieved September, 2015 from: <http://www.schoolclimate.org/climate/>.

In order for the surveys to be used in the alternative accountability model, it was recommended that administrations occur annually and that a minimum response rate be required. Additionally, the model should take into account both survey outcomes and improvement. For example, a decision table such as the one depicted in Table 7 could be used to determine how status and progress will be combined to produce an overall performance level rating. Importantly, both the status and progress thresholds (e.g. the performance required to meet and exceed standards) should be determined through a review of data and judgement from the PJP. Additionally, the decision table values, which reflect the performance levels associated with different combinations of status and progress, should be determined by the PJP.

**Table 7. Illustration of Decision Table for School Climate Surveys.**

		Progress		
		Below Standard	Meets Standards	Exceeds Standard
Status	Below Standard	Below	Meets	Meets
	Meets Standard	Meets	Meets	Exceeds
	Exceeds Standard	Meets	Exceeds	Exceeds

Finally, a decision rule will need to be established by the PJP to resolve performance across three surveys (i.e. parent, teacher, and student). This can be accomplished by having the PJP evaluate every combination of performance on each survey and determining a final outcome.

Alternatively, a point system can be used, such as by assigning 0 points to below expectations, 1 point for meeting expectations, and 2 points for exceeding expectations. The ratings are produced by applying the decision from Table 7.

For example, Table 8 presents an example of hypothetical outcomes for one school.

**Table 8. Example of School Outcomes.**

Example Outcome	Points
Parent Survey: Exceeds	2
Teacher Survey: Meets	1
Student Survey: Meets	1
<b>Total</b>	<b>4</b>

Table 9 illustrates an approach to determine the final school climate rating.

**Table 9. Illustration of Decision Rules for Final Climate Rating.**

<b>Points</b>	<b>School Climate Rating</b>
1 - 2	Below Standard
3 - 4	Meets
5 - 6	Exceeds

Again, each of these portrayals is for illustration purposes only as the specific decision rules and thresholds should be established by the PJP.

In fact, the AAAC urged that careful review of the data is critical before affirming a decision to use climate results to influence accountability outcomes. For example, one possible concern is that the use of results for accountability may corrupt their validity. For this reason, the AAAC outlined other options for including school climate in the model:

- Assessing school climate in terms of fidelity of implementation: Were surveys administered as required and the minimum participation rate achieved?
- Assessing school climate in terms of fidelity of implementation and response to results: Was the minimum participation rate achieved and a high quality plan developed in response to results?

Overall, the AAAC agreed that the information afforded by these tools was beneficial and worth collecting, regardless of the manner in which they ultimately impacted school accountability ratings. Moreover, because it will be necessary to use outcome data to inform these decisions, the AAAC recommends a pilot process before using the results for accountability purposes.

Specifically, the following phase-in process, which is consistent with what was proposed for engagement, is suggested for the school climate component.

1. Convene a committee to evaluate the school climate surveys to determine the final set of items that should contribute to the final score for teacher, student, and parent surveys.
2. Pilot the climate surveys as a ‘hold harmless’ component in year one and to set baseline for progress, should progress be included in subsequent years. Schools are asked to provide feedback to inform approaches that are thought to be effective for maximizing participation, particularly for the parent surveys.
3. Evaluate the data from the pilot to determine preliminary thresholds for participation.
4. In year two administer the climate surveys as an operational component of the model.
5. Convene a committee to study outcomes from the previous two years to determine how climate results should be included in the model. The PJP will determine the thresholds for status, progress and participation (as applicable) for each survey.

## **Design Decisions**



To meet the goals of the system and adhere to the design principles previously discussed, important design decisions must be made about desired structure of the system and how it will be established. These decisions are represented by questions such as the following:

1. How should indicators be grouped or categorized to facilitate the use and interpretation of results as intended (i.e., as reflected in the theory of action)?
2. What type or manner of information should be reported for each indicator or indicator category identified as important (i.e., a score, rating, grade, performance level, etc....)?
3. How should the different indicators (or indicator categories) be weighted or prioritized within the context of the accountability model?
4. What procedures should be used to combine results across indicators and indicator categories?

Discussions and recommendations related to each of these questions are outlined in the sections which follow.

### **Reporting of System Indicators to Support Score Use and Interpretation**

The first two questions on the list above ask for clarification about the reporting structure necessary to support the goals and priorities specified in the theory of action. To answer these questions, members must look at the range of indicators selected for inclusion in the model and determine how they should be categorized and reported to provide for coherent, useful results. This process is similar to that conducted by assessment developers in determining the content categories or strands that should be used to report student test results. In the latter case, developers look at the knowledge and skills represented by the items on a test and determine which aggregations will be the most beneficial (i.e., to student, teachers, parents) given the goals of the test and key technical characteristics such as test length, scoring procedures, and item types represented.

The reporting structure recommended by the AAAC is represented in Figure 1, below.

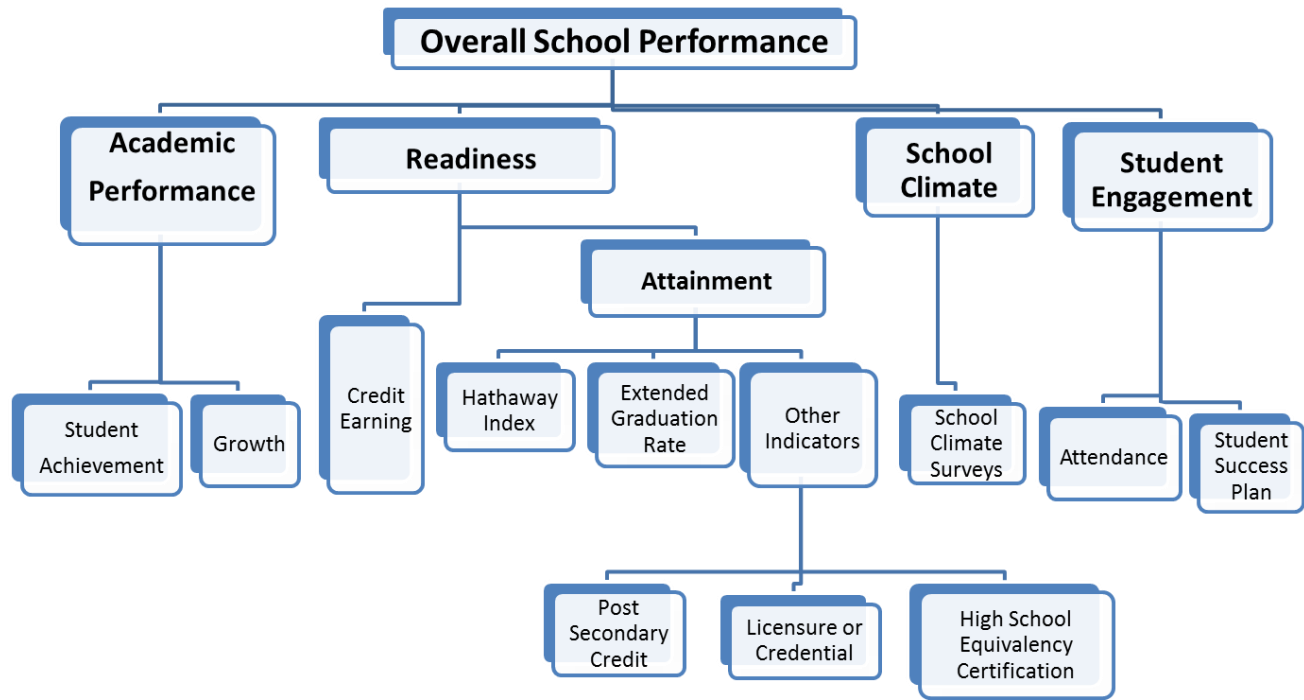


Figure 1. *Proposed Reporting Structure for the Alternative School Accountability System*

This figure shows how the different indicators selected for inclusion in the system (represented by the bottom two levels of the structure) roll up into four overarching indicator categories that will ultimately be used to inform reporting and determine the overall school performance rating. The four categories include Academic Performance, Readiness, School Climate and Student Engagement. For comparative purposes, a side by side table representing the components and indicators associated with the alternative model and the general model is provided in Appendix D of this document.

In terms of the type of information that should be reported at the overall school and indicator category level, the AAAC believes that procedures used to report school performance within the general model are appropriate for the alternative school model. Specifically, reporting overall school performance as Did Not Meet, Partially Met, Met or Exceeded Expectations; and reporting performance at each indicator category as Did Not Meet, Met, or Exceeded the target was considered reasonable.

Also consistent with the general model, the AAAC suggested that participation on the state selected assessment be incorporated into the alternative school model as a business rule rather than a stand-alone indicator. However, given the small N-counts typically associated with alternative schools, the AAAC stressed that the rule would need to be operationalized carefully, using existing school participation data as a guide.

## Prioritizing and Weighting Indicators

Figure 1 illustrates which indicators should be combined to establish each of the larger indicator categories used to facilitate the reporting of results. It does not, however, suggest how the indicators should be weighted, prioritized and combined within and across categories to establish school-based scores/ratings. To provide guidance to those charged with operationalizing the alternative school model, the AAAC was asked to engage in two activities. The first activity asked members to think about how the indicators associated with *each category* should be valued and prioritized within the context of the alternative school model. The second asked them to think about the relative weight that should be given to each *indicator category* in making an overall school performance determination.<sup>5</sup>

A few preferences that emerged from these discussions include the following:

- While both growth and achievement were generally considered to be important indicators in making determinations about academic performance; AAAC members were relatively split as to which indicator should be given more weight when combining results. Only 2 members believed these indicators should be equally weighted.
- In general, AAAC members believed that attainment should hold more weight than credit earning when making determinations about readiness.
- A majority of AAAC members stated that student surveys of school climate should be given more weight than teacher and parent surveys in making overall school climate determinations.

In discussing the relative importance of the different *indicator categories* in making an overall school performance rating, one relatively strong trend did emerge. In general, committee members believed that academic performance should hold the most weight in making inferences regarding overall school quality and school climate should hold the least weight.

The AAAC stated that these activities were extremely challenging because it was not yet clear how two of the four components in the system would ultimately be operationalized (e.g., school climate, student engagement) for inclusion in the model. Consequently, in many cases there was significant variability across members with respect to how individual indicators should be prioritized. For example, panelists were completely divided as to whether Attendance or the Student Success Plan should be given greater priority in making overall determinations about student engagement. Discussion revealed that this was due in large part to a lack of clarity as to what the Student Success Plan would ultimately look like and how it would be used to inform the accountability model. The AAAC suggested that these activities occur again once the components of the system were better defined so that more informed recommendations could be provided to support the specification of procedures for aggregating and combining results within and across categories.

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<sup>5</sup> Appendix C provides the worksheets used by AAAC members for these activities

## Combining Indicators

There are at least four approaches to combine multiple indicators to yield a single outcome: *compensatory*, *conjunctive*, *disjunctive*, and *profile* methods. These approaches reflect different beliefs about the manner in which different indicators and indicator categories components should be valued within the context of the system. Compensatory means that higher performance in one measure may offset or compensate for lower performance on another measure. Conjunctive means that acceptable performance must be achieved for every measure. Disjunctive means that performance must be acceptable on at least one measure. A profile refers to a defined pattern of performance that is judged to be satisfactory, unsatisfactory, or equivalent. A profile approach is often operationalized using a matrix to combine indicators for making judgments.

Examples of several of these approaches have been provided throughout this document to illustrate how the different components of the model might be operationalized. For example, the proposed attainment index represents a compensatory model, because the presence of one indicator (e.g., post-secondary credit) can help compensate for the absence of another (graduation) when calculating a student's overall attainment index. On the other hand, the proposed procedure for determining an attendance rating represents a disjunctive model. A school is awarded the higher of the two performance levels associated with attendance rate vs. attendance rate improvement.

While the AAAC did not recommend a specific set of procedures for combining results across indicators and indicator categories, the group suggested that methods consistent with those represented in the general model should be applied whenever possible. For example, the general model uses a multi-level profile approach to combine student achievement, growth and equity and establish an overall academic performance rating for a school, as represented in the decision matrix shown in Table 10.

**Table 10. Accountability Decision Matrix.**

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below	BELOW	BELOW	MEETS
	Growth Meeting	BELOW	MEETS	MEETS
	Growth Exceeding	BELOW	MEETS	MEETS
Equity Meeting	Growth Below	BELOW	MEETS	MEETS
	Growth Meeting	MEETS	MEETS	MEETS
	Growth Exceeding	MEETS	MEETS	EXCEEDS
Equity Exceeding	Growth Below	BELOW	MEETS	MEETS
	Growth Meeting	MEETS	MEETS	EXCEEDS
	Growth Exceeding	MEETS	EXCEEDS	EXCEEDS

Figure 2. *Academic Performance Target Level Decision Table for Schools with Achievement, Growth and Equity Target Levels. Taken from the 2015 Wyoming School Performance Rating Model Implementation Handbook.*

While equity is not a component of the alternative school model, a similar approach that considers the ratings associated with growth and achievement in a 3x3 matrix could be used to establish an overall academic performance rating.

Similarly, the general model uses a 3x3 decision matrix to assign a final overall school-level rating in light of different profiles of school performance on academic performance and readiness. Since the proposed alternative school model consists of 4 overarching components or indicator categories (i.e., academic performance, readiness, student engagement, and school climate), a 2-stage or multi-level profile approach similar to that represented in Figure 2 might be used to combine results in this manner.

It is important to note that even in those cases where an approach consistent with that applied for the general model can be used, the PJP will still need to determine the decision rules and standards that ultimately result in the assignment of indicator and system-based ratings. Such decisions should be made in light of the recommendations summarized within the context of this document, in conjunction with any data necessary to evaluate the appropriateness/fairness of the approach for all alternative schools.

### **Implementation and Evaluation**

This report serves to document the recommendations from the AAAC to guide the development of Wyoming's new alternative school accountability system. Moving forward, we suggest the following activities to support operationalization, implementation, and evaluation of the new system.

#### **Recommended Process**

- Pending review of the AAAC's recommendations and final policy decisions about the framework, the WDE should identify and document the information and processes necessary to implement the framework, including required resources (e.g., data systems, technical support) and any constraints that may necessitate a revision to the framework.
- The AAAC or a similar group of technical and policy advisors should continue to work closely with the WDE to guide design recommendations and the development of detailed business rules in support of an operational plan.
- The ongoing work of the advisory committee should also include:
  - a review of proposed consequences and supports
  - support in the development of performance level descriptors
- Consistent with the proposal outlined in the preceding section, we recommend a phase-in process for the new accountability model, particularly for the engagement and climate components. A recommended timeline is presented as Figure 2.
- A PJP should be convened to establish performance thresholds following the first operational year of each new component.

## Timeline

The proposed timeline for implementation is shown in Figure 2. This timeline reflects the process described previously to pilot new elements, principally climate and engagement, and make refinements to the model as needed based on lessons learned.

In the first year, 2015-2016, the focus is largely on finalizing model decisions and conducting retrospective analyses to inform operational decisions. We expect that academic achievement and the readiness component can be implemented in 2016-2017, during which time the engagement and climate components are piloted. In the summer of 2017, outcomes would be evaluated with impact data to refine the model as necessary. The 2017-2018 academic year would be the first year that all model components could potentially be implemented by all schools, pending the timeline for the statewide assessment transition. In the summer of 2018, information will be available to set progress targets for academic growth, engagement, and climate, as appropriate. If this timeline holds, all model decisions and performance thresholds can be finalized in the summer and fall of 2018, which will enable the first year of reporting.

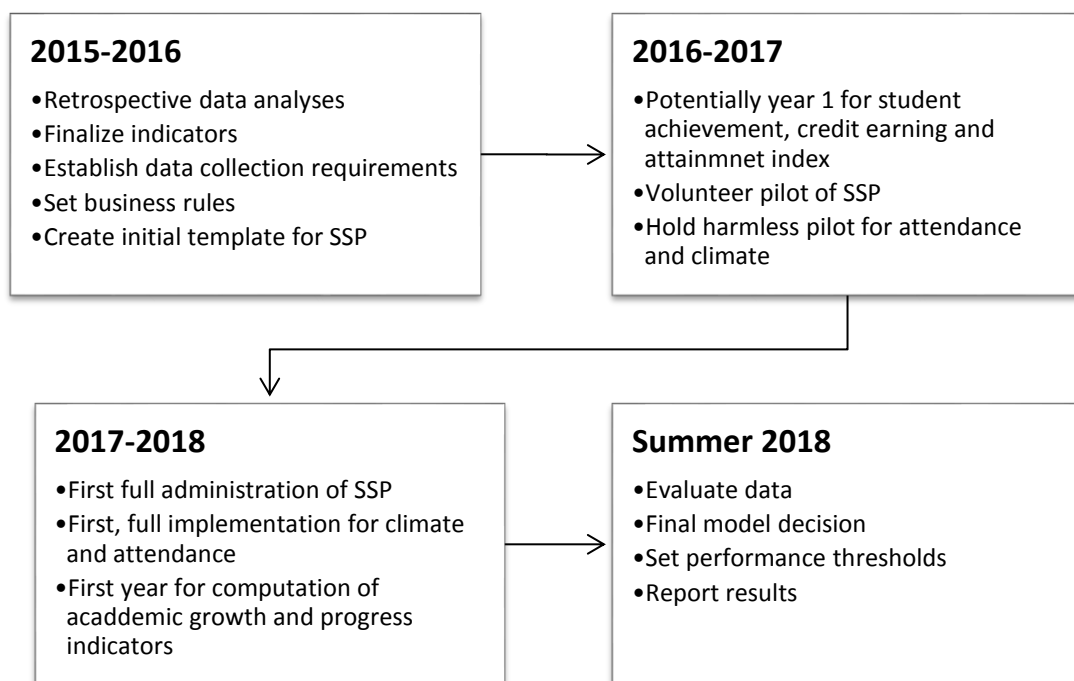


Figure 2. *Proposed Implementation Timeline.*

Given that this work requires a unique blend of policy and technical expertise, we recommend engaging the AAAC, or similar broad-based expert advisory committee, to work with the WDE to guide decision making following each phase of implementation.

## Analyses to Evaluate Efficacy

For each of the indicators, components, and the overall rating assigned to schools, there are technical

considerations which must be evaluated to see if results support the desired features and principles articulated by the AAAC. In this section, we outline suggested analyses to evaluate whether system outputs reflect the technical characteristics necessary to support the AAAC's goals and priorities.

- To mitigate concerns that the selected approach systematically advantages or disadvantages schools based on the demographics of the students served or other factors such as school size, the department should evaluate the range of scores observed across schools by key demographic factors known to impact results (e.g., enrollment size, percent FRL, or percent of racial/ethnic minorities served). This can be easily displayed as a scatterplot with score/rating earned on the y-axis and the demographic indicator (e.g. percent FRL) on the x-axis. A strong approach that conforms to the desired design principles will not reveal a strong positive correlation and will yield a full range of results, including favorable results for all schools, including those that serve a large percentage of at-risk students.
- The weights attributed to the components in the system play a critical role in determining the effective contribution of each piece to the overall rating achieved by a given school. While the AAAC provided a few preliminary recommendations regarding which indicators and categories should be prioritized in the system, additional discussion should occur after the components of the system have been piloted and are more clearly operationalized for use in the system. Once preferences are established, WDE should test out results from assigning different weights to each component to ensure that the desired focus is achieved in a manner that provides for fair, useful results.
- We further recommend evaluating the reliability of model results. Reliability refers to the consistency or stability of a measure. In this case, we are interested in how consistently results are produced for schools, groups, and indicators. There are multiple statistical approaches to evaluating the reliability of results. It is advisable to track the consistency of outcomes for various levels (e.g. schools, subgroups) within and across years as data are available. It is expected that results will be generally well correlated for similar school types within years and for the same schools across years. Dramatic shifts in either classification of schools or characteristics of the distribution will signal a lack of stability that will erode the credibility of the outcomes.
- Finally, we recommend evaluating the claims in the theory of action to determine if the mechanisms are functioning as intended and that negative consequences are minimized. Some of these threats could be examined via survey data or focus groups, while others may be explored with extant data. Importantly, ongoing initiatives to gauge the extent to which positive outcomes outweigh potential negative side effects will bolster the consequential validity of this initiative and provide a mechanism to promote continuous improvement.

## Appendix A

### Accountability Advisory Group Members

<b>Member Name:</b>	<b>Organization</b>	<b>Role</b>
Michael Maloney	Sweetwater #1	School Principal
Shawna Trujillo	Natrona #1	School Principal
Darlene Hartman-Hallam	Crook #1	School Principal
Beth Auge	Teton #1	School Principal
Teresa Chaulk	Lincoln #1	District Superintendent
Mike Helenbolt	Laramie #1	School Principal
Kathleen Milligan-Hitt	Fremont #1	District Superintendent
Suzanne Young	UW - College of Ed	Associate Dean
Kathy Scheurman	WEA	WEA
Troy Tallabas	WCCC	HSET
<b>Additional Participants</b>	<b>Organization</b>	
Brent Young	WDE	
Deb Lindsey	WDE	
Mike Flicek	Contractor - WDE	
Dianne Frazer	WDE	
Chris Domaleski	Center for Assessment	
Erika Hall	Center for Assessment	
Julie Magee	WDE	



## Appendix B

# Understanding Alternative Schools in Wyoming and Determining Prioritizing Outcomes

1. Please list two or three factors that distinguish alternative schools from ‘traditional’ schools.
2. What components of the traditional school accountability system do not work well for alternative schools? Why?
3. Are there any components of the traditional accountability system that do work well? Why?
4. What are two or three characteristics of a quality alternative school in your opinion? (You can define quality according to your own judgment and values, but it is generally intended to communicate an environment and practices that are conducive to promoting student development, learning, and preparation for success at the ‘next step’.)
5. What are some measures or information can best communicate the characteristics of a quality school listed in #4?

## Design Principles Worksheet

1. On a scale of 1 to 10, where 1 is NOT IMPORTANT and 10 is EXTREMELY IMPORTANT please rate the importance of the following:

\_\_\_\_\_ ALL results from the alternative school accountability system should be directly comparable to the results from other schools in the traditional/general accountability system.

\_\_\_\_\_ At least SOME Results from the alternative school accountability system should be directly comparable to the results from other schools in the traditional/general accountability system.

\_\_\_\_\_ ALL results from a school within the alternative school accountability system should be directly comparable to results from another school in the alternative accountability system.

\_\_\_\_\_ At least SOME results from a school within the alternative school accountability system should be directly comparable to results from another school in the alternative accountability system.

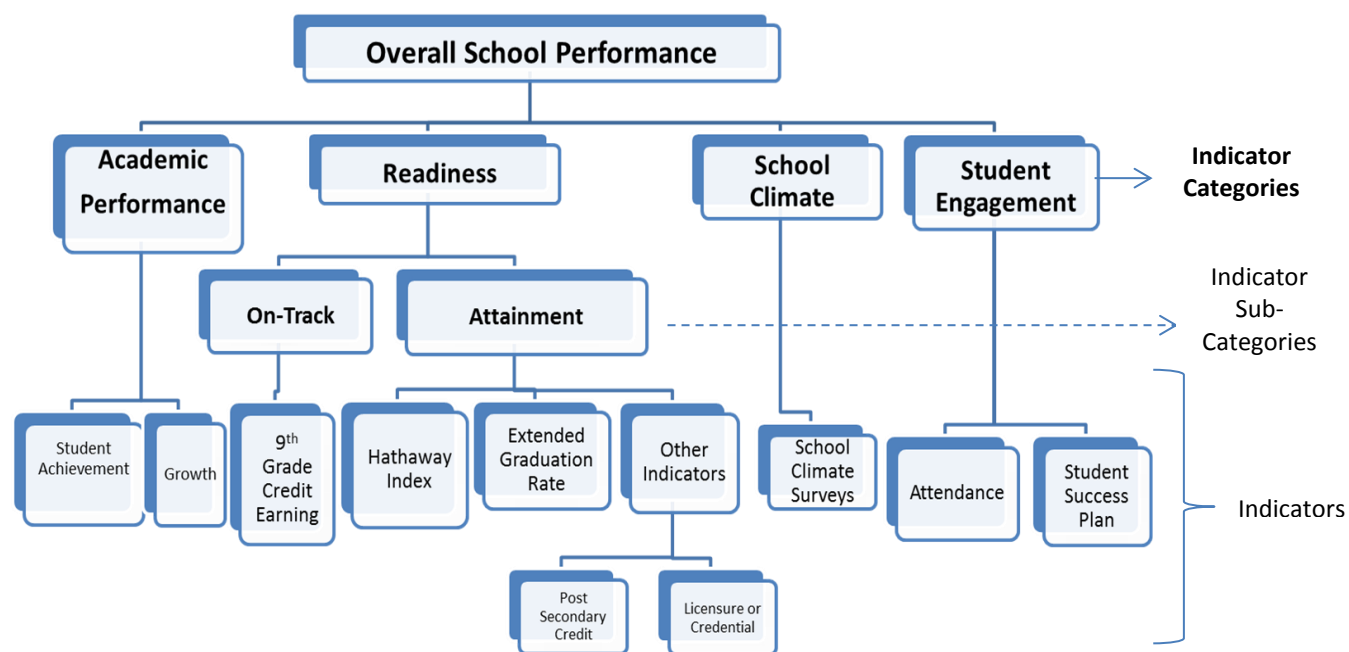
Please add any comments to clarify your ratings:

2. Are there any indicators that MUST be included in the model in your opinion? Why?
3. Are there any indicators that MUST NOT be included in the model in your opinion? Why?
4. Are there any outcomes that must be achieved or avoided to signal that the results are credible?
5. What other constraints or values should guide design decisions in your opinion (e.g. simplicity, flexibility, avoid operational burden, quick turnaround of results etc.)

## Appendix C

### Design Decisions – Weighting and Prioritizing Indicators

The figure below represents the proposed structure of the Alternative School Accountability Framework.



The components in the second level of the diagram represent the *indicator categories* that will be combined to establish a final, overall school performance rating. Each indicator category is based upon 2 or more indicators, represented in the bottom two levels of the figure.

It is important to note that the readiness indicator category is comprised of two subcategories – On-Track and Attainment. The On-track subcategory will be based on a student’s 9<sup>th</sup> (and/or possibly 10<sup>th</sup>) grade credit earning, and Attainment will be based upon an Index calculated in light of a student’s attainment of the associated indicators (e.g., Hathaway, extended graduation rate, etc....).

In addition, although not represented in the figure above, the school climate indicator category is based upon three distinct sets of school climate survey results - those from parents, teachers and students.

### Activity 1: Prioritizing Indicators within Categories

For each **indicator category**, distribute 100 points across the associated indicators in a manner that represents the relative weight you believe each should hold in influencing the overall score/rating associated with that category. In doing so consider the factors that influence each indicator and the types of inferences you intend to make based on school performance in that indicator category. To what extent should the indicators have a differential influence on those inferences?

Indicator Category	Indicators	Points
<b>Academic Performance</b>	Student Achievement	
	Growth	
Sum of Points		100
Rationale:		

Indicator Category	Indicators	Points
<b>Readiness</b>	9 <sup>th</sup> Grade Credit Earning	
	Attainment Index	
Sum of Points		100
Rationale:		

Indicator Category	Indicators	Points
<b>School Climate</b>	Student Survey	
	Teacher Survey	
	Parent Survey	
Sum of Points		100
Rationale:		

Indicator Category		Points
<b>Student Engagement</b>	Attendance	
	Student Success Plan	
Sum of Points		100
Rationale:		

### Activity 2: Prioritizing Indicator Categories

Distribute a total of 100 points across the 4 indicator categories in a manner that represents the relative weight you believe each should hold in influencing overall ratings of school performance and quality. When distributing your points it is important to keep in mind how many, and which indicators contribute to the overall score/rating associated with that category.

Indicator Category	Points
Academic Performance	
Readiness	
School Climate	
Student Engagement	
Sum of Points	100

**Rationale:** Briefly describe the rationale for your point assignments.

#### Appendix D: Comparison of the General Model and Alternative Model

General Model	Alternative School Model	Key Differences
<b>Academic Performance</b> <ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Growth*</li> <li>• Equity</li> </ul>	<b>Academic Performance</b> <ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Growth*</li> </ul>	<ul style="list-style-type: none"> <li>- Potentially different standards for alternative schools with respect to student achievement (i.e., in terms of percentage of student required to meet proficiency on state test in order for a school to have “met” the target for this indicator.)</li> <li>- Alternative schools provide students with the option of taking the state selected assessment 1 year later than traditionally scheduled if there is clear evidence that they have not yet had access to the core content necessary for success.</li> <li>- Equity is not a component of the alternative model</li> </ul>
<b>Readiness</b> <ul style="list-style-type: none"> <li>• Graduation</li> <li>• Additional Readiness <ul style="list-style-type: none"> <li>▪ Hathaway*</li> <li>▪ Tested Readiness</li> <li>▪ 9<sup>th</sup> Grade Credit Earning</li> </ul> </li> </ul>	<b>Readiness</b> <ul style="list-style-type: none"> <li>• Credit Earning: 9<sup>th</sup> &amp; 10<sup>th</sup> grade</li> <li>• Attainment Index <ul style="list-style-type: none"> <li>▪ Graduation</li> <li>▪ Hathaway*</li> <li>▪ Other Outcomes: HSEC attainment; post-secondary credit earning in HS; Career industry certification</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- In the alternative model credit earning will be considered in both 9<sup>th</sup> and 10<sup>th</sup> grade and will be calculated as the percentage of credits earned given those taken within a given school year.</li> <li>- Additional outcomes considered important indicators of school performance and student readiness have been added to the alternative model.</li> <li>- Tested Readiness is not an element of the alternative school model.</li> </ul>
	<b>Student Engagement</b> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Student Success Plan</li> </ul>	<ul style="list-style-type: none"> <li>- This component is unique to the alternative model, and is intended to represent the extent to which students participate in a broad range of experiences/activities believed to positively influence holistic development and post-secondary success.</li> </ul>
	<b>School Climate</b> <ul style="list-style-type: none"> <li>• Survey Results (Teacher/Student/Parent)</li> </ul>	<ul style="list-style-type: none"> <li>- This component is unique to the alternative model and reflects the strong role that school climate plays in supporting the persistence, well-being and success of students.</li> </ul>

Note: In both models the impact of participation rate is defined as a business rule within the context of the system.

\*Indicators highlighted with an asterisk are defined and operationalized in the same way across the two models



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# Alternative School Accountability

**State Board of Education**

**August 2016**

Julie Magee, Ph.D.  
Director of Accountability

Mike Flicek, Ed.D.  
Consultant



# Legislation



- In 2015, the Wyoming Department of Education (WDE) was directed to develop a framework for alternative school accountability
- Goal: a model that yields **a more accurate representation of alternative school performance** than what is provided with WY's current state accountability model for all schools

# Wyoming Accountability in Education Act (WAEA)



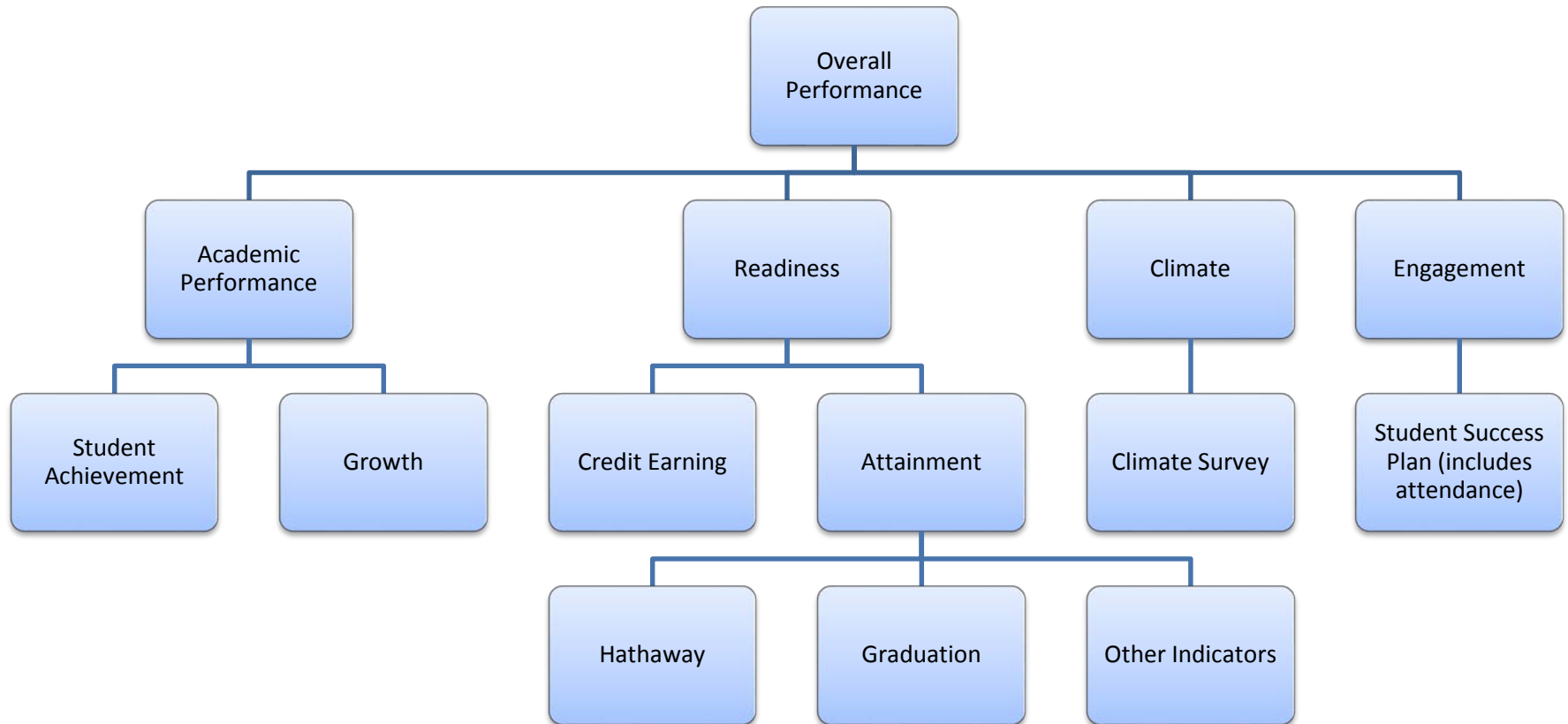
- Components of high school accountability under WAEA:
  - ❖ Achievement (based on composite ACT score)
  - ❖ Growth (Student Growth Percentiles)
  - ❖ Equity (consolidated subgroup)
  - ❖ Readiness
    - 9<sup>th</sup> grade credits earned (over credits required)
    - High school graduation rate
    - Tested readiness (based on Explore, Plan, ACT)
    - Eligibility for state scholarship (4 levels)

# Framework for Alternative Schools



- Designed by committee of alternative school principals and superintendents, WDE staff, and the Center for Assessment
- Components of alternative school accountability will include:
  - ❖ Academic Performance
  - ❖ Attainment/Readiness
  - ❖ Climate
  - ❖ Engagement

# Visual of Framework for Alternative Schools



# A Deeper Look: Academic Performance



- Achievement
  - ❖ The same measures used for general school accountability will be used for alternative school accountability, but the cut scores may be different (spring 2018)
- Growth
  - ❖ The same growth model used for general school accountability will be used for alternative school accountability

# A Deeper Look: Attainment/Readiness



- Based on “exit outcomes” for alternative school students:
  - ❖ Graduation (including extended time)
  - ❖ High School Equivalency Exam (HSEC)
  - ❖ Transfer to eligible post-secondary program (i.e. Job Corps)
  - ❖ Eligibility for state scholarship (4 levels)
  - ❖ Post-Secondary Credits Earned\* (applied to graduates only)
  - ❖ Career/Industry Certification\* (can apply to graduates or non-completers)
- Also includes credits earned over credits **attempted** each year

# A Deeper Look: Attainment/Readiness (continued)



- Point value assigned to each exit outcome, for example:
  - ❖ Student graduates: 100
  - ❖ Student transfers to post-secondary program: 80
  - ❖ Student earns HSEC: 60
  - ❖ Student drops out: 0
- Point value also assigned for each level of state scholarship (4 levels)

# A Deeper Look: Attainment/Readiness (continued)



- \*Bonus points earned if students:
  - ❖ Earn post-secondary credits while enrolled in alternative school (AP/IB, Dual/Concurrent, etc.)
  - ❖ Earn an industry certification while enrolled in alternative school
  - ❖ Other
- Value of bonus points and cap amount TBD



# A Deeper Look: Climate



- 20-question online student survey (4-point Likert scale) covering student perception about:
  - ❖ Trust
  - ❖ Respect
  - ❖ High Expectations
  - ❖ Support
- One open-ended question: “Is there anything else you want to tell us about your experience at this school?”

# A Deeper Look: Engagement



- Initially considered using attendance rates, but logistics for collection and reporting, in addition to data security concerns, proved to be insurmountable at this time
- Instead, Engagement (including attendance) will be addressed through a Student Success Plan

# Student Success Plan



- Students assigned to mentor who will help them set goals through a Student Success Plan (SSP)
- Components of the SSP will include:
  - ❖ Student goals and interests (including attendance goal)
  - ❖ Academic history
  - ❖ Attendance rate and history
  - ❖ Post-secondary plans and preparation activities

# Student Success Plan

## (continued)



- Used to provide relevant feedback and set actionable goals
- Mentor will meet with assigned student at least twice per year
- Assurance signed by principal and sent to state
- SSPs kept on file at alternative school
- Formally reviewed as part of 5-year accreditation process

# Implementation Timeline



- First Pilot 2016-17 School Year (hold harmless)
- Refine during spring/summer 2017
- Second Pilot 2017-18 School Year (hold harmless)
- Refine during spring/summer 2018
- Set cut scores during spring/summer 2018
- Full Implementation 2018-19 School Year

# Questions?



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# **Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model**

**July 1, 2016**

## **Introduction**

This report is produced by the National Center for the Improvement of Educational Assessment (Center for Assessment) working closely with the Technical Advisory Group (TAG) for the Wyoming Alternative School Accountability system and leadership from the Wyoming Department of Education (WDE). The report serves as a supplement to the Wyoming Alternative School Framework submitted to Select Committee on Statewide Education Accountability on October 15, 2015.

The purpose of the report is to document the process and outcomes from the TAG's work in the spring of 2016 to extend and improve the framework for the Wyoming Alternative Accountability System. The specific foci of the TAG were:

- Review and revise the Alternative Accountability Framework as appropriate to position the WDE for a successful pilot in the 2016-2017 academic year
- Create a proposal for the Student Success Plan (SSP)
- Establish business rules and other specifications necessary to support the pilot
- Identify data collection requirements

This report, along with the pilot *Implementation Guide*, has been prepared in fulfillment of the WDE's legislative charge. In particular, this report covers revisions to the framework and the proposal for the SSP.

## **Process**

Beginning in April through June of 2016, the TAG convened once a month for a total of three in-person meetings in Casper, Wyoming. The TAG membership, which overlapped substantially with TAG from fall of 2015, is comprised of educational leaders representing a variety of roles and perspectives, including alternative school principals and superintendents. The committee also includes representatives from the WDE and consultants. Members of the TAG are identified in Table 1.

**Table 1: Technical Advisory Group Membership**

<b>Name</b>	<b>Organization</b>
Beth Auge	Teton #1
Teresa Chaulk	Lincoln #1
Chris Domaleski	Center for Assessment
Mike Flicek	Contractor - WDE
Dianne Frazer	WDE
Erika Hall	Center for Assessment
Darlene Hartman-Hallam	Crook #1
Mike Helenbolt	Laramie #1
Deb Lindsey	WDE
Julie Magee	WDE
Michael Maloney	Sweetwater #1
Kathleen Milligan-Hitt	Fremont #1
Kathy Scheurman	WEA
Shawna Trujillo	Natrona #1

The TAG started from the framework and affirmed the goals, uses, and theory of action previously developed. Subsequently, the committee worked through each component of the framework to refine and extend the specifications to support the pilot.

During each of the meetings, the Center for Assessment captured meeting notes to document recommendations reflecting perspectives shared across the group.

The committee operated by consensus to make decisions. There were no topics reflected in the report in which the TAG failed to reach full consensus.



## System Components

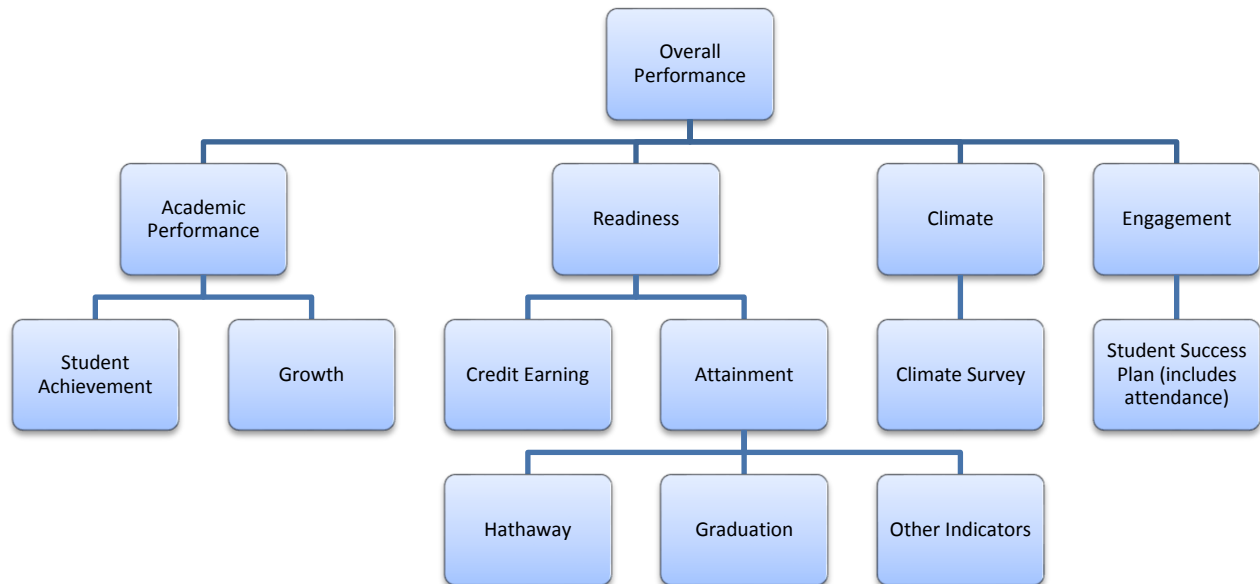
In this section, we review the major decisions affirmed by the TAG to refine and extend the framework to support the pilot. While this report does not repeat the goals, uses, theory of action and design principles articulated in the full October 2015 framework document, it is important to note that the intention of the TAG was to support these aspects of the existing framework.

The components of the framework covered in this report are:

- **School Climate:** the extent to which parents, teachers, and students report that the school achieves and improves with respect to creating a safe, positive environment that promotes collaboration and is conducive to learning and growth
- **Engagement:** the extent to which students attend school regularly and participate in a range of activities that promote holistic development of life skills associated with post-secondary success
- **Readiness:** the extent to which students earn course credit and attain outcomes that position the student for success in college or career
- **Academic Performance:** the extent to which students meet identified performance standards and demonstrate appropriate annual academic growth

Figure 1 portrays the proposed components and indicators of the revised alternative school accountability framework.

Figure 1: Components in the Alternative School Accountability Framework



## School Climate

The TAG discussed how to operationalize school climate for the pilot and beyond. The TAG felt that a student survey alone would be appropriate as a climate measure and that parent and staff surveys should not be included in the model. The TAG further recommended that the pilot survey should be mandatory for all alternative schools. The survey will be brief, and a prototype was developed, which is 20 items in length. The brevity is thought to help encourage focused, conscientious participation in the survey.

In order for the surveys to be used in the alternative accountability model, it was recommended that administrations occur twice annually and that a minimum response rate be required. To the extent practicable, the TAG suggests that schools provide an electronic submission of a school participation report. Additionally, the model should take into account both survey outcomes and improvement.

The TAG recommended that the survey should address the following dimensions:

- Support: To what extent do students receive guidance and assistance to help them succeed academically and beyond?

- Trust<sup>1</sup>: To what extent can staff be relied upon to follow through on things that matter?
- High Expectations: To what extent are students appropriately challenged with meaningful academic work?
- Respect: To what extent do students and staff treat people and property well?

Appendix A of this report contains the proposed items for the pilot school climate survey. Appendix B of this report contains the TAG's recommendations for administration guidance for the pilot.

The TAG also recommended that the climate survey be administered to a sample of schools that are not alternative schools in order to compare outcomes and better inform baseline expectations. Following the pilot in the fall of 2016, data will be analyzed to determine baseline expectations for both participation and performance. Ideally, performance will include both status and growth. Following the second administration in fall 2017, a baseline for growth/ improvement can be evaluated. In general, the TAG felt that status and growth should be classified based on categories of atypically low, typical, and atypically high.

The use of baseline status and growth measures along with confidence intervals might inform these classifications, which can be used to influence the final thresholds, which would be set by the PJP in the fall of 2018.

Finally, the TAG discussed the importance of 'authenticating' the data with respect to other indicators. For example, both an *n*-size and inclusion (i.e., participation) threshold should be established to ensure the information from the climate survey is appropriately generalizable. Baseline data will help establish appropriate authentication criteria.

## **Engagement**

Student engagement represents an attempt to gather evidence to support the claim that students are fully participating in experiences that support the acquisition of skills that positively influence holistic development and success. Engagement will be operationalized via a Student Success Plan (SSP). The SSP can be broadly conceptualized as a student-specific plan or set of objectives to accumulate evidence of positive engagement within and across school years. The SSP should 1) facilitate student attainment of key academic, career and social/emotional development goals and 2) provide educators with relevant, timely information that can be used to promote effective mentoring and targeted guidance.

The TAG proposed to implement the SSP component of the framework by providing guidance and a model template. Following the pilot year, the state resources can be expanded and improved to provide a growing 'toolkit' to schools to aid with effective implementation.

---

<sup>1</sup> Support and trust are closely related and many proposed items measure both.

A draft template for the SSP was developed that addresses the following dimensions.

1. Personal Data
2. Educational History
3. Learning Style
4. Goals and Interests
5. Course/Credit History and Planning, and Hathaway Progress
6. School and Community/Civic Activities
7. Work Experience
8. Career Preparation Activities and Artifacts

It should be noted that the TAG recommends including attendance as a component of the SSP, as opposed to a separate indicator, as portrayed in the prior version of the framework. This information is recorded in section five of the sample SSP: course credit, history, and planning. In this manner, school leaders will be responsible for tracking attendance and supporting improvement via regular meetings with the student.

The purpose of the template is to provide a strong exemplar of a proposed approach, but schools would be permitted to use their own templates provided the priority elements represented in the model template are addressed. In addition, the TAG recommended that each student in attendance for the full year meet with their SSP Advisor at least two times per school year.

For purposes of accountability, it was agreed that principals would need to sign and submit a document to the WDE acknowledging that the school a) engaged in the SSP process and b) that the materials associated with/resulting from this process will be provided for review upon request.

The administration guidance and a template for the SSP are included as Appendix C to this report.

## **Readiness**

TAG members affirmed that promoting college- and career-readiness is a central priority for alternative schools. Readiness is comprised of two components: credit earning and attainment.

### *Credit Earning*

The TAG proposes to calculate this indicator as credits earned divided by credits attempted. Moreover, credit earning should be calculated for each of grades 9-11. Information regarding credits earned/attempted should be available from student transcripts.

It is likely that the rule of only including full academic year (FAY) students in the indicator will need to be relaxed in order to meet *n*-size requirements. A decision regarding the enrollment period business rule will be considered following the pilot, when information is available to evaluate potential solutions.

## Attainment

The alternative school accountability system should also measure the extent to which students earn valued outcomes when they exit the school.

These outcomes include:

- Graduation (includes extended time graduation)
- Hathaway scholarship eligibility
- High School Equivalency Certification
- Post-secondary credit while in high school
- Career industry certification

Because these outcomes can occur in different combinations and are not mutually exclusive, a promising approach for operationalizing this category is a multi-tiered attainment index. This method, illustrated in Table 2, assigns base points for a primary outcome in category A, and awards additional points for earning other prized accomplishments in categories B and C. Only one outcome is eligible in categories A and B, but students may receive multiple outcomes in category C from various sources. A maximum value (e.g., 20) will need to be set on category C to retain appropriate relative weight.

**Table 2. Sample of Pilot Attainment Indicators and Values**

Category A	Value	Category B	Value	Category C	Value
Graduation	100	Hathaway Opportunity or Greater	20	AP/IB Credit	5
Transfer to Qualifying Post Secondary Program*	80	Hathaway Provisional	10	Postsecondary Credit	5
High School Equivalency	60	Not Hathaway Eligible	0	Industry Certification	5
Dropout	0				

\*This category will require additional investigation in the pilot year to determine if it is a meaningful and appropriate designation in the index.

The design in table 2 and the values shown are placeholders. The WDE and the TAG will evaluate the results the following the pilot to make recommendations moving forward. The final performance thresholds will be set by the PJP in fall 2018.

When operational, the values will be summed across categories for each student, and the school's final index point value is simply the average of all points for all students. If an exit code is not included (e.g., student transfers to another school), that record is simply omitted from the graduation rate calculation.

For the 2016-2017 pilot WDE will work to collect the following additional information to facilitate development and evaluation of the attainment index:

- High School Equivalency Exam outcomes
- Completion of CTE pathways
- National Occupational Competency Testing Institute (NOCTI) exam results
- AP/IB credits earned
- Dual/Concurrent enrollment credits earned

The TAG recommends adopting a business rule that that graduation outcomes will be calculated for the school the student spent the majority of the year at, if less than half of the year.

Finally, the TAG notes that with the passage of the Every Student Succeeds Act (ESSA), which occurred after the initial framework was developed, there may be impact to the use of graduation rate in the model. As additional rules and guidelines from the United States Department of Education (ED) emerge, this impact can be assessed more clearly. One approach the TAG considered was using graduation rate in addition to the attainment index as a source of influence on the final model outcomes. Again, potential approaches should be considered with the benefit of more information from ED and information from the pilot.

## **Academic Performance**

### *Achievement*

The TAG recommends that the achievement score for alternative schools be based upon subject area test scores in reading, English/writing, mathematics and science from the ACT in grade eleven and also from the grades nine and ten ACT Aspire tests. Adding scores from two additional grades will increase the  $n$  size for the achievement scores for the alternative schools. This should decrease the likelihood that schools will not meet the minimum  $n$  and, therefore, increase the likelihood that alternative schools get an achievement indicator score. In addition to increasing the likelihood that schools will get an achievement score, this will also improve the stability of the scores across school years. Finally, Wyoming is in the process of adopting a new state assessment that will test achievement in grades three through ten. This change during the pilot year will more closely resemble the achievement scores that will be obtained once the new state test is implemented.

The technical advisory group (TAG) for the alternative school accountability model recommended an achievement index for the pilot year that has five levels and that the index points for each level be 20, 40, 60, 80 and 100. Table 3 is an illustration of the proposed index. In Table 3, the index was designed so that proficient and above scores earn the maximum index points. This was accomplished by having the grade eleven cut-point for Level 5 equal to the proficient cut-point for the grade eleven ACT subject area tests.

**Table 3.** Illustration of the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Mathematics				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
English/Writing				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Science				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20

Note: Specific scores will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions to create relatively equal percentages of students in Levels 1 through 4.

\*The Wyoming ACT Scale will be used during the pilot year.

\*\*150 is the cut-point for proficient on the Wyoming ACT Scale.

Table 4 presents an illustration of the method that will be used to identify index score ranges for the achievement index. The proportions in Table 4 are not the actual proportions that will be used. These will be identified using the statewide frequency distribution from the baseline year grade eleven ACT for each subject area test. The values are for illustration purposes only.

**Table 4.** Illustration of the Method that will be used to Identify Score Ranges for the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Mathematics				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
English/Writing				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Science				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20

Note. Specific score ranges will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions.



To arrive at a school score, the school will be awarded index points for each student attending the school on each subject area test. A mean score will then be computed for all index points on all subject area tests in each of the three grades at each school. This mean score will be the school's achievement score.

A mean test score approach was also considered by the TAG as a potential achievement score. The mean score approach is more precise than either percent proficient or a mean index score, but it is also more complex as a result of scale scores being unique to each subject area and grade in school. The TAG was more supportive of the index approach due to its lower complexity, but the TAG wanted to see a comparison of the two methods during the pilot year. Therefore, each school will have two achievement scores for the pilot year, one that is based upon the achievement index and another that is based upon mean test scores. This will make it possible to determine the extent of agreement in school ranks when the different methods are applied. A final decision about which achievement score will be used will follow this comparison.

### *Growth*

The TAG recommended that the approach used for growth in the alternative school model should mirror that which is planned for the general model. Not only will this be more operationally feasible, but it will permit an apples-to-apples comparison on this indicator across models.

Because the alternative model will be based on the approach used in the full model, the Student Growth Percentile (SGP) is recommended.

## Appendix A

### Proposed School Climate Survey Items

Question		Strongly Agree	Agree	Disagree	Strongly Disagree	NA	Dimension
1	Teachers at this school believe I can perform well on challenging academic work.						High Expectations
2	Teachers at this school set high standards for academic performance.						High Expectations
3	I trust the staff at this school.						Trust
4	Students have to work hard to do well at this school.						High Expectations
5	Students at this school help each other even if they are not friends.						Trust/ Support
6	Students at this school treat property with respect.						Respect
7	Teachers at this school do not let students give up when the work gets hard.						Support
8	There is at least one staff member at this school who knows me well and shows interest in my education and future.						Support
9	Staff work hard to make sure that students stay in school.						Support
10	Students at this school treat staff with respect.						Respect
11	Students at this school treat each other with respect.						Respect
12	Students at this school are treated with respect by staff.						Respect

13	Teachers give me helpful suggestions about how I can improve my work in class.						Support
14	Teachers at this school expect students to do their best all of the time.						High Expectations
15	Teachers at this school have high expectations for me.						High Expectations
16	Staff at this school treat me with respect						Respect
17	Staff at this school help students when they need it.						Trust/ Support
18	Staff at this school make sure that I am planning for life after high school.						Support
19	Staff at this school treat each other with respect.						Respect
20	Teachers explain things in a different way if students don't understand something.						Support

### Additional Information

Item	Options
Gender	<ul style="list-style-type: none"> <li>- Male</li> <li>- Female</li> </ul>
Length of time enrolled	<ul style="list-style-type: none"> <li>- This is my first year at this school</li> <li>- This is my second year at this school</li> <li>- This is my third year at this school</li> <li>- I have been at this school for 4 or more years</li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>- Hispanic or Latino or Spanish Origin</li> <li>- Not Hispanic or Latino or Spanish Origin</li> </ul>

Race	<ul style="list-style-type: none"> <li>- American Indian or Alaska Native</li> <li>- Asian</li> <li>- Black or African American</li> <li>- Native Hawaiian or Other Pacific Islander</li> <li>- White</li> </ul>
I provided honest responses on this survey to the best of my ability	<ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> </ul>
Is there anything else you want to tell us about your experiences at this school?	Open ended

## **Appendix B**

### **Proposed Administration Guidance for the School Climate Survey**

#### **Introduction**

In the fall of 2016 and spring of 2017, Wyoming alternative schools will pilot a student survey of school climate. While school climate encompasses a potentially broad number of factors, the focus of this survey is on:

- The extent to which students and teachers treat one another with trust and respect
- The extent to which students feel challenged and supported in their academic work

The primary purpose of the survey is to provide feedback to understand and improve this aspect of school climate and, ultimately, to promote school effectiveness. No individual results will be disclosed; data will only be shared in summary.

Following the pilot administration in 2016-2017, the Wyoming Department of Education will work with the Alternative School Technical Advisory Group to consider any refinements that may be appropriate to the survey and/or the procedures for administration, as well as consider approaches for inclusion in an accountability system to be implemented in 2017-2018.

#### **Coordinator**

Each school should identify a survey coordinator who will be responsible for ensuring the survey is administered in accordance with the guidelines described in this document. Responsibilities include:

- Helping build support for participation
- Ensuring notification and content are provided
- Serving as a point of contact between the WDE and the school
- Establishing a schedule for administration
- Providing information about the process and procedure for administration
- Ensuring survey certification and participation record is provided to WDE as applicable
- Following-up to schedule make-up administrations as appropriate

#### **Administration**

The survey will be administered online during the week of October 17, 2016, and the week of February 20, 2017. Schools should schedule time that week during a designated class period for students to complete the survey. The WDE will provide the link to the online survey and an access code.

Each administrator should read aloud to the students the administration script included with this document prior to students beginning the survey.

The administrator should verify that each student is working on the survey, but should avoid monitoring any single administration such that the respondent might feel that his or her responses are not confidential.

After the survey administration, the administrator should complete the online school participation report and submit to the WDE. A class participation report is suggested to help ensure the school participation report is correct, but the class participation report is not required.

A make-up administration should be scheduled for any student absent during the regularly scheduled administration. If a student is not present during the entire week of administration, it is not necessary to attempt to schedule another administration.

### **Administration Script**

*Please read the following aloud before administering the survey*

Today you have the opportunity to take a school climate survey. Your participation is important because we will use your feedback to improve the school for everyone. The survey has questions about your perceptions of respect and trust at this school. Other questions are about the expectations for coursework and the support students receive. You should answer the questions honestly based on your experiences and perceptions.

You will have approximately 20 minutes to complete the survey, although you may not need all the time and you may have more time if you request it.

This is not a test and there are no right or wrong answers. Please read each question carefully and answer based on what you really know or do. Your identity will be kept private, and the results will only be shared with others in summary form.

If you have any questions, please ask now.

Please read the directions on the computer screen and begin. Thank you.

### **Class Participation Report (Optional)**

Each class should complete the following information and return it to the survey coordinator. The survey coordinator will compile this information to submit a school report to the WDE.

School Name: \_\_\_\_\_

Date of survey administration: \_\_\_\_\_

Teacher/ proctor name: \_\_\_\_\_

Class/ period: \_\_\_\_\_

Number of students who took the survey: \_\_\_\_\_

Number of students present who declined to participate or were excused from participation: \_\_\_\_\_

Number of students absent: \_\_\_\_\_

### **School Participation Report (Required Online Submission)**

Each school should provide the following information to the WDE within 7 days of administration.

School Name: \_\_\_\_\_

Dates of survey administration: \_\_\_\_\_

Principal name: \_\_\_\_\_

Number of students who took the survey: \_\_\_\_\_

Number of students present who declined to participate or were excused from participation: \_\_\_\_\_

Number of students absent or otherwise did not participate in the survey: \_\_\_\_\_

## **Appendix C**

### **Wyoming Student Success Plan Guidelines for Implementation**

#### **Background:**

During the 2016-2017 school year, several of Wyoming's alternative schools will participate in a pilot implementation of the Student Success Plan (SSP) initiative. A SSP can be broadly conceptualized as a student-specific plan or set of objectives that facilitates the collection of evidence demonstrating positive student engagement within and across school years. The purpose of the pilot is to obtain feedback related to the utility and feasibility of the proposed SSP process and any support/resources necessary to ensure it is conducted with fidelity. Schools electing to participate in the pilot are expected to implement the SSP as articulated in these guidelines and keep a record of aspects that were successful and areas that should be improved. The SSP will not influence accountability outcomes during this pilot year.

Following the pilot administration, the Wyoming Department of Education and the Technical Advisory Group (TAG) will review the feedback provided and make any necessary adjustments to the SSP guidelines and sample template. The Technical Advisory Group will also determine how a school's implementation of the SSP should be documented and endorsed for inclusion in the alternative school accountability system.

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities, and outcomes. Students having an IEP can simply attach this document to their SSP, as it should contain much of the information requested.

#### **Intent of the Student Success Plan:**

The Wyoming SSP is intended to facilitate student attainment of key academic, career and social/emotional development goals (such as those defined in the ASCA National Standards for Students) by:

- requiring students to be active participants in planning for their future;
- encouraging the identification of personal, academic and career interests and goals and ongoing evaluation of progress toward meeting those goals;
- highlighting the relationship between academic/work experiences and identified post-secondary or career goals;



- fostering participation in courses and extracurricular activities which align to a student's interests and goals;
- facilitating ongoing communication with faculty, staff and family about academic and career plans and the steps being taken to achieve those plans; and
- promoting independence, mindfulness and a sense of being in control of one's future.

In addition, the SSP is intended to provide educators with relevant, timely information that promotes effective mentoring and targeted guidance. While the Student Success Plan will be student-directed, it should be considered a living document that educators, counselors and students access and update on a regular basis.

### **Roles and Responsibilities:**

The participation of schools, educators and students alike is necessary to ensure the SSP is successful in meeting its goals. The specific roles and responsibilities underlying the SSP process are outlined below. It is assumed that many of the activities and interactions defined in these bullets may already be occurring at some alternative schools through established procedures and initiatives.

### **Student Responsibilities:**

- Complete, review and update the SSP on an ongoing basis.
- Work with the SSP Mentor (see below) to identify courses and activities that align with one's interests, strengths and goals.
- Participate in activities and courses defined within the SSP and look for additional opportunities to meet specified goals.
- Identify and record any evidence that reflects progress toward or attainment of specified academic and career goals (e.g., completion of a course, participation in volunteer activities or training programs, completing an application, interactions with employers/mentors, giving a presentation, student work products, etc.)
- Ask questions and communicate successes, concerns and/or changing plans to the SSP Mentor when they arise.
- Discuss the goals and plans outlined in the SSP with parents and educators.

**SSP Mentor Responsibilities** (Counselor/Teacher/Administrator- whoever is assigned to take this role with the student(s)):

- Meet with assigned students on a regular basis to discuss progress and identify future goals/activities.
- Provide students with resources that help them understand and explore different post-secondary/career options.
- Support students in the articulation of relevant and attainable short- and long-term goals, given specified interests and plans for the future.

- Work to identify courses and activities that align with a student’s career goals, interests and preferred learning style.
- Provide guidance related to expectations for performance, given post-secondary goals (e.g., grades/credits/test scores required for acceptance to certain colleges/programs; courses needed to obtain a particular certification, preparation of a resume and/or job application, participation in training or certifications programs, etc.).

**School Responsibilities (i.e., the Principal or designated SSP Workgroup):**

- Establish a standardized process for maintaining and storing each SSP and any associated artifacts provided by the student/mentor (e.g., shared Google drive, etc.)
- Identify and assign SSP mentors to students<sup>2</sup>.
- Provide support to SSP mentors on the SSP process and templates within their school.
- Identify the number and type of interactions the SSP mentor should have with his/her assigned students. (It is expected that SSP mentors will meet with each assigned student at least two times per school year for a student enrolled the full year.)
- Establish a plan for validating that the SSP is being implemented as intended.
- Complete the “SSP Acknowledgement of Implementation” document at the end of each school year and provide it to WDE for accountability.

**Model School Success Plan Template:**

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities, and outcomes. Students having an IEP can simply attach this document to their SSP, as it should contain much of the information requested.

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<sup>2</sup> Each student should have at least one designated SSP Mentor.

# WY Student Success Plan

The WY SSP is an academic and career planning document for Wyoming students. It is designed to help students identify personal, academic and career interests and outline short-term and long-term goals related to those interests. In addition, it is intended to provide educators/advisors/counselors with information that guides feedback provided to students about courses, activities and experiences that will help them achieve their goals.

## I. Personal Data

Name \_\_\_\_\_ (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (MI)

Address (Street)

(City) (State) (Zip)

Phone (    ) \_\_\_\_\_ Email \_\_\_\_\_ Birth Date \_\_\_\_\_ WISER ID # \_\_\_\_\_

Parent/Guardian Name(s) \_\_\_\_\_

4-year graduation cohort \_\_\_\_\_ IEP Plan \_\_\_\_\_ 504 Plan \_\_\_\_\_

Special/Unique Student Circumstances:

## II. Educational History

Name of School	City and State	Grade(s)
Elementary School(s)		
Middle School(s)		
High School(s)		

### III. Learning Style

**My preferred learning environment is:**

Classroom \_\_\_\_\_  
Home/Library (working independently) \_\_\_\_\_  
Work or Industry setting \_\_\_\_\_

Small group or collaborative setting \_\_\_\_\_  
Online or Distance Education \_\_\_\_\_  
Other \_\_\_\_\_

**Comments:**

**I learn best:**

- a. when new information is presented visually - through charts, pictures and diagrams
- b. by listening to detailed explanations and examples in a lecture-type setting
- c. through hands-on work that uses touching or physical activity to demonstrate new concepts, or learning through doing
- d. Other (describe in comments below).

**Comments:**

### IV. Goals and Interests:

**What are your personal, academic and career interests?**

Date	Questions which may be addressed include...
	What classes do you do well in and enjoy?  What activities do you enjoy participating in (either in or out of school)?  What careers do you think sound interesting or would you like to learn more about? What about those careers is appealing?  What courses are you interested in taking in the future?  What activities, organizations or career preparation activities would you like to participate in or learn more about?  Are you attempting to complete a Hathaway Success Curriculum?

**Describe your personal, educational, and career goals (short-term and long-term).**

Date	Questions which may be addressed include...
	<p>What are your short-term personal and academic goals? What are you hoping to accomplish within the next year?</p> <p>Are you hoping to complete a Hathaway success curriculum?</p> <p>What are your post-secondary goals? What would you like to do upon graduation from high school?</p> <p>What activities/courses/opportunities do you think will help you meet these goals?</p> <p>What support do you need to in order to meet these goals? What questions do you have about how these goals might be attained?</p>

## V. Course/Credit History and Planning

GRADE 9	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 10 <sup>th</sup> Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 9 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 9 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		

GRADE 10	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 11 <sup>th</sup> Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 10 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 10 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		

GRADE 11	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 12 <sup>th</sup> Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 11 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 11 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		



GRADE 12	Course Taken (* for Hathaway curriculum course)	Grade	Credits	
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 12 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 12 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		

Summary of Secondary Credits and GPA					
	9	10	11	12	Total
Total Credits Earned					
Credits toward Hathaway					
GPA					

## VI. School and Community/Civic Activities

Clubs/Organizations	Activities/ Recognition/Honors	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade

## VII. Work/Volunteer Experience

Describe Work/Volunteer Experience	Reference
8 <sup>th</sup> Grade	
9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	
11 <sup>th</sup> Grade	
12 <sup>th</sup> Grade	

## VIII. Post-Secondary Preparation Activities/Artifacts

In addition, to the courses and experiences outlined above, what have you done to prepare for your post-secondary and/ or career goals? Please describe and attach copies of any relevant documents/artifacts when available.

Date	Examples may include:
	<ul style="list-style-type: none"><li>- Completed a job or college application</li><li>- Participated in an ACT/SAT college prep course</li><li>- Internship or job-shadowing experience</li><li>- Developed a resume</li><li>- Developed an exemplar writing sample</li><li>- Completed the Free Application for Federal Student Aid (FAFSA)</li><li>- Obtained letters of reference</li><li>- Visited colleges or technical/vocational schools</li></ul>

# **WYOMING ALTERNATIVE SCHOOL ACCOUNTABILITY PILOT**

## **2017 WYOMING SCHOOL PERFORMANCE RATING MODEL**

### **IMPLEMENTATION HANDBOOK**

(Prepared by Michael Flicek: Draft – July 1, 2016)

#### **ALTERNATIVE SCHOOLS**

When a district intends to open an alternative school, they must apply to the Wyoming Department of Education (WDE) for approval. Once approved, the school becomes an alternative school and is subject to the alternative school funding stipulations in the Wyoming school funding model. Students attending alternative schools often have a history of finding schooling challenging. Often the students' needs have not been met in traditional school settings.

Per Enrolled Act No. 87, Section 5, alternative schools received informational reporting under WAEA following the 2014-2015 and 2015-2016 school year, but they were exempt from target level determinations and school level performance ratings. This implementation handbook contains proposed business rules for implementation of a pilot alternative schools accountability model following the 2016-2017 school year. The pilot described in this handbook was developed to be consistent with the *Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model* (July 1, 2016) which was authored by Chris Domaleski and Erika Hall who facilitated the work of the Wyoming Alternative School Technical Advisory Committee.

During the 2016-2017 school year, the objective is to produce scores for alternative high schools on as many of the proposed indicators as possible. There are currently no plans to identify target levels on indicators of school performance levels based upon those score following the 2016-2017 school year. Rather, the scores will be analyzed to provide evidence about the feasibility of the indicators going forward and to facilitate further design of the system for assigning target levels and performance levels to alternative high schools.

#### **NEW DATA DEVELOPMENT REQUIREMENTS**

This proposed model includes some data elements that have not previously been used by WDE for reporting or accountability and some data elements that will require changes to exiting data collections or new data collections. When existing data is used for a new purpose, there is often a data quality concern. Data quality is typically improved when WDE produces a student level roster containing the available data and vetting this student level roster with districts. Districts are instructed to attend to the data elements that will be used for accountability during the vetting process. During the vetting window, districts have an opportunity to make corrections. Improvement in data quality sometimes takes a year or two once this process is initiated.

- New Collections
  - Grade 10 and 11 transcripts

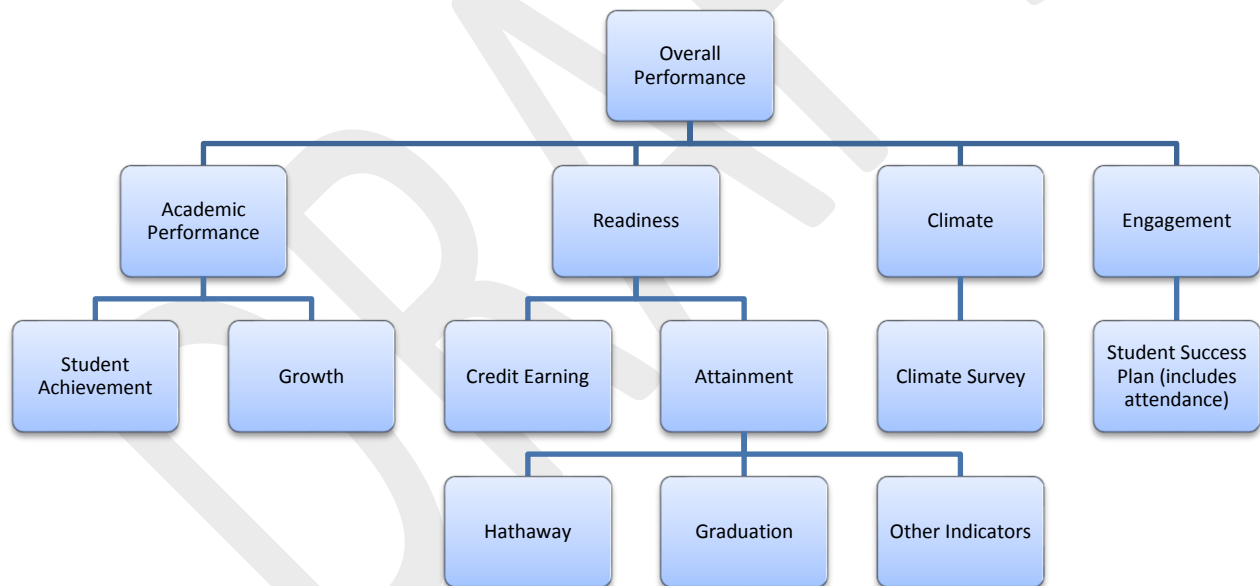
- Have not been collected before
  - These can be added to an existing collection of grade 9 transcripts
- Principal assurance of Student Success Plan implementation
- Student responses to Student Climate Surveys
- Planned new uses for data from existing collections
  - High school equivalency certification
  - Post-secondary credit while in high school
  - Career or industry certification

## INDICATORS

### Alternative Schools Accountability Model

Figure 1 is presented below. Figure 1 is taken from the *Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model*.

Figure 1. Components in the Alternative School Accountability Framework.



An outline of the alternative school accountability framework is presented below.

- Academic Performance Component
  - Achievement
  - Growth
- Readiness
  - Credit Earning
  - Attainment
    - Graduation
    - Hathaway Scholarship Eligibility

- High School Equivalency Certification
  - Post-secondary Credit while in high school (e.g., dual enrollment, AP/IB)
  - Career industry certification
- Engagement
  - Attendance
  - Student Success Plan
- School Climate
  - Climate Survey

## ACADEMIC PERFORMANCE

There are two indicators for the academic performance component of the alternative schools accountability model. One indicator is *achievement* and the other is *growth*.

### ACHIEVEMENT

An important problem with the Wyoming accountability model for traditional high schools is the inability of that model to meaningfully differentiate among the alternative high schools. All alternative high schools fall within the lowest performance level when the traditional high school model is applied. This is one reason that a separate model is being developed for alternative high schools.

It is, therefore, important for the alternative school accountability model to have indicator scores that meaningfully differentiate among the alternative schools. The achievement score for traditional high school model is the percent of proficient test scores on the subject area tests of the grade eleven ACT test. This score was computed for Wyoming alternative schools in 2015. Three schools did not meet the minimum *n* of 10 students, even when three years of data were aggregated. Among the remaining schools, three had no proficient scores, eight had percent proficient scores in the single digits, one school had a percent proficient score of 11, and the final school had a percent proficient score of 20. Schools were required to have at least 32 percent of proficient test scores to move out of the below target category.

Thus, percent proficient did not meaningfully differentiate among the alternative schools in Wyoming. As a result, two scores will be computed during for the alternative school accountability model pilot. The first will be an achievement index score and the second will be a mean standard score. These scores are described below.

In addition, the achievement score for alternative schools will be based upon subject area test scores in reading, English/writing, mathematics, and science from the ACT in grade eleven and also from the grades nine and ten ACT Aspire tests. Adding scores from two additional grades will increase the *n* size for the achievement scores for the alternative schools. This should decrease the likelihood that schools will not meet the minimum *n* and, therefore, increase the likelihood that alternative school get an achievement indicator score. In addition to increasing the likelihood that schools will get an achievement score this will also improve the stability of the scores across school years. Finally, Wyoming is in the process of adopting a new state test that will test achievement in grades three through ten. This change during the pilot year will more

closely resemble the achievement scores that will be obtained once the new state test is implemented.

The technical advisory group (TAG) for the alternative school accountability model recommended an achievement index for the pilot year that has five levels and that the index points for each level be 20, 40, 60, 80, and 100. Table 1 is an illustration of the proposed index. In Table 1, the index was designed so that proficient and above scores earn the maximum index points. This was accomplished by having the grade eleven cut-point for Level 5 equal to the proficient cut-point for the grade eleven ACT subject area tests.

Table 1. Illustration of the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Mathematics				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
English/Writing				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Science				
Level 5	$\geq$ Score	$\geq$ Score	$\geq 150^{**}$	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20

Note. Specific scores will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions to create relatively equal percentages of students in Levels 1 through 4.

\*The Wyoming ACT Scale will be used during the pilot year.

\*\*150 is the cut-point for proficient on the Wyoming ACT Scale.

Table 2 presents an illustration of the method that will be used to identify index score ranges for the achievement index. The proportions in Table 2 are not the actual proportions that will be used. These will be identified using the statewide frequency distribution from the baseline year grade eleven ACT for each subject area test. The values are for illustration purposes only.

Table 2. Illustration of the Method that will be used to Identify Score Ranges for the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Mathematics				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
English/Writing				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Science				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20

Note. Specific score ranges will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions.

To arrive at a school score, the school will be awarded index point for each student attending the school on each subject area test. A mean score will then be computed for all index points on all subject area tests in each of the three grades at each school. This mean score will be the school's achievement score.

A mean test score approach was also considered by the TAG as a potential achievement score. The mean score approach is more precise than either percent proficient or a mean index score, but it is also more complex as a result of scale scores being unique to each subject area



and grade in school. The TAG was more supportive of the index approach due to its lower complexity but the TAG wanted to see a comparison of the two methods during the pilot year. Therefore each school will have two achievement scores for the pilot year: one that is based upon the achievement index and another that is based upon mean test scores. This will make it possible to determine the extent of agreement in school ranks when the different methods are applied. A final decision about which achievement score will be used will follow this comparison.

In order to implement a mean score approach, it is necessary to convert the scale scores that are obtained by students on the tests into standardized scores. Scale scores on the tests are a function of the subject area tested and grade in school, and they do not have equivalent meaning across grades and subjects. Because of this, mean scale scores would be biased depending upon the number of students in each grade at each school. One straight forward method for removing this bias is to standardize the scores so that grade-by-subject area scores have a common mean and standard deviation across all grades and subject areas. These standardized scores would be norm-referenced scores based upon the total Wyoming sample for a baseline school year. Standardization is accomplished for each grade and content area by using the formula 1 to convert each student's scale score into a standardized score:

$$(\text{Scale Score} - \text{Baseline Year Mean Score}) / \text{Baseline Year Standard Deviation} \quad 1$$

This conversion produces a score distribution for the baseline year with a mean of 0 and a standard deviation of 1. Scores below the mean are negative numbers and scores are generally expressed using at least two decimal points. These scores can be easily transformed in to more conventional looking scores that are all positive scores whole numbers. For the purpose of this pilot, however, no transformations will be applied. The comparison of school ranks by score type can be accomplished without transforming the scores.

The school's score using the mean score approach will be derived by computing a mean of all standardized scores for the tested grades and subject areas. The scores will be rounded to two decimal places. For the pilot school year, this mean score will be the school's achievement score based upon the mean score method. This will permit a comparison of the mean index approach with the mean score approach.

## **GROWTH**

Student growth in mathematics and reading will be measured in grades ten and eleven in high schools on the subject area tests of the ACT suite of tests that were administered in Wyoming. Growth refers to the change in the achievement within students as they progress from year to year. In order to compute growth scores, students must have at least two consecutive years of mathematics scores for math growth and two consecutive years of reading scores for reading growth. In 2016, testing with the ACT Plan and Explore tests was discontinued by ACT, Inc. Instead, the ACT Aspire tests were administered in grades nine and ten.

In 2017, growth during grade ten will be measured from the spring Aspire test in grade nine in the prior year to the current year Aspire test in grade ten. Growth during grade eleven will be

measured from the Explore administered two years prior and the Aspire tests administered one year prior to the current year grade eleven ACT test.

The traditional score scales on the ACT suite mathematics and reading tests are quite coarse and not well suited to the measurement of growth. ACT has provided Wyoming with student level parameters from a three parameter IRT that permitted Wyoming to construct a Wyoming Scale<sup>1</sup> for the mathematics and reading subject area tests used in grades nine, ten, and eleven. The Wyoming Scales are much less coarse and, therefore, are much better suited to the measurement of growth. A score of 150 on the Wyoming scale is equivalent to proficient performance and the scales have a standard deviation of 20. The fit of the growth model is quite good when the Wyoming scale is used. Growth is computed separately for mathematics and reading for students in grades ten and eleven. There are presently no plans to create a Wyoming scale for the ACT Aspire in grade ten. Therefore, growth measured using an Aspire test will be based upon the ACT Aspire scales.

A growth model will be implemented to produce student growth percentiles (SGPs). SGPs indicate how an individual student's growth compared with that of theoretical academic peers that come from all Wyoming public school students from that particular year in the same grade who had similar math/reading scores in previous years. The SGPs range from 1 to 99, and growth is independent of a student's prior achievement level. The data set included the current year public school students with all of their prior public school test scores. The school level growth score for the high schools is the median student growth percentile (MGP) for all reading and math SGPs at the school.

## **READINESS**

Readiness has two elements: credit earning and attainment. The attainment element contains five sub-elements: graduation, Hathaway scholarship Eligibility, high school equivalency certification, post-secondary credit while in high school (e.g., dual enrollment, AP/IB), and career industry certification.

## **CREDIT EARNING**

The credit earning indicator will be based upon transcript information from students in grades nine through eleven. Transcripts are presently collected for grade nine students. The collection of grade ten and eleven transcripts is a new collection that will begin in late summer and early fall of 2016. The ninth grade credit indicator for the traditional school accountability model is a lagged indicator so that credits earned during the summer may be included. The credit earning indicator for alternative high schools will also be a lagged indicator that includes summer credits for all three grades. The student's score will be a percentage score that is computed as credits earned over credits attempted for each student. The school's score will be credits earned over credits attempted for all grade nine through eleven students attending the school. Only credits attempted while enrolled at the alternative school will be included. All students attending the

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<sup>1</sup> Wyoming Department of Education. (2014). 2014 Wyoming ACT Performance.  
<http://edu.wyoming.gov/download/assessments/WyomingACTScaleLV2updDec2014.pdf>

school from October 1<sup>st</sup> until within ten days of the end of the school year will be included on this indicator.

## **ATTAINMENT**

Attainment will be measured for the cohort of all students who graduated from the school plus the noncompleters from the four year, on-time cohort for the year. This will include the four year, on-time cohort of graduates and noncompleters. In addition, the 5, 6 and 7 year graduates from the school will be added to the four year, on-time cohort for that year. In this way, each graduate, including 4, 5, 6, and 7 year graduates, will be included in the attainment indicator cohort. The attainment indicator is lagged one year so that summer graduates may be included in the indicator.

WDE collects transcripts for students who graduated. There is no collection of transcripts for noncompleters. The data elements used for Hathaway eligibility and post-secondary credit while in high school will come from the transcripts of graduates.

The data collection for the pilot school year will include a cohort student level file with one field for each of the five data elements. While each element will have an overall score for the element, some attainment elements will have additional fields that are used for computing the value in the summary field. This student level file will make it possible to explore a variety of options for using this information to developing one overall student attainment score that could then be aggregated to the school level. For the purpose of the pilot, however, a school score will be computed on each of these five elements.

*Graduation.* Each student in the attainment cohort will be listed as either a graduate of a non-completer. The schools' score for graduation will be the percentage of students in the attainment cohort who are graduates. This will include 4, 5, 6, and 7 year graduates.

*Hathaway Scholarship Eligibility.* A Hathaway scholarship level for accountability will be assigned to each graduate in the attainment cohort. This includes early graduates and four, five, six, and seven year graduates. Each graduate will be assigned to one of five Hathaway levels for accountability based primarily upon information on their transcript. This level may or may not be the student's true Hathaway scholarship eligibility since the true eligibility is determined by a Wyoming higher education provider based upon a review of student transcripts and other information.

The Hathaway eligibility level for accountability is based upon three criteria: (a) unweighted high school grade point average (GPA), (b) the best composite ACT score or Work Keys total score, and (c) completion of the success curriculum at a particular level. These three eligibility criteria are considered in a conjunctive fashion to determine a student's Hathaway eligibility level. The student is assigned to the scholarship level that is the lowest among the three criteria. The eligibility criteria are presented in Table 3.

Table 3. Hathaway Scholarship Eligibility Levels and Criteria.

Criteria	Scholarship Level				
	Not Eligible	Provisional	Opportunity	Performance	Honors
Unweighted GPA	<2.5	2.5	2.5	3.0	3.5
Minimum ACT*	<17**	17***	19	21	25
Success Curriculum Level	None	Provisional	Opportunity	Honors/Performance	

\*ACT can be the student's best ACT score from the student's transcript or from the Wyoming census administration in grade 11.

\*\*If there is a WorkKeys score it is less than 12.

\*\*\*A WorkKeys score of 12 also qualifies for provisional level.

Each student's unweighted GPA is obtained from the student's transcript. Graduates without transcripts and graduates without an unweighted GPA are assigned to the not eligible scholarship level for accountability. When the unweighted GPA was less than 3.0 but at or above 2.5, the opportunity scholarship level is assigned for that criterion.

The ACT composite score used for the Hathaway scholarship eligibility level is the best ACT composite score from the transcript or the composite score from the Wyoming census administration of the ACT to grade eleven students. The highest ACT composite score is used for accountability. If a student was not enrolled in a Wyoming school during the census administration date for their cohort and does not have an ACT score on their transcript, the student's Hathaway scholarship eligibility level for accountability will be based upon their unweighted GPA and their success curriculum level only.

WorkKeys scores from a student's transcript are also considered. When the WorkKeys score is 12 or higher, the student can be placed at the provisional level. When a student has both a WorkKeys score and an ACT composite score, the student's level on the test score criterion is the higher of the levels represented by those measures.

Finally, a required field for the transcript collection is a success curriculum level that is assigned by the high school's analyses of the student's high school course of study and performance in classes. This school determined success curriculum level that appears on the transcript is used as the success curriculum level for accountability.

Each student's Hathaway scholarship eligibility level for accountability will be established as presented in Table 4. Each alternative school will receive a Hathaway eligibility score that is the average level of all graduates from the school.

Table 4. Hathaway Scholarship Eligibility Index.

Student Eligibility Designation	Level
Honors	5
Performance	4
Opportunity	3
Provisional	2
Not Eligible	1

*High School Equivalency Certification.* WDE does not presently have any data collection for high school equivalency certification. The data for this indicator presently resides with Wyoming Community College Commission. The accountability staff at WDE has entered into conversations with the community college commission and is hopeful it may be possible to obtain a student level list of individuals earning high school equivalency certification.

When a list of students is obtained, the WDE will attempt to identify attainment cohort individuals who have earned this credential. Particular attention will be paid to the noncompleters in the attainment cohort. A true/false field will be entered in the student level attainment data for this data element. The school's score on this element will be the percent of noncompleters who earned high school equivalency certification.

*Post-Secondary Credit while in High School.* This element of the attainment indicator will be measured for all high school graduates based upon information on the student transcripts. Post-secondary credit while in high school has not previously been identified or used for accountability or any other purpose. Therefore, the quality of this information on student transcripts is unknown. Because the graduation indicator is lagged a year the transcript collection is also lagged a year. During the pilot year (i.e., 2016-2017), the transcripts from the graduates will be used to create a student level file on this indicator.

There are potentially three sources of evidence of advanced course participation, course completion, and certification of performance that will be investigated during the pilot school year: courses that award college credit while in high school, advanced placement (AP) courses certified by the College Board and International Baccalaureate (IB) courses. The student level attainment indicator file will have four fields for this element, one for each type of course and one overall summary field. Each field will contain a number for the number of such courses passed. The summary column will have a sum of the numbers from the three course type fields. The school's score for the pilot will be the sum of the summary column over the  $n$  of graduates.

For the AP and IB courses, there are externally scored tests available that students may take. There is a cost associated with taking these tests and passing the test is likely a requirement if the students desires college credit. The WDE will determine if there is any evidence of passing these tests that appear on the student transcripts. If not, the transcript collection guidance in the future could stipulate inclusion of evidence of passing the course associated tests.

*Career or Industry Certification.* The evidence for this element during the pilot school year will come from a WDE collection for the Carl D. Perkins grant. Most, but not all, Wyoming districts

participate in the Carl D. Perkins grant. For districts that do not participate in the Carl D. Perkins grant, there may be little available data. The available student level data indicates when students have passed NOCTI tests and/or industry certification tests. Both NOCTI tests and industry certification tests are career or industry specific.

During the pilot year, a list will be developed of all careers or industries on which tests were actually passed by Wyoming students. This may be useful in the future if it is determined that the level of career preparation represented by passing a test varies in important ways.

The attainment cohort, i.e., both graduates and noncompleters, will be the student level sample for which data will be collected. Most students passing these tests will be in the third or fourth year of high school but some students may pass the tests in their first two years of high school. Therefore, up to four years of results from the Carl D. Perkins collection may be used when creating the student level file. During the pilot year the student level field for this element will include a number that represents the number of NOCTI and/or certification tests passed by the student. This approach treats all NOCTI and certification tests as equivalent. For the pilot year, the schools' score on this element will be the percentage of students in the attainment cohort who passed at least one NOCTI or industry certification exam.

## **ENGAGEMENT**

The engagement indicator addresses two elements: attendance and the student success plan. For purposes of accountability, it was the TAG recommendation that principals would need to annually sign and submit a document to the WDE acknowledging that the school a) engaged in the SSP process and b) that the materials associated with/resulting from this process would be available for review upon request (e.g., during an accreditation visit).

The TAG recommended including attendance as a component of the SSP as opposed to a separate indicator. In this manner, school leaders will be responsible for tracking attendance and supporting improvement via regular meeting with the student.

There will be no student level file for the engagement indicator. The schools' score for engagement will be pass/fail. Appendix A presents the guidelines for completing school success plans.

## **SCHOOL CLIMATE**

School climate will be measured using a mandatory, 20 item, student survey developed by the TAG. The survey addresses the following dimensions:

- Support: To what extent do students receive guidance and assistance to help them succeed academically and beyond?
- Trust<sup>2</sup>: To what extent can staff be relied upon to follow-through on things that matter?
- High Expectations: To what extent are students appropriately challenged with

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<sup>2</sup> Support and trust are closely related and many proposed items measure both.

meaningful academic work?

- Respect: To what extent do students and staff treat people and property well?

The survey is mandatory and it will be administered twice during the pilot year and a response rate be computed for each school. The response rate will be the number of completed surveys over the number of students enrolled in the school on the Wednesday of the required administration week. One administration will occur in the third week of October and the other will occur in the third week of February.

The survey responses will be anonymous. Therefore, there will be no student level data file. The school level data will be an aggregate of all student responses from the each survey window. For scoring purposes a student response of “strongly agree” will be assigned 4 points, “agree” will be assigned 3 points, “disagree” will be assigned 2 points and “strongly disagree” will be assigned 1 point. A survey will be considered completed if at least ten or the items have been completed. A total survey score will be computed for each completed survey. Each total survey score will be rounded to 2 decimal points. The school score for the pilot will be an average of the total survey scores for all respondents from the school rounded to two decimal points. Appendix B of this report contains the proposed items for the pilot school climate survey. Appendix C of this report contains the TAG’s recommendations for administration guidance for the pilot.

## **STUDENTS INCLUDED IN STATE ACCOUNTABILITY**

Students included in state accountability at a particular school were those who have been reported by their districts with an active primary enrollment on the accountability date for a particular test under consideration (e.g., ACT, ACT Aspire). Primary enrollment means a student was reported by the district (on the WDE684) as “no” in both the home school and concurrent enrollment fields. When a student is reported as “yes” in either of these fields it means the student is primarily home schooled or primarily enrolled at another school. Students can only have one “primary” enrollment.

## **PARTICIPATION RATE**

There is a participation requirement of 95% and a participation threshold of 90%. Participation rate is computed for all students with an active enrollment in the school during the test window. There is no full academic year requirement for participation rate.

A *simple participation rate* is the number of students who tested divided by the number of students who should have tested at the school. For example, if a school has 10 students who were expected to test and only 9 tested, the school's simple participation rate would be 90%. In this illustration the school's simple participation rate was below the 95% requirement. The school had one student who did not test. When one student not testing yields a participation rate score of 90% the school is really being held to a participation rate requirement of 100%. When 100% of students did not test, the school would not meet the 95% requirement. For this school, then, the *actual participation rate requirement* to which they would be held is 100%. This illustrates the need for an adjustment rule to be employed when determining a school's participation in testing.

Whenever *this actual participation rate* for a school is above the requirement of 95% or above the threshold of 90% the *one additional non-participant rule*<sup>3</sup> will be applied. The school will be allowed to have one additional non-participant student and still be considered to have met the requirement/threshold. In the above example, the school was being held to an actual participation rate requirement above 95% (i.e., it was 100%), therefore the school is allowed one additional non-participant. Since the school had only one non-participant the school met the participation rate requirement. The school had a simple participation rate of 90%, but the school met the requirement because it was allowed one additional non-participant. The one student who did not test is the one additional non-participant.

In another example, assume a school had 25 students with two non-participants. The school's simple participation rate would be 92%. If only one student was a non-participant the school would have a simple participation rate of 96%. Without the one additional non-participant rule the 95% requirement for this schools is actually a 96% requirement. The requirement is above 95%. Because 96% is above 95%, the one additional non-participant rule is applied. The school would be allowed one additional non-participant. Because of the one additional non-participant rule, the school with 25 students can have two non-participants and still meet 95% participation requirement.

Participation rates are computed at the test score level rather than the student level. In the example where the school had 25 students, assume they were consolidated subgroup students for the equity indicator. The equity indicator uses math scores and reading scores. For 25 students there would be 50 test scores involved. If two students did not test, there would be 46 test scores. The simple participation rate would still be 92%. By applying the one additional non-participant rule the school would be allowed two additional missing test scores, one for reading and one for

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<sup>3</sup> What we actually do is set a target for each subject in terms of the number of tests that need to be administered and scored at the school for the requirement  $R(s)$  to be met in each subject  $s$ :

$$R(s) = \text{floor}(.95 \times \text{number of expected tests in } s)$$

And similarly for the threshold  $T(s)$ :

$$T(s) = \text{floor}(.90 \times \text{number of expected tests } s)$$

Then we come up with a requirement  $R$  and threshold  $T$  for the school by summing up these individual subject requirements and thresholds

$$R = \sum_s R(s) \text{ and } T = \sum_s T(s)$$

So if there are 10 students who need to test in two subjects  $m$  and  $r$ .

$$R(m) = 9, R(r) = 9$$

and

$$R = 18$$

There are multiple ways this requirement can be met:

- a) non-participation on one math test and one reading test
- b) full participation in math and non-participation on two reading tests
- c) non-participation on two math tests and full participation on reading

Case a) is the 'one additional non-participant rule', but this can be stretched to a subject specific 'two additional non-participant rule'.



math for the additional non-participating student. At the test score level, this school would still be considered to have met the 95% participation requirement.

This one additional non-participant rule assures no school has an *actual required participation rate* above the requirement/threshold. Whenever the one additional non-participant rule is applied, the school is allowed to have a simple participation rate below the requirement or the threshold.

This approach was implemented for each school by computing:

- Test scores needed to meet the requirement
- Actual tests with scores

When the actual tests with scores equaled or exceeded the test scores needed to meet the requirement/threshold, the school “met” the requirement/threshold. The school was scored as “not met” on the requirement/threshold when the actual test scores were lower than the test scores needed to meet the requirement or threshold.

The participation requirements/thresholds are applied to the all students group. In the case of small schools where look backs to previous years are used to increase the school's *n* count, participation rate will be based upon current year students only. Participation rate for alternative schools is based upon subtests expected and subtests completed.

## **Exemptions**

In rare instances, districts may petition the Wyoming Department of Education for an exemption from testing for students with the most significant cognitive disability who are assessed on the alternate assessment when they move into the school from another school district after the beginning of the alternate assessment window. Students moving between schools within a district are not eligible for an exemption. Eligibility for an exemption should not be based on the disability category, the amount of time for which the students receives service, the location or delivery of service or the level of functioning of the student.

The Wyoming Department of Education will consider the amount of time left in the testing window to prepare for and administer the assessment. There must be evidence that the amount of time left in the testing window is not adequate to allow for a valid administration. The Wyoming Department of Education may consider evidence about the individual student’s response time when demonstrating academic knowledge if such evidence is provided. For approved exemptions, the performance of the student is not considered in participation rate computations or in school performance level computations.

## **Testing Status**

- Testing status values (by subject):

- X = Exempt: The student has an approved exemption from this subject (or a pending exemption where ELL is the exemption type), as discussed in the “Exemption Type” section below.
- T = Tested: The student has been reported by ETS to have taken the test free of any conditions expected to invalidate the test. That is, a valid scale score and proficiency level will be reported later this summer for this student and subject.
- N = Not Tested: The student does not have a valid test result. In most cases, this will simply mean the student was not tested. One particular case, discussed in the “Grade Enrolled (WDE684 collection) vs. Grade Tested (ETS)” section below, is that where a student has been tested in a different grade than reported as enrolled.

## **Exemption Types**

- **Exemption Type**
  - If you have requested an exemption from testing for a student and the exemption has been approved, the exemption type will be reported (e.g. ELL, Medical, etc.).
  - ELL exemptions require ACCESS testing of the student.
  - ELL exemptions only apply to the reading portion of the assessment.

## **Grade Tested**

- **Grade Enrolled (WDE684 collection) vs. Grade Tested (Test Contractor)**
  - Grade Enrolled, Grade Tested, and a comparison field will be reported.
  - Where a student has tested, but was reported as enrolled in a different grade than tested, the comparison field will indicate a grade mismatch AND the testing status value will be N (Not Tested).
    - Students with an N in the tested status field are counted as non-participants
    - If the district determines that the student was tested at the proper grade level and that the reported WDE684 grade was incorrect the district may correct this discrepancy during the WDE684 vetting period

## **ONE PERCENT ALTERNATE ASSESSMENT CAP**

Wyoming is imposing a 1% district-level cap on the percent of enrolled students in tested grades whose proficient and advanced scores on an alternate assessment count in school accountability calculations. This cap does not serve to limit the percent of students who participate in an alternate assessment or the percent of students who can earn a score of proficient/advanced; rather, the cap is placed on the proficient/advanced scores that “count” in calculating the school performance levels under WAEA.

For example, in a district with 500 students enrolled in tested grades, staff could test, say, 10 students with significant cognitive disabilities using the ALT, assuming the test is appropriate for

the students. If 7 of the 10 earned scores of proficient and advanced, the 1% rule dictates that only the scores of 5 ALT-takers ( $5/500 = 1\%$ ) can be used in calculating AYP on the reading and math indicators. The remaining two scores are randomly reassigned as "basic" only for purposes of calculating WAEA school performance levels, and they are displayed in the field called ACCOUNTABILITY\_PERFORMANCE\_LEVEL in the confidential student level data file available to districts on Fusion.

It's important to note that the actual scores the students earn, regardless of the 1% cap, are printed on the Individual Score Report and returned to the district in their Fusion assessment files (and should be uploaded to district Student Information Systems). Students are not in any way penalized with the cap.

Districts that exceed the 1% cap can request an exemption by submitting the WDE 659 form and appropriate documentation. When a district submits evidence that the students were assigned the ALT per an IEP team decision based on participation in alternate curricula, then an exemption from the cap is granted. Evidence is required for all ALT participants in the district, not just for the number of students who bumped the percent over the cap.

This year, since the test scores will be delivered to districts in the early fall because of PAWS standard-setting, the WDE 659 will not be due until mid-September.

## TRANSCRIPT COLLECTIONS

Two transcript collections are used for alternative high schools. One collection is used for the *credit earning* element that requires transcripts for all grade 9, 10 and 11 students and the other collection requires transcripts from graduates. The graduate transcript collection is used for the Hathaway element and the post-secondary credit while in high-school element. It is expected that transcripts will be available for all students on the Wyoming Department of Education developed roster of students to be included on these indicators.

- Students included on the WDE developed rosters will be:
  - Transcripts for Grades 9, 10 and 11 Credits – Full academic year students at the designated school who were continuously enrolled from October 1<sup>st</sup> through the end of the school year. This will include any student with an exit date within 10 days of the final day of the school year.
  - Transcripts for Graduates – This will include all students with a graduate exit code for the year in question. This includes all students who graduated between September 15<sup>th</sup> one year and September 14<sup>th</sup> the following year.

The absence of transcripts for included students can alter a school's score on an indicator. For example, a pattern of systematic exclusion of transcripts at some schools but not at others would raise the issue of fairness, particularly if some exclusion were systematic for students that would have a negative impact on a particular school's score. For this reason, the following transcript inclusion rule will be applied to both transcript collections.

- For the grade 9, 10, and 11 credit indicator, students for whom a transcript is missing will be assigned a credit earning score of 0.
- For the Hathaway eligibility indicator, students for whom a transcript is missing will be considered to not have been eligible for any level of Hathaway eligibility award.

Both of these sub-indicators are lagged, meaning that data from the prior year are applied to the current year's indicator. This is done to permit the summer progress that students make to be counted.

### **FULL ACADEMIC YEAR**

When computing school scores, only students who were present at the school for a full academic year (Marion & Domaleski, 2012) are included. "Full academic year" is defined for Wyoming accountability as being enrolled in the same school on October 1 and on the day that is the midpoint of the testing window for each test used in the computation of school performance levels. Students who were not at the school for the full academic year will be excluded from school performance level computations.

For the grade nine credit sub-indicator, full academic year status is defined as being continuously enrolled from October 1<sup>st</sup> of the given school year until ten days from the last day of the school year in the school they are attending.

Most small (< 10 day) gaps in enrollments obtained from district student information systems have been identified as being due to reporting requirements and system related administrative reasons. Thus, in automated processes, these small breaks do not constitute an immediate break-in-enrollment unless an enrollment record exists in a different school during the short break. Identification of students as mobile or full academic year also has significant funding implications, which were addressed with WDE Finance and the School Finance Data Advisory Committee in the development of status determination processes. As such, there may be cases where challenge of an automated status determination will make sense. Challenges will be evaluated individually based on enrollment details to be provided as a part of the challenge.

Home schooled and concurrent enrollment students are not included in accountability calculations.

### **MINIMUM $n$ FOR ACCOUNTABILITY**

The minimum  $n$  is 10 students for all indicators. A look back will occur independently for each indicator at a school that does not meet the minimum  $n$  provided the data required for the look back is available. The minimum  $n$  look back procedure is to first look back one year and see if the minimum  $n$  is reached. If the minimum  $n$  is not reached with a one year look back, the look back will go back a second year. If the minimum  $n$  is still not reached by looking back two years, the school will not have a score on that indicator.

On the achievement indicator, any student tested in reading, math, or reading and math will be counted to determine the schools  $n$ . No student will be counted more than once.

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## **Appendix A**

### **Wyoming Student Success Plan Guidelines for Implementation**

#### **Background:**

During the 2016-2017 school year several of Wyoming's alternative schools will participate in a pilot implementation of the Student Success Plan (SSP) initiative. A SSP can be broadly conceptualized as a student-specific plan or set of objectives that facilitates the collection of evidence demonstrating positive student engagement within and across school years. The purpose of the pilot is to obtain feedback related to the utility and feasibility of the proposed SSP process and any support/resources necessary to ensure it is conducted with fidelity. Schools electing to participate in the pilot are expected to implement the SSP as articulated in these guidelines and keep a record of aspects that were successful and areas that should be improved. The SSP will not influence accountability outcomes during this pilot year.

Following the pilot administration, the Wyoming Department of Education and the Technical Advisory Group will review the feedback provided and make any necessary adjustments to the SSP guidelines and sample template. The Technical Advisory Group (TAG) will also determine how a school's implementation of the SSP should be documented and endorsed for inclusion in the alternative school accountability system.

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities and outcomes. Students having an IEP can simply attach this document to their SSP as it should contain much of the information requested.

#### **Intent of the Student Success Plan:**

The Wyoming SSP is intended to facilitate student attainment of key academic, career and social/emotional development goals (such as those defined in the ASCA National Standards for Students) by:

- Requiring students to be active participants in planning for their future;
- Encouraging the identification of personal, academic and career interests and goals and ongoing evaluation of progress toward meeting those goals;
- Highlighting the relationship between academic/work experiences and identified post-secondary or career goals;
- Fostering participation in courses and extracurricular activities which align to a student's interests and goals;
- Facilitating ongoing communication with faculty, staff and family about academic and career plans and the steps being taken to achieve those plans; and
- Promoting independence, mindfulness and a sense of being in control of one's future

In addition, the SSP is intended to provide educators with relevant, timely information that promotes effective mentoring and targeted guidance. While the Student Success Plan will be student-directed, it should be considered a living document that educators, counselors and students access and update on a regular basis.

### **Roles and Responsibilities:**

The participation of schools, educators and students alike is necessary to ensure the SSP is successful in meeting its goals. The specific roles and responsibilities underlying the SSP process are outlined below. It is assumed that many of the activities and interactions defined in these bullets may already be occurring at some alternative schools through established procedures and initiatives.

### **Student Responsibilities:**

- Complete, review and update the SSP on an ongoing basis.
- Work with the SSP Mentor (see below) to identify courses and activities that align with one's interests, strengths and goals.
- Participate in activities and courses defined within the SSP and look for additional opportunities to meet specified goals.
- Identify and record any evidence that reflects progress toward or attainment of specified academic and career goals (e.g., completion of a course, participation in volunteer activities or training programs, completing an application, interactions with employers/mentors, giving a presentation, student work products, etc.)
- Ask questions and communicate successes, concerns and/or changing plans to the SSP Mentor when they arise.
- Discuss the goals and plans outlined in the SSP with parents and educators.

**SSP Mentor Responsibilities** (Counselor/Teacher/Administrator- whoever is assigned to take this role with the student(s)):

- Meet with assigned students on a regular basis to discuss progress and identify future goals/activities.
- Provide students with resources that help them understand and explore different post-secondary/career options.
- Support students in the articulation of relevant and attainable short and long term goals given specified interests and plans for the future.
- Work to identify courses and activities that align with a student's career goals, interests and preferred learning style.
- Provide guidance related to expectations for performance given post-secondary goals (e.g., grades/credits/test scores required for acceptance in certain colleges/programs; courses needed to obtain a particular certification, prepare resume and/or job application, participation in training or certifications programs etc.).

**School Responsibilities (i.e., the Principal or designated SSP Workgroup):**

- Establish a standardized process for maintaining and storing each SSP and any associated artifacts provided by the student/mentor (e.g., shared Google drive, etc.)
- Identify and assign SSP mentors to students<sup>4</sup>.
- Provide support to SSP mentors on the SSP process and templates within their school.
- Identify the number and type of interactions the SSP mentor should have with his/her assigned students. (It is expected that SSP mentors will meet with each assigned student at least two times per school year for a student enrolled the full year.)
- Establish a plan for validating that the SSP is being implemented as intended.
- Complete the “SSP Acknowledgement of Implementation” document at the end of each school year and provide it to WDE for accountability.

### **Model School Success Plan Template:**

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities and outcomes. Students having an IEP can simply attach this document to their SSP as it should contain much of the information requested.

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<sup>4</sup> Each student should have at least one designated SSP Mentor.



## **WY Student Success Plan**

The WY SSP is an academic and career planning document for Wyoming students. It is designed to help students identify personal, academic and career interests and outline short-term and long-term goals related those interests. In addition, it is intended to provide educators/advisors/counselors with information that guides feedback provided to students about courses, activities and experiences that will help them achieve their goals.

### **I. Personal Data**

Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (MI) \_\_\_\_\_

Address (Street) \_\_\_\_\_

(City) \_\_\_\_\_ Wyoming \_\_\_\_\_ (Zip) \_\_\_\_\_

Phone ( ) \_\_\_\_\_ Email \_\_\_\_\_ Birth Date \_\_\_\_\_ WISER ID # \_\_\_\_\_

Parent/Guardian Name(s) \_\_\_\_\_

4-year graduation cohort \_\_\_\_\_ IEP Plan \_\_\_\_\_ 504 Plan \_\_\_\_\_

Special/Unique Student Circumstances:

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### **II. Educational History**

Name of School	City and State	Grade(s)
Elementary School(s)		
Middle School(s)		
High School(s)		

### III. Learning Style

**My preferred learning environment is:**

Classroom \_\_\_\_\_  
Home/Library (working independently) \_\_\_\_\_  
Work or Industry setting \_\_\_\_\_

Small group or collaborative setting \_\_\_\_\_  
Online or Distance Education \_\_\_\_\_  
Other \_\_\_\_\_

**Comments:**

**I learn best:**

- a. when new information is presented visually - through charts, pictures and diagrams
- b. by listening to detailed explanations and examples in a lecture-type setting
- c. through hands-on work that uses touching or physical activity to demonstrate new concepts, or learning through doing
- d. Other

**Comments:**

### IV. Goals and Interests:

**What are your personal, academic and career interests?**

Date	Questions which may be addressed include...
	What classes do you do well in and enjoy?  What activities do you enjoy participating in (either in or out of school)?  What careers do you think sound interesting or would you like to learn more about? What about those careers is appealing?  What courses are you interested in taking in the future?  What activities, organizations or career preparation activities would you like to participate in or learn more about?  Are you attempting to complete a Hathaway Success Curriculum

**Describe your personal, educational, and career goals (short-term and long-term).**

Date	Questions which may be addressed include...
	<p>What are your short-term personal and academic goals? What are you hoping to accomplish within the next year?</p> <p>Are you hoping to complete a Hathaway success curriculum?</p> <p>What are your post-secondary goals? What would you like to do upon graduation from high school?</p> <p>What activities/courses/opportunities do you think will help you meet these goals?</p> <p>What support do you need to in order to meet these goals? What questions do you have about how these goals might be attained?</p>

## V. Course/Credit History and Planning

GRADE 9	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 10 <sup>th</sup> Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 9 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 9 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		

GRADE 10	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 11 <sup>th</sup> Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 10 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 10 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		

GRADE 11	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 12 <sup>th</sup> Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 9 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 9 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		

GRADE 12	Course Taken (* for Hathaway curriculum course)	Grade	Credits	
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
<b>Postsecondary Exploration, Planning, Readiness or Placement Assessments:</b>				
Taken in 12 <sup>th</sup> Grade:		Planned for Next Year:		
<b>Attendance</b>				
Attendance Rate in 12 <sup>th</sup> Grade:		Areas of Concern Related to Attendance:		

Summary of Secondary Credits and GPA					
	9	10	11	12	Total
Total Credits Earned					
Credits toward Hathaway					
GPA					

**VI. School and Community/Civic Activities**

Clubs/Organizations	Activities/ Recognition/Honors	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade

**VII. Work/Volunteer Experience**

Describe Work/Volunteer Experience	Reference
8 <sup>th</sup> Grade	
9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	
11 <sup>th</sup> Grade	
12 <sup>th</sup> Grade	

**VIII. Post-Secondary Preparation Activities/Artifacts**



In addition, to the courses and experiences outlined above what have you done to prepare for your post-secondary and/ or career goals? Please describe and attach copies of any relevant documents/artifacts when available.

Date	Examples may include:
	<ul style="list-style-type: none"><li>- Completed a job or college application</li><li>- Participation in an ACT/SAT college prep course</li><li>- Internship or job-shadowing experience</li><li>- Developed a resume</li><li>- Developed an exemplar writing sample</li><li>- Complete the Free Application for Federal Student Aid (FAFSA)</li><li>- Obtain letters of reference</li><li>- Visit colleges or technical/vocational schools</li></ul>

## Appendix B

### Proposed School Climate Survey Items

Question		Strongly Agree	Agree	Disagree	Strongly Disagree	NA
1	Teachers at this school expect students to do their best all of the time.					
2	I trust the staff at this school.					
3	Staff at this school make sure that I am planning for life after high school.					
4	Staff at this school treat me with respect.					
5	Staff at this school help students when they need it.					
6	Teachers at this school do not let students give up when the work gets hard.					
7	Students at this school are treated with respect by staff.					
8	Staff at this school work hard to make sure that students stay in school.					
9	Teachers at this school set high standards for academic performance.					
10	Teachers explain things in a different way if students don't understand something.					
11	Teachers at this school have high expectations for me.					
12	Students at this school treat staff with respect.					
13	Students at this school treat each other with respect.					
14	Teachers give me helpful suggestions about how I can improve my work in class.					
15	There is at least one staff member at this school who knows me well and shows interest in my education and future.					
16	Students at this school help each other even if they are not friends.					
17	Teachers at this school believe I can perform well on challenging academic work.					
18	Students at this school treat property with respect.					
19	Staff at this school treat each other with respect.					
20	Students have to work hard to do well at this school.					

**Additional Information**

<b>Item</b>	<b>Options</b>
Gender	<ul style="list-style-type: none"><li>- Male</li><li>- Female</li></ul>
Length of time enrolled	<ul style="list-style-type: none"><li>- This is my first year at this school</li><li>- This is my second year at this school</li><li>- This is my 3<sup>rd</sup> year at this school</li><li>- I have been at this school for 4 or more years</li></ul>
Ethnicity	<ul style="list-style-type: none"><li>- Hispanic or Latino or Spanish Origin</li><li>- Not Hispanic or Latino or Spanish Origin</li></ul>
Race	<ul style="list-style-type: none"><li>- American Indian or Alaska Native</li><li>- Asian</li><li>- Black or African American</li><li>- Native Hawaiian or Other Pacific Islander</li><li>- White</li></ul>
I provided honest responses on this survey to the best of my ability	<ul style="list-style-type: none"><li>- Yes</li><li>- No</li></ul>
Is there anything else you want to tell us about your experiences at this school?	Open ended

## **Appendix C**

### **Proposed Administration Guidance for the School Climate Survey**

#### **Introduction**

In the fall of 2016 and spring of 2017 Wyoming alternative schools will pilot a student survey of school climate. While school climate encompasses a potentially broad number of factors, the focus of this survey is on:

- The extent to which students and teachers treat one another with trust and respect
- The extent to which students feel challenged and supported in their academic work

The primary purpose of the survey is to provide feedback to understand and improve this aspect of school climate and, ultimately, to promote school effectiveness. No individual results will be disclosed; data will only be shared in summary.

Following the pilot administration in 2016-2017, the Wyoming Department of Education will work with the alternative school Technical Advisory Group to consider any refinements that may be appropriate to the survey and/or the procedures for administration as well consider approaches for inclusion in an accountability system to be implemented in 2017-2018.

#### **Coordinator**

Each school should identify a survey coordinator who will be responsible for ensuring the survey is administered in accordance with the guidelines described in this document. Responsibilities include:

- Helping build support for participation
- Ensuring notification and content are provided
- Serving as a point of contact between the WDE and the school
- Establishing a schedule for administration
- Providing information about the process and procedure for administration
- Ensure survey certification and participation record is provided to WDE
- Following-up to schedule make-up administrations as appropriate

#### **Administration**

The survey will be administered online during the week of October 17, 2016 and the week of February 20, 2017. Schools should schedule time that week during a designated class period for students to complete the survey. The WDE will provide the link to the survey and an access code.

Each administrator should read the administration script included with this document prior to beginning the survey.

The administrator should verify that each student is working on the survey, but should avoid monitoring any single administration such that the respondent might feel that his or her responses are not confidential.

After the survey administration, the administrator should complete the online school participation report and submit to the WDE. A class participation report is suggested to help ensure the school participation report is correct, but the class participation report is not required. A make-up administration should be scheduled for any student absent during the regularly scheduled administration. If a student is not present during the entire week of administration, it is not necessary to attempt to schedule another administration.

### **Administration Script**

*Please read the following aloud before administering the survey*

Today you have the opportunity to take a school climate survey. Your participation is important because we will use your feedback to improve the school for everyone. The survey has questions about your perceptions of respect and trust at this school. Other questions are about the expectations for coursework and the support students receive.

You should answer the questions honestly based on your experiences and perceptions.

You will have approximately 20 minutes to complete the survey, although you may not need all the time and you may have more time if you request it.

This is not a test and there are no right or wrong answers. Please read each question carefully and answer based on what you really know or do. Your identity will be kept private and the results will only be shared with others in summary form.

If you have any questions, please ask now.

Please read the directions on the computer screen and begin. Thank you.

---

**STUDENT SUCCESS PLAN**  
**Acknowledgement of Implementation**  
**2016-17\***

Each alternative high school assures that:

- ☐ Each student success plan (SSP) and any associated artifacts are maintained on site (i.e. via Google drive, student information system, hard files, etc.)
- ☐ Each student was assigned a mentor (a mentor may be assigned to more than one student)
- ☐ The mentor met with assigned student(s) a minimum of two times during the school year to discuss:
  - Activities and progress toward long-term and short-term goals
  - Resources for exploring post-secondary options
  - Interests and preferred learning styles
  - Expectations aligned to goals
- ☐ The SSP contained the following components:
  - Academic History (including high school courses taken before grade 9)
  - Attendance Rate and History
  - Student Goals and Interests
  - Post-Secondary Preparedness Activities
  - Outcomes

*The WDE may review evidence of the implementation of the SSP as part of the accreditation process or as requested.*

\_\_\_\_\_  
District Name

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Superintendent Signature

Complete and return this form to Sean McInerney (sean.mcinerney@wyo.gov)  
no later than **June 16, 2017**.

*\*The Student Success Plan is **optional** for the 2016-17 school year.*



**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
for Students to Keep  
Wyoming Strong*

**Jillian Balow**

Superintendent of Public Instruction

**Dicky Shanor**

Chief of Staff

**Brent Bacon**

Chief Academic Officer

**Lisa Weigel**

Chief Policy Officer

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**On the Web**

edu.wyoming.gov  
wyomingmeasuresup.com

**Date:** July 12, 2017

**To:** State Board of Education

**From:** Lisa Weigel, Chief Policy Officer

**Subject:** Social Studies Standards Review per American Indian Ed for All Legislation

As a result of the American Indian Education Programs bill, passed during the 2017 legislative session, the WDE Standards Team conducted [Community Input Meetings](#) across Wyoming. The meetings were designed to inform the public of the standards review process and gather public input. This input will be shared with the Social Studies Review Committee for its consideration prior to reviewing the standards as required under the act, [House Enrolled Act 119](#), Chapter 182 of the 2017 session laws.

During the meetings, WDE outlined the role of the committee, the role of the agency, the rules promulgation process, and the timeline for adoption of revised standards. A [video](#) was shared where Jillian Balow, Superintendent of Public Instruction, Senator Affie Ellis, and State Board member Scotty Ratliff shared their thoughts on the following two questions. Participants in the meetings were asked to respond to these questions as well:

1. Why is it important for everyone to learn about American Indians?
2. What do you want the review committee to know about the cultural heritage, history, and contemporary contributions of American Indians as they review the Social Studies Standards?

The meetings took place in Fort Washakie, Riverton, Cody, Sheridan, and Cheyenne. To gain further input, an online survey was offered through a link attached to a news release. Those locations and the number of people attended can be seen on the next page.

If you have any questions, please contact WDE Social Studies and Native American Education Consultant Rob Black at [rob.black1@wyo.gov](mailto:rob.black1@wyo.gov) or (307) 777-3747.

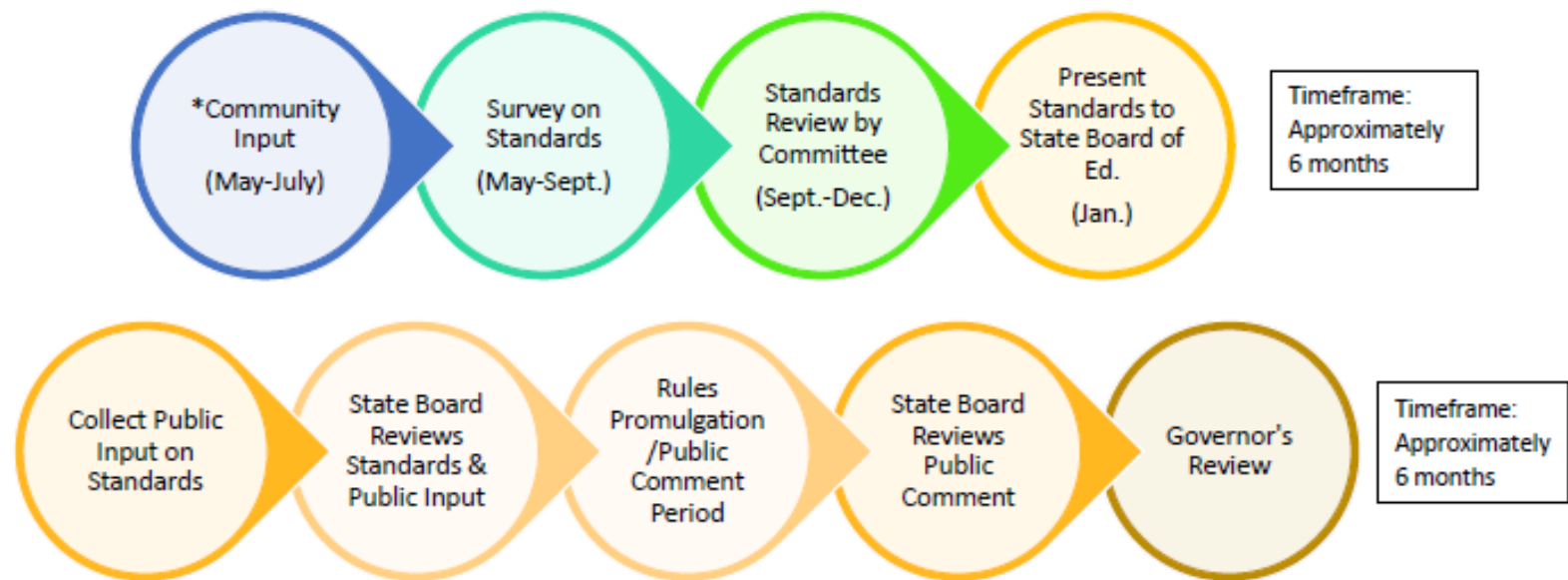
## 2017 Regional Public Input - Wyoming Social Studies Standards for the American Indian Education Program

<b>Date &amp; Time</b>	<b>Location &amp; Address</b>	<b>Room</b>	<b># in Attendance</b>	<b># that gave Written Comment</b>
<b>June 12, 2017 6-8 pm</b>	<b>Frank B. Wise Building Ethete, Fort Washakie</b>	Room 3	<b>15</b>	<b>4</b>
<b>June 13, 2017 6-8 pm</b>	<b>Central Wyoming College Intertribal Education Center 2660 Peck Avenue Riverton, Wyoming</b>	Room 116	<b>22</b>	<b>3</b>
<b>June 15, 2017 6-8 pm</b>	<b>Park #6 Administration Office Cody, WY 82901</b>	Board Room 2 <sup>nd</sup> Floor	<b>10</b>	<b>3</b>
<b>June 22, 2017 6-8 pm</b>	<b>Sheridan #2 Administration Office 201 North Connor Street Sheridan, Wyoming</b>	Room #130	<b>5</b>	<b>3</b>
<b>June 29, 2017 6-8 pm</b>	<b>Laramie County School District #1 2811 House Ave Cheyenne WY, 82001</b>	Board Room	<b>1</b>	<b>0</b>
	<b>Sub-Total</b>		<b>53</b>	<b>13</b>
<b>6/5/17 closes 9/8/17</b>	Collected Online on WDE Website		<b>6</b>	<b>6</b>
	<b>TOTAL</b>		<b>59</b>	<b>19</b>



## Native American Education for All Standards Review & Adoption Timeline

July 2017



\*Community members give input on the following questions:

- 1) Why is it important for everyone to learn about American Indians?
- 2) What do you want the review committee to know as they review the Social Studies Standards?



Administrative Committee Meeting  
July 6, 2017

- Review of July agenda items
  - We reviewed the process for approving SBE agenda items.
    - Kylie will call for agenda items to be submitted to her prior to the Administrative Committee monthly meeting. These items will be used to create a draft agenda.
    - The Administrative Committee will review the draft agenda at their monthly meeting.
    - Once the agenda is set by the Administrative Committee additional items will be added only with consent of the Chairman.
  - We reviewed the agenda and made several changes to the draft copy.
  - Two items are being reserved for discussion at later SBE meetings
    - August – Clarifying questions about Chapter 31 and graduation requirements that we might want to include in an official opinion request to the Attorney General
    - September – Additional information about the process of court ordered out-of-state placements, the SBE's duties pertaining to out-of-state placements, and the role of Wyoming BOCES in serving students who might be recommended for out-of-state placements.
- JEIC Reports
  - The SBE will report to the JEIC on the following issues:
    - August 15– Results from the July Professional Judgement Panel as they relate to WAEA and ESSA post-secondary readiness indicators and any proposed legislative remedies to HB 40
    - September 1– WAEA school level results (this is a report that the WDE will generate) with disaggregates for full-time virtual education students
- Professional Judgement Panel (PJP)
  - Tom and Julie reviewed the agenda for the PJP scheduled for Casper on July 13 and 14
  - Tom will provide a written summary of the PJP results and recommendations at the August SBE meeting.
- Leadership Accountability Work
  - Tom reported on the latest meeting of the committee working on this project. They have made great progress, but have learned that they will need to design a “model system” and to determine the process to be used by districts for submitting their systems for approval.
- Chapter 31 Progress
  - There is still some confusion on the next steps for the process. We anticipate generating a list of questions to be submitted to the Attorney General for an official opinion.
- Support for SBE Coordinator
  - Tom submitted a request for technology support. He will create a list of deliverables for the contract.
  - Julie will check on the specifics of SBE contracting as it relates to sole source contracting.
- Next Administrative Committee Meeting
  - Due to an early August SBE meeting (Aug. 11), the next Administrative Committee meeting is scheduled for Monday, July 31 from 11:00-1:00.