

ACTION SUMMARY SHEET

DATE: March 22, 2018

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 22, 2018 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Kylie Taylor
Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ DATE: _____

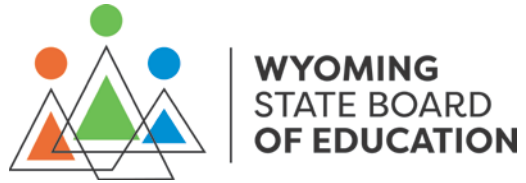
COMMENTS:



WYOMING STATE BOARD OF EDUCATION

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

March 22, 2018 812 E. Murray Street Rawlins		
8:00 a.m. - 8:45 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to Order • Roll Call 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - February 15-16, 2018 	Tab B
	<ul style="list-style-type: none"> • Treasurers Report 	Tab C
	Superintendent's Update	Tab D
8:45 a.m. - 9:30 a.m.	Coordinator's Report	Tab E
9:30 a.m. - 4:00 p.m.	Board Reports and Updates-	Tab F
	<ul style="list-style-type: none"> • Chapter 31 	Tab G
	<ul style="list-style-type: none"> • Chapter 6 	Tab H
	<ul style="list-style-type: none"> • Coordinator's Contract 	Tab I
	<ul style="list-style-type: none"> • SBE Committee Structure and Representation 	Tab J
	<ul style="list-style-type: none"> • Meeting Calendar 	Tab K
	<ul style="list-style-type: none"> • Update on Computer Science Promulgation 	Tab L
	SBE Committee Reports:	Tab L
	<ul style="list-style-type: none"> • Administrative Committee • Communications Committee 	Tab M
	<u>Action Items:</u>	Tab N
	<ul style="list-style-type: none"> • Selection of Professional Judgement Panel Consultant • Alternative Schedules 	Tab O
	Other issues, concerns, discussion, public comment:	
4:00 p.m.	Adjourn	



ACTION SUMMARY SHEET

DATE: March 22, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on February 15-16, 2018

SUPPORTING INFORMATION ATTACHED:

- Minutes of February 15-16, 2018

PREPARED BY: Kylie Taylor

Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
February 15-16, 2018
2300 Capitol Ave.
Cheyenne

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Ken Rathbun, State Superintendent Balow (Megan Degenfelder, proxy on February 16), Scotty Ratliff, Ryan Fuhrman, Dan McGlade, Max Mickelson, Belenda Willson via Zoom, Kathryn Sessions, Robin Schamber, Nate Breen, and Jim Rose.

Members absent: Dean Ray Reutzel.

Also present: Kylie Taylor, WDE; Julie Magee, WDE; Kari Eakins, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); and Adam Leuschel, AG.

February 15, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 12:14 p.m.

APPROVAL OF AGENDA

Max Mickelson moved to approve the agenda as presented, seconded by Kathryn Sessions; the motion carried.

APPROVAL OF MINUTES

Minutes from the January 18, 2018 State Board of Education meeting were presented for approval.

Ken Rathbun moved to approve the minutes, seconded by Ryan Fuhrman; Nate Breen said he would not be voting as he was not present for the January meeting, the motion carried.

Sue Belish indicated that the minutes from the January 18, 2018 meeting did not include Chairman Wilcox as being present. Kylie Taylor said she would make sure the minutes were changed to reflect that.

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.

Max Mickelson moved to approve the presented Treasurer's Report, seconded by Sue Belish; the motion carried.

COORDINATOR'S REPORT

Thomas Sachse, SBE Coordinator, gave an update on the progress he is making with revising the SBE operational policies, a legislative update, Chapter 31, and the Professional Judgment Panel.

Tom is hoping to have the SBE policies completed and ready for the SBE March meeting and they were not quite ready to be voted on. Tom discussed House Bill 53 and Senate File 29 which both address computer science. Tom also gave an update on the work he and Julie Magee are doing to complete the selection of contractors for the PJP.

BOARD REPORTS AND UPDATES

Chapter 29

Megan Degenfelder, WDE Chief Policy Officer, explained to the SBE that after the February 6, 2018 CPES Advisory Panel meeting, more time is needed to review the feedback and ensure alignment with statutory requirements. With this change to the timeline, regular Chapter 29 Rules will not be promulgated by July 1, 2018.

Chapter 6 Update

Julie Magee and Bill Pannell gave an update on Chapter 6, a task force comprised of educators from all five regions in the state has been created to make recommendations for the state-led process. The accreditation task force met on January 9, 2018 and February 7, 2018 to provide input on the following topics:

- The definition and purpose of accreditation
- Revisions to the Chapter 6 rules
- The annual accreditation report and required evidence
- Options for external reviews

The rules are not formatted yet for promulgation but Julie said they should be ready for a vote at the March meeting.

Chapter 10

Laurie Hernandez, Director of Standards and Assessment at the WDE, explained the work that her team has been doing. The Standards team has been charged with convening three Standards Review Committees to review the standards and make a recommendation to the SBE in the content areas of Mathematics, Science Extended, and Social Studies Standards.

Jill Stringer, WDE, presented to the SBE on the Math Standards Review Committee, the committee reviewed the current 2012 Mathematics Standards and identified areas to revise and enhance the current standards.

Barb Marquer, WDE, presented on the Science Extended Standards, the committee reviewed the 2016 Science Standards, making them accessible to students with the most significant cognitive disabilities.

Rob Black, WDE, presented on the Social Studies Standards, the committee reviewed the current 2014 Social Studies Standards and identified areas to revise and enhance the current standards in order to add in Indian Education for All, per 2017 HEA 119.

Members of the SBE thanked the Standards Team for all of their hard work and dedication.

The State Board of Education recessed at 5:23 p.m.

February 16, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 8:04 a.m.

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

The SBE heard a presentation from the 2018 Milken Award Winner, Shannon Hill. Megan Degenfelder presented Shannon with an obelisk.

Sue Belish gave a summary from the Advisory Committee meeting on January 25, 2018. Sue explained the guiding principle of the Advisory Committee and WDE was to create coherence between the WAEA and the ESSA school accountability systems.

Paula Smith and Kylie Taylor informed the SBE on the recent technology purchase, this was the first board meeting the microphones and speaker system was used. Paula Smith asked if the SBE wanted to keep them or have her continue to search for other options. The SBE agreed that using this system would work fine.

COMMITTEE REPORTS

Administrative Committee

Sue Belish briefly explained the topics the Administrative Committee discussed at its last meeting.

Sue indicated that much of Tom's contract hours have already been used because of his involvement in Cheyenne at the Legislature. The SBE discussed ways to temporarily extend Tom's contract so he can continue work for the SBE.

Robin Schamber moved that the SBE proceed with efforts to amend or extend the coordinator's contract, contingent on using current SBE funds, to enable the SBE to complete their work on Chapter 6 - accreditation; Chapter 10 - content and performance standards; Chapter 29 - leader and school accountability; the Professional Judgement Panel for both traditional and alternative high schools; as well as alignment of policies.

Max Mickelson seconded the motion. Megan Degenfelder, proxy for Superintendent Balow, said the WDE has the capacity to absorb some of the work and because of this she would be voting no.

The motion carried.

Communications Committee

Ryan Fuhrman updated the SBE on the last Communications Committee meeting, the committee reviewed Kelly Pascal's contract, discussed their stakeholder initiative, reviewed the website and media outreach.

ACTION ITEMS

Chapter 10

Sue Belish moved the WDE to move forward with the next phase in the SBE's adoption process, to share these three standards documents, which include mathematics, science extended, and social studies, with the public and collect input electronically, as well as through four public events around the state.

Max Mickelson seconded; the motion carried.

Election of SBE Officers

Kylie Taylor handed out a ballot for Chairman, Vice Chairman, and Treasurer.

The SBE voted unanimously for the following positions:

- Chairman – Walt Wilcox
- Vice Chairman – Sue Belish
- Treasurer – Max Mickelson

Max Mickelson took the oath to be sworn in as SBE Treasurer.

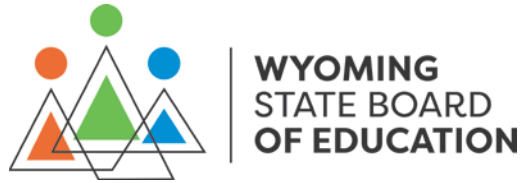
OTHER ISSUES

Chairman Wilcox asked SBE members to email him if anyone was interested in sitting on the WYCEL committee.

NEXT MEETING

The board's next meeting will take place in Rawlins on March 22, 2018

The State Board of Education adjourned at 11:40 a.m.



ACTION SUMMARY SHEET

DATE: March 22, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Vocational Education meeting
on February 15, 2018

SUPPORTING INFORMATION ATTACHED:

- Minutes of February 15, 2018

PREPARED BY: Kylie Taylor

Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

February 15, 2018

2300 Capitol Ave.

Cheyenne

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Ken Rathbun, State Superintendent Balow, Scotty Ratliff, Ryan Fuhrman, Dan McGLade, Max Mickelson, Belenda Willson via Zoom, Kathryn Sessions, Robin Schamber, Nate Breen, and Jim Rose.

Members absent: Dean Ray Reutzel.

Also present: Kylie Taylor, WDE; Julie Magee, WDE; Kari Eakins, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); and Adam Leuschel, AG.

February 15, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Vocational Education to order at 11:30 a.m.

Board members and the audience took a moment of silence for the victims of the Parkland, Florida school shooting.

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

Guy Jackson, WDE, presented the letter requesting to extend the Perkins grant to support innovative CTE initiatives at the secondary and post-secondary levels. Chairman Wilcox said he approved the letter to be sent out on his behalf.

The State Board of Vocational Education adjourned at 11:40 a.m.

ACTION SUMMARY SHEET

DATE: March 22, 2018

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 2017 thru 07 March 2018

SUMMARY REPORT

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	46,988.42		13,011.58	21.69%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	124,486.33		2,788.67	2.19%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	4,449.35		1,287.65	22.44%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	7,586.25	7,468.75	35,739.00	70.36%
	243,806.00	183,510.35	7,468.75	52,826.90	21.67%
DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Professional Services (0900 series)					
[App Unit 009]	145,848.00	21,747.91	0.00	124,100.09	85.09%
[App Unit 001]	84,500.00	54,369.64	0.00	30,130.36	35.66%
TOTAL	230,348.00	41,166.16	3,153.46	186,028.41	79.98%



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

Megan Degenfelder
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
wyomingmeasuresup.com
twitter.com/WYOEducation
facebook.com/WYOEducation

To: State Board of Education

From: Jillian Balow, Superintendent of Public Instruction

Date: March 13, 2018

Subject: Wyoming State Superintendent's Update

The legislative session has not quite come to a close as funding issues remain unreconciled and the governor contemplates each passed bill for signature. Of note, Senate File 29-Computer Science Education passed and was signed in to law by Governor Mead. During the five-year implementation, my team and I will remain committed to taking extra measures to seek input from the education community, including students, as well as the numerous other partners who have been part of this work so far. We are eager to embark on the work and include the board in the progress.

The revised accreditation process was shared with school districts earlier this month. The process meets all statutory requirements for accreditation. Chapter 6 rules are updated to reflect suggestions from the board at its February meeting. The task force that worked on the framework continue to meet to guide implementation and refinement of the process.

After consternation over funding by the legislature, the State System of Support work will move forward. My team has worked closely with district superintendents to secure a contract with Solution Tree, Inc. to provide statewide Professional Learning Communities training. We are enthused about supporting this effort, with kick-off meetings beginning in April.

Last week I attended the Council of Chief State School Officers (CCSSO) Legislative Conference in Washington, DC and participated on a plenary panel. My counterparts from Illinois and Florida and I discussed how we are using the Every Student Succeeds Act (ESSA) to advance equity. I highlighted Wyoming's accountability system that is no longer focused solely on college readiness, equitable funding, use of Title II/professional development funds, standards development, and stakeholder communication. It is always a privilege to represent Wyoming education and share our success.

Thank you Coordinator Sachse for attending a successful State Superintendent's Policy Summit (S5S) on behalf of the board. Over 120 participants from districts across the state attended the various breakout sessions and keynote address on early literacy from Aaliyah Samuel, Education Division Director of the National Governors Association.



**WYOMING
STATE BOARD
OF EDUCATION**

March 12, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Coordinator's Report

This month, I will be presenting four items, including an update on the Policies of Governance and the legislative session, as well as two updates with Dr. Magee—one on the PJP consultant recommendation and another on Chapter 31 Rules.



**WYOMING
STATE BOARD
OF EDUCATION**

March 12, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Policies of Governance

[Attached](#) is the revised and updated version of the Policies of Governance of the Wyoming State Board of Education. I believe this version will be easier for staff to update and easier for board members to use. It has the same sections and policies as before, but since this is such a new edition, the board may want to take another month to review it before approval. Please note that Section 29 is new, so the board may consider approving that policy (or possibly adopt it as a Standard Operating Procedure (SOP)).



**WYOMING
STATE BOARD
OF EDUCATION**

March 12, 2018

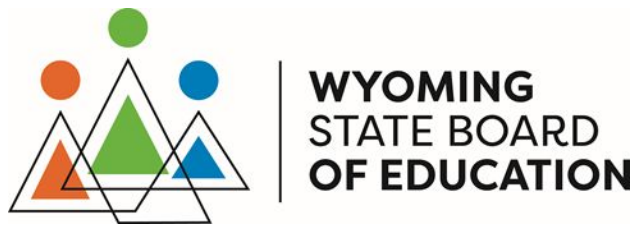
To: State Board Members

From: Tom Sachse, Ph.D.

RE: Legislative Update

[Attached](#) is the legislative matrix Kylie updated throughout the legislative session. While the legislative session is still playing out (as of this writing), there are several items of note. Perhaps most importantly to the board is the amendment to the Senate budget bill, providing additional funding that could fully support the coordinator position. This was the board's top priority and it was good to find bi-cameral support for the independence of the State Board of Education.

Two other bills of significance to the board include SF 29 (now SEA 48) that adds Computer Science as a tenth area of the Common Core of Knowledge and HB 29 (now HEA 37) that adds Alternative High School Accountability as a separate dimension of the Wyoming Accountability in Education Act (WAEA). SEA 48 has a somewhat shortened time frame for the development of computer science standards. To meet the requirements of the bill, the state board would have to promulgate Chapter 10 rules by January of 2019. HEA 37 would require the state board to have a separate Professional Judgement Panel for the Alternative High School Accountability system. Fortunately, we built that additional workload into the Request for Proposals for the Professional Judgement Panel facilitator contract.



March 12, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Professional Judgement Panel (PJP) Request For Proposals (RFP)

Two acceptable proposals were received for facilitation assistance for the PJP work for the fall. A review committee was assembled and due to the few applications received, the review was primarily conducted via Zoom. That review will take place at 3:00 on March 21st. Dr. Magee and I will review the process and results at your meeting.

If the board takes action to select a successful proposal, we will begin working on the contractual details.

STATE OF WYOMING
DEPARTMENT OF ADMINISTRATION AND INFORMATION
PROCUREMENT SECTION
2800 CENTRAL AVENUE
CHEYENNE, WY 82002

REQUEST FOR PROPOSAL NO. 0212-C

DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION

PROFESSIONAL JUDGMENT PANEL CONSULTANT

CLOSING DATE AND TIME
MARCH 7, 2018 – 2:00 P.M. Mountain Time

PURCHASING REPRESENTATIVE: DEBI WALKER
TELEPHONE NO.: (307) 777- 6707

DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
AGENCY REPRESENTATIVE: JULIE MAGEE

DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
R.F.P. NO. 0212-C
TABLE OF CONTENTS

	PAGES
Request for Proposal	3-4
General Provisions	5-8
Special Provisions	9-12
Proposal Price Sheet	13-14

REQUEST FOR PROPOSAL

1. SUBMISSION OF PROPOSALS:

Scaled Proposals, for a Professional Judgment panel (PJP) for the Department of Education, State Board of Education will be received through the Public Purchase on-line bidding system until **2:00 p.m., March 7, 2018.**

- 1.1. No proposal will be considered which is not accompanied by the attached Proposal Price Sheet and signed by the proper official of the firm. All proposals must be uploaded on the Public Purchase on-line bidding system. Paper copies will not be accepted.
- 1.2. Proposals must be received by the time and date specified. Proposals received after the time and date specified will not be considered.
- 1.3. Proposal information is restricted and not publicly available until after the award of the Contract by the Procurement Section. Once a contract has been fully signed and submitted to the A & I Procurement Office the award process will be complete.

2. MODIFICATIONS OR WITHDRAWAL OF PROPOSALS:

- 2.1. A proposal may be altered prior to the specified date and time of the opening contained in the proposal documents.
- 2.2. A proposal that is in the possession of the Procurement Section may be withdrawn by the proposer up to the time of the opening. Failure of the successful proposer to furnish the service awarded as a result of this advertisement shall eliminate the proposer from the active proposers list for a period of time as determined by the Procurement Section.

3. PREPARATION OF PROPOSALS:

- 3.1. No proposal will be considered which modifies, in any manner, any of the provisions, specifications, or minimum requirements of the Request for Proposal.
- 3.2. In case of error in the extension of prices in the proposal, unit prices will govern.
- 3.3. Proposers are expected to examine special provisions, specifications, schedules, and instructions included in this Request. Failure to do so will be at the proposer's risk.

4. AWARD AND CONTRACT INFORMATION:

- 4.1. The State of Wyoming hereby notifies all proposers that it will affirmatively ensure that minority business enterprises will be afforded full opportunity to submit proposals in response to this invitation and will not be discriminated against on the grounds of age, race, color, sex, creed, national origin, or disability.
- 4.2. The proposer also, agrees that should this firm be awarded a Contract that the firm will not discriminate against any person who performs work there under because of age, race, color, sex, creed, national origin, or disability.
- 4.3. The proposer expressly warrants to the State that it has the ability and expertise to perform its responsibilities hereunder and in doing so shall use the highest standards of professional workmanship.

- 4.4. The State of Wyoming reserves the right to reject any or all proposals, to waive any informality or technical defect in the proposals, or to award the contract in whole or in part, if deemed to be in the best interest of the State to do so. The Department of Administration and Information, Procurement Section, will award this contract to the firm, determined by the Department of Education, the most responsive and responsible offer based on criteria specified herein.
- 4.5. This Request for Proposal shall become part of the Contract and will be in effect for the duration of the Contract period.
- 4.6. The successful proposer will be required to enter into and sign a formal Contract with the State containing terms required by the Attorney General, with reasonable adjustments acceptable to the State. The proposer will bear all risks associated with any injury arising out of the event. The contract language will control over any language contained within this RFP that conflicts with the signed and fully executed Contract.
- 4.7. Successful proposer shall comply with the Americans with Disabilities Act and Wyoming Fair Employment Practices Act. (W. S. 27-9-105 *et. seq.*).

DATED THIS 30th DAY OF JANUARY, 2018.

STATE OF WYOMING

Procurement Section

Assigned Buyer: DEBI WALKER

GENERAL PROVISIONS

1. INDEPENDENT CONTRACTOR

- 1.1. The contractor shall function as an independent contractor for the purposes of the Contract and shall not be considered an employee of the State of Wyoming for any purpose. The contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the contractor in fulfilling the terms of the Contract and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Contract. Nothing in the Contract shall be interpreted as authorizing the contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency, or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The contractor agrees that no health/hospitalization benefits, workers' compensation and/or similar benefits available to State of Wyoming employees will inure to the benefit of the contractor or the contractor's agents and/or employees as a result of this Contract.

2. INSURANCE:

- 2.1 All insurance policies required by this Contract, except workers' compensation and unemployment compensation policies, shall contain a waiver of subrogation against the Agency and the State, its agents and employees. The contractor agrees it will carry the insurance which is applicable to this RFP. Contractor shall provide a copy of an endorsement providing this coverage.

3. LAWS TO BE OBSERVED:

- 3.1. The contractor shall keep fully informed of all federal and state laws, all local bylaws, regulations and all orders and decrees of bodies or tribunals having any jurisdiction or authority which in any manner affect those engaged or employed on the work or which in any way affect the conduct of the work. The contractor shall at all times observe and comply with all such laws, bylaws, ordinances, regulations, orders and decrees in force at the time of award. The contractor shall protect and indemnify the State and its representatives against any claim or liability arising from or based on the violation of any such law, bylaw, ordinance, regulation, order, or decree whether by himself or his/their employees. No extension of time or additional payment will be made for loss of time or disruption of work caused by any actions against the provider for any of the above reasons.

4. TAXES:

- 4.1. The contractor shall pay all taxes and other such amounts required by federal, state, and local law, including, but not limited to, federal and Social Security taxes, workers' compensation, unemployment insurance, and sales taxes.

5. ASSIGNMENT/CONTRACTOR:

- 5.1. The Contract shall not be assigned by the contractor. Third party participation is authorized only as a joint venture which must be clearly stated with details on the original proposal, signed by all parties participating. Any alterations, variations, modifications, or waivers of the provisions of this Contract shall be valid only if they have been reduced to writing, duly signed by the parties hereto, and attached to the original Contract agreement.
- 5.2. The contractor shall not enter into any subcontracts for any of the work contemplated under this Contract without prior written authorization of the State.

5.3. Claims for money due, or to become due to contractor from the State under the Contract may, be assigned to a bank, trust company, or other financial institution, or to a trustee in bankruptcy, without approval by the State. Notice of any assignment or transfer shall be furnished to the State.

5.4. The contractor shall not use the Contract, or any portion thereof, for collateral for any financial obligation without the prior written permission of the Agency.

6. TERMINATION OF CONTRACT:

6.1. Termination of the Contract may be made by any party at any time with or without cause, upon no less than thirty (30) days written notice to the other parties. The Contract shall remain in full force and effect until terminated as provided herein.

6.2. The State may, upon ten (10) days written notice to the contractor, terminate the Contract, in whole or in part, for just cause, which shall include failure of the Contractor to fulfill in a timely and proper manner the obligations under the Contract. In such event, all finished documents, data, models and reports prepared under this Contract shall, at the option of the State, become its property upon payment for services rendered through the termination of the Contract.

6.3. Should the contractor fail to comply with the provisions of the Contract, payment for portions of the Contract will be withheld until such time as the Contract terms have been implemented. Administrative, contractual, and/or legal remedies as determined by the Wyoming Attorney General will be implemented if it appears the contractor has breached or defaulted on the Contract.

7. ACCOUNT REPRESENTATIVE:

7.1. The successful proposer(s) shall appoint, by name, a company representative who shall be responsible for servicing this account. The appointed representative shall be responsible to provide the services required to insure that the account will be administered in an organized systematic manner.

8. RESPONSIVENESS:

8.1. Proposers are expected to examine specifications, schedules, and instructions included in this package. Failure to do so will be at the proposer's risk.

9. EXTENSION AND AMENDMENT:

9.1. The proposer and the State covenant and agree that this proposal or subsequent Contract may, with the mutual approval of the proposer and the State, be extended under the same terms and conditions of this proposal or Contract for a period of one (1) year, and said option to extend this proposal or Contract for a one year period shall be in effect for each year thereafter for a total period not to exceed two (2) additional years.

10. COMPLIANCE WITH LAWS:

10.1. In performing the Contract, both parties agree to comply with all applicable state, federal and local laws, rules, and regulations.

11. AUDIT:
- 11.1. The State or any of their duly authorized representatives shall have access to any books, documents, papers, and records of contractor which are directly pertinent to the Contract for the purpose of making audit, examination, excerpts, and transactions.
12. CONFLICT OF INTEREST:
- 12.1. The parties warrant that no kickbacks, gratuities, or contingency fees have been paid in connection with the Contract and none has been promised contingent upon the award of the Contract. Proposer warrants that no one being paid pursuant to the Contract is engaged in any activities which would constitute a conflict of interest with respect to the purposes of the Contract.
13. NO FINDERS FEE:
- 13.1. No finder's fee, employment agency fee, or other such fee related to the procurement of this Contract shall be paid by either party.
14. OWNERSHIP OF DOCUMENTS/WORK PRODUCT:
- 14.1. It is agreed that all finished or unfinished documents, data, or reports, prepared by contractor under the Contract shall be considered the property of the State, and upon completion of the services to be performed, or upon termination of the Contract for cause, or for the convenience of the State, will be turned over to the State.
15. CONFIDENTIALITY OF INFORMATION:
- 15.1. All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the contractor in the performance of the Contract shall be kept confidential by the contractor unless written permission is granted by the State for its release.
16. SOVEREIGN IMMUNITY:
- 16.1. Pursuant to Wyo. Stat. § 1-39-104(a), the State of Wyoming and Agency expressly reserve sovereign immunity by entering into this Contract and specifically retain all immunities and defenses available to them as sovereigns. The parties acknowledge that the State of Wyoming has sovereign immunity and only the Wyoming Legislature has the power to waive sovereign immunity. The parties further acknowledge that there are constitutional and statutory limitations on the authority of the State of Wyoming and its agencies or instrumentalities to enter into certain terms and conditions supplied by the Contractor, including, but not limited to, the following: liability for damages; choice of law; conflicts of law; venue and forum-selection clauses; defense or control of litigation or settlement; liability for acts or omissions of third parties; payment of attorneys' fees or costs; additional insured provisions; dispute resolution, including, but not limited to, arbitration; indemnification of another party; and confidentiality. Any such provisions in the Contract, or in any attachments or documents incorporated by reference, will not be binding on the State of Wyoming except to the extent authorized by the laws and Constitution of the State of Wyoming. Designations of venue, choice of law, enforcement actions, and similar provisions shall not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Contract shall not be strictly construed, either against or for either party, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.

17. INDEMNIFICATION:

- 17.1 The Contractor shall release, indemnify, and hold harmless the State, the Agency, and their officers, agents, and employees from any and all claims, suits, liabilities, court awards, damages, costs, attorneys' fees, and expenses arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including, but not limited to, any claims, suits, liabilities, court awards, damages, costs, attorneys' fees, and expenses arising out of Contractor's negligence or other tortious conduct.

SPECIAL PROVISIONS

PROPOSALS MUST BE RECEIVED BY THE TIME AND DATE SPECIFIED. PROPOSALS RECEIVED AFTER THE TIME AND DATE SPECIFIED WILL NOT BE CONSIDERED.

It is the responsibility of the proposer to clearly identify all information that is considered confidential in accordance with the Wyoming Public Records Act, W.S. 16-4-201 through 16-4-205. Please identify each confidential page with the word “CONFIDENTIAL” in capital, bold letters centered at the bottom of each page. Information not clearly marked may be considered public.

A. BACKGROUND INFORMATION

The Professional Judgment Panel (PJP) is a “standard-setting” panel. Standard-setting panels are employed most commonly for state assessments in order to establish cut scores to define the achievement levels (e.g., proficient, advanced). Similarly, the PJP is employed to establish cut scores for *school-level* accountability. The purpose of the PJP is to establish target levels for each indicator-level performance and overall school performance rating under the Wyoming Accountability in Education Act (WAEA). The work undertaken by the PJP is aligned to the recommendations of the Advisory Committee, a group established by the state legislature to provide direction for the accountability system.

There are three accountability models under WAEA: one for grades 3 through 8, one for traditional high schools, and one for alternative high schools. The accountability model for grades 3 through 8 is comprised of the following performance indicators:

- Achievement (based on student performance on the new WY-TOPP statewide assessment in math, English/language arts, and science)
- Growth (based on mean growth percentiles)
- Equity (based on mean growth percentiles of the bottom quartile in the school)
- English Language Proficiency (based on the percent of students making significant progress on the WIDA ACCESS 2.0 test for English Language Learners); student-level exit criteria is an overall composite score of 4.6 based on reading, writing, listening, and speaking)

The accountability model for traditional high schools is comprised of the following performance indicators:

- Achievement (based on student performance on the new WY-TOPP statewide assessment in math, English/language arts, and science)
- Growth (based on mean growth percentiles from WY-TOPP grades 9 and 10, plus ACT in grade 11)
- Equity (based on mean growth percentiles of the bottom quartile in the school)
- Readiness
 - Graduation (4-year on-time and extended)
 - 9th grade credits earned
 - Post-Secondary Readiness
- English Language Proficiency (based on the percent of students making significant progress on the WIDA ACCESS 2.0 test; student-level exit criteria is 4.6)

The accountability model for alternative high schools is comprised of the following performance indicators:

- Academic Performance (based on Achievement and Growth on the new WY-TOPP state assessment)
- Readiness (as measured by college and career readiness)
- Climate (based on student climate survey)
- Engagement (based on completion of a student success plan)

B. DESCRIPTION OF PROFESSIONAL Judgment PANEL (PJP)

The PJP was established in 2012 by the Wyoming legislature and is comprised of about 27 members who represent the following groups:

- State Board of Education
- Public school teachers
- Public school principals
- School district superintendents
- Business community and community at-large
- Parents
- School district central office administrators
- Local school board members
- Post-secondary institutions

C. PURPOSE OF RFP

From time-to time, the PJP needs to be reconvened by the State Board to address new or changed facets of the Wyoming Accountability in Education Act (WAEA). This school year, 2017-18, Wyoming has changed its state assessment to the Wyoming Test of Proficiency and Progress (WY-TOPP). This test is offered in grades 3-10, with voluntary interim assessments for Grades K-10. The state also requires students to take the ACT in grade 11, with the option of taking WorkKeys (or other career certification test) to demonstrate career readiness or ASVAB for military readiness.

After a two-year pilot, the state has now enhanced the WAEA with a different, but parallel system of accountability for alternative high schools. Thus, a separate alternative high school PJP committee will be convened the same week as the 3-8 and high school accountability PJP. It is contemplated that the first PJP will complete its work in two-to-three days and the alternative high school PJP would complete its work in two days.

In addition to the facilitation of those two PJP events (which would likely take place in late September), the contractor may also propose to consult with state employees and their contractors working on other aspects of the accountability system.

The purpose of this RFP is to solicit proposals from vendors that have a demonstrated expertise in standard-setting and group facilitation.

Proposals are required to address all components within **Section D. SCOPE OF WORK.**

This RFP is designed to provide interested vendors with sufficient information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content. Vendors are at liberty and encouraged to expand upon specifications to evidence standard-setting capability under any resulting contract.

D. SCOPE OF WORK

I. The PJP consultant will facilitate the work of the PJP in determining:

- performance levels for each indicator as prescribed by state statute, and
- overall school performance levels for Wyoming schools.

II. The PJP consultant will write a report on the process and final results of the PJP work related to performance levels for each indicator and overall school performance.

III. Present final results to the State Board of Education.

The work undertaken by the PJP consultant as described in this section will apply to all three accountability models under WAEA as described in **Section A. BACKGROUND INFORMATION.**

E. APPLICATION REQUIREMENTS and PROPOSAL EVALUATION CRITERIA

Point values have been assigned to the criteria in the application requirement of the proposal.

Upon receipt, each proposal will be evaluated by the selection committee consisting of the State Board of Education and Wyoming Department of Education program managers, and a score will be recorded. The following is a description of required application contents:

- **Cover sheet – 5 points**
The cover sheet must include:
 - Project title
 - Company/applicant name
 - Full address
 - Telephone number and email address
 - Name and title of the designated contact person
- **Content of the proposal – 40 points**
The proposal shall include information on the **Section D. SCOPE OF WORK**
 - Each section, I, II, and III must be clearly identified
 - Information on how each of the requirements will be met must be included
- **Biography and Experience – 35 points**
Provide information related to:
 - Level of expertise related to standard-setting for school-level accountability
 - Relevant experience with other companies/organizations
 - Any recent work provided in Wyoming
- **Previous evaluations and a reference list that includes companies/organizations for which you/your company provided similar work – 10 points**
- **Budget and narrative – 10 points**
Complete the budget by proposing costs for the following:
 - Travel, including transportation, lodging, and per diem
 - Day or hourly rate for meeting facilitation
 - Day or hourly rate for report writing
 - Day or hourly rate for consultation with state agencies

The State of Wyoming reserves the right to conduct a cost analysis of the Proposer's budget proposal. The analysis will include a review of the associated costs based on the technical content of their submission.

Additional information

In addition to the information outlined above, the applicant may include any other relevant information that may be useful in the review and rating of the proposal.

The State of Wyoming will be the sole judge with respect to the evaluation of proposals. The firm which best meets the conditions of each of the individual criterion will be awarded the highest (not necessarily maximum) points for that specific criterion. The balance of the proposing contractors will be rated based on their evaluated points. After each criterion is evaluated, the contractor(s) with the highest number of points will be awarded the contract(s).

F. TENTATIVE TIMELINE FOR COMPLETION

The following tentative timeline for completion is subject to change at the sole discretion of the State Board of Education/Department of Education.

Event

- Facilitation of PJP meeting for grades 3-8
- Facilitation of PJP meeting for traditional high schools
- Facilitation of PJP meeting for alternative high schools
- Final Report to State Board of Education
- Presentation of final report to State Board of Education

Deadline

9/15/18 - 10/5/18
9/15/18 - 10/5/18
9/15/18 - 10/5/18
10/5/18 - 10/12/18
10/18/18 – 10/19/18

Written questions regarding this Request for Proposal (RFP) or the procurement process will be submitted through the Public Purchase on-line bidding system until **2:00 p.m., February 14, 2018.** Any questions received after the deadline will not be accepted or considered. **Each question should be submitted individually.** It is the proposer's responsibility to check Public Purchase for answers to questions, addenda, or bid tabulations.

The State of Wyoming will be the sole judge with respect to the evaluation of proposals. The firm which best meets the conditions of each of the individual criterion will be awarded the highest (not necessarily maximum) points for that specific criterion. The balance of the proposing contractors will be rated based on their evaluated points. After each criterion is evaluated, the contractor(s) with the highest number of points will be awarded the contract(s).

The State of Wyoming reserves the right to conduct a cost analysis of the Proposer's budget proposal. The analysis will include a review of the associated costs based on the technical content of their submission.

PROPOSAL PRICE SHEET

The undersigned agrees to provide Professional Judgment Panel (PJP) Consultant to the Department of Education, State Board of Education in accordance with the Request for Proposal, General Provisions, Special Provisions and Proposal Price Sheet for Request for Proposal No. 0212-C.

DESCRIPTION	LUMP SUM PRICE (Written in Words and Number)
Travel, including transportation, lodging, and per diem	\$_____per day
Day or hourly rate for meeting facilitation	\$_____per hour/day
Day or hourly rate for report writing	\$_____per hour/day
Day or hourly rate for consultation with state agencies, including presentation to State Board of Education	\$_____per hour/day
TOTAL	\$_____total cost

1. BY SUBMISSION OF A PROPOSAL, THE PROPOSER CERTIFIES:

- 1.1 Prices in this proposal have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition.
- 1.2 No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
- 1.3 The person signing this proposal certifies that he/she is authorized to represent the company and is legally responsible for the decision as to the price and supporting documentation provided as a result of this advertisement.
- 1.4 Proposer will comply with all Federal regulations, policies, guidelines and requirements.
- 1.5 Prices in this proposal have not been knowingly disclosed by the proposer and will not be prior to award to any other proposer.

2. GENERAL INFORMATION:

Proposer Name_____ Phone ()_____

Email Address _____ FAX ()_____

Mailing Address_____

City_____ State_____ Zip_____

Employer Identification Number_____

3. OWNERSHIP AND CONTROL:

Proposer's Legal Structure:

_____Sole Proprietorship _____General Partnership
_____Corporation _____Limited Partnership
_____Limited Liability _____Other_____

If Proposer is a sole proprietorship, list:

Owner Name_____ Phone ()_____

Mailing Address_____

City_____ State_____ Zip_____

Employer Identification Number_____

Beginning date as owner of sole proprietorship_____

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)	TITLE
_____	_____
_____	_____
_____	_____

_____All awards contingent upon verification of Resident Number (if applicable)
(Resident #)

Please contact the Department of Workforce Services, Division of Labor Standards at (307) 777-7261 for assistance in obtaining a resident certification number.

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.

(Signature)

(Name and Title) (Typed or Printed)

(Date)

Instructions for Scorers

Two proposals were received for the PJP Consultant work that will take place in fall 2018: one from ACS Ventures, LLC (ACS) and the other from Beck Evaluation and Testing Associates, Inc. (BETA). Pages 9 through 14 of the Request for Proposals (RFP) contain the background information and application. The application requirements and criteria are included below.

*An individual folder containing the RFP, the two proposals, these instructions, and the rubric has been created for each of you. The rubric contains the criteria and possible point values for each section. Select Tab A to evaluate ACS's proposal and Tab B to evaluate BETA's proposal. Include a score for each component of each subsection of the application (i.e. each component of the **Cover Sheet** subsection is worth 1 point, each component of the **Content of the Proposal** subsection is worth up to 10 points, etc.). The score sheets are designed to automatically calculate each subsection score as well as an overall score for each vendor. The first tab, "Summary Sheet", will automatically populate the overall scores for each vendor. Comments may be left in the designation sections.*

*The score sheets need to be completed by close of business on **Monday, March 19th**. A confirmation meeting will be held at 3:00 p.m. on Wednesday, March 21st. This will give us an opportunity to discuss any comments/concerns about the proposals and finalize a recommendation for the State Board of Education. This meeting will be held over Zoom and in-person for those who wish to attend in Rawlins. The meeting will take no longer than two hours, and may be as short as 30-45 minutes depending on the nature of the discussion.*

If you have any questions about scoring the proposals, please contact Tom Sachse (tom.sachse@wyo.gov) or Julie Magee (julie.magee@wyo.gov). A calendar invitation with instructions for participating in the meeting via Zoom or in person will be sent to each of you.

APPLICATION REQUIREMENTS and PROPOSAL EVALUATION CRITERIA

Point values have been assigned to the criteria in the application requirement of the proposal. Upon receipt, each proposal will be evaluated by the selection committee consisting of the State Board of Education and Wyoming Department of Education program managers, and a score will be recorded. The following is a description of required application contents:

- **Cover sheet – 5 points**
The cover sheet must include:
 - Project title
 - Company/applicant name
 - Full address
 - Telephone number and email address
 - Name and title of the designated contact person
- **Content of the proposal – 40 points**
The proposal shall include information on the **Section D. SCOPE OF WORK**
 - Each section, I, II, and III must be clearly identified
 - Information on how each of the requirements will be met must be included
- **Biography and Experience – 35 points**
Provide information related to:

- Level of expertise related to standard-setting for school-level accountability
- Relevant experience with other companies/organizations
- Any recent work provided in Wyoming
- **Previous evaluations and a reference list that includes companies/organizations for which you/your company provided similar work – 10 points**
- **Budget and narrative – 10 points**
Complete the budget by proposing costs for the following:
 - Travel, including transportation, lodging, and per diem
 - Day or hourly rate for meeting facilitation
 - Day or hourly rate for report writing
 - Day or hourly rate for consultation with state agencies

The State of Wyoming reserves the right to conduct a cost analysis of the Proposer's budget proposal. The analysis will include a review of the associated costs based on the technical content of their submission.

Additional information

In addition to the information outlined above, the applicant may include any other relevant information that may be useful in the review and rating of the proposal.

Bid RFP #0212 - C: Professional Judgement Panel Consultant
RFP Published February 2, 2018
Deadline for submission March 7, 2018
[SUMMARY SCORING SHEET](#)

Vendor		Total Score
ACS		0
BETA		0

General Comments

Bid RFP #0212 - C: Professional Judgement Panel Consultant

RFP Published January 2, 2018

Deadline for submission March 7, 2018

Proposed Scope of Work: **0000**

Proposed Project Cost: **0000**

Committee member

Project title (1 point)

Company/applicant name (1 point)

Full address (1 point)

Telephone number, email address (1 point)

License/ID of designated contact person (1 point)

Information provided: Yes (1 pt) or No (0 pt)

Total

0

Comments

Content of the proposal (40 points possible)

The proposal shall include clear information on the Scope of Work, including how the vendor will meet each deliverable described below for each accountability model.

This PJP consultant will facilitate the work of the PJP in determining its performance.

The PJP consultant will submit a report on the process and final results of the PJP work.

The PJP consultant will prepare the report to the State Board of Education.

Vendor addresses each accountability model (U.S.A. foundation-MS alternative US.S. 1-1)

Information provided is fully consistent with requirements (0-10 pts)

Information provided is partially consistent with requirements (0-7 pts)

Information not provided or not consistent with requirements (0-3 pts)

Total points awarded (out of 40)

0

Experience and biography (30 points possible)

Provide information related to level of experience related to standard setting for school.

Provide information about relevant experience with other companies/organizations. (15 points)

Preference Points (3 points possible)

List of recent work in Wyoming (5 preference points)

Information provided is fully consistent with requirements (11-15 pts)

Information provided is partially consistent with requirements (0-10 pts)

Information not provided or not consistent with requirements (0-5 pts)

Total points awarded (out of 30)

0

Previous evaluations and reference list that includes companies/organizations for which you/your company provided similar work (10 points possible)

Reference list and evaluations are included. (4 pts)

Reference list and evaluations are relevant to PJP work. (6 pts)

Information provided is fully consistent with requirements (4-6 pts)

Information provided is partially consistent with requirements (0-3 pts)

Information not provided or not consistent with requirements (0-1 pts)

Total points awarded (out of 10)

0

Budget and narrative (10 points possible)

Budget includes proposed costs for the following:

Travel including transportation, lodging, and per diem (2 points)

Copy or hourly rate for meeting facilitators (2 points)

Copy or hourly rate for support staff (2 points)

Copy or hourly rate for consultation with state agencies (2 points)

Overall cost identified (2 points)

Information provided: Yes (2 pts) or No (0 pt)

Total points awarded (out of 10)

0

Comments

Summary of information provided

No points

Comments

Total Points Awarded

0

(out of 100 points)

Proposed Source Fabricator		Proposed Project Cost (\$)		Committee member	
1	<p>Project title: <u>1 point</u></p> <p>Project start & dates available: <u>1 point</u></p> <p>Company/applicant name: <u>1 point</u></p> <p>PIA address: <u>1 point</u></p> <p>Telephone number, email address: <u>1 point</u></p> <p>Quantities of designed contact persons: <u>1 point</u></p>	Information provided: Yes (4 pt) or No (0 pt)		0	Comments
2	<p>Content of the proposal (40 points possible)</p> <p>The proposal that includes clear information on the Scope of Work, including how the vendor will meet all deliverables described below for each accountability model</p> <p>The PFP consultant will facilitate the work of the PFP in determining all performance</p> <p>The PFP consultant will make support in the process and first round of the PFP work</p> <p>The PFP consultant will ensure that results to the State Board of Education</p> <p>Vendor addresses each accountability model: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</p>	Information provided is fully consistent with requirements (40-10 pts)	Information provided is partially consistent with requirements (4-7 pt)	Information not provided or not consistent with requirements (0-3 pts)	Total points awarded (out of 40)
3	<p>Experience and biography (20 points possible)</p> <p>Provide information related to level of experience related to standard setting for school</p> <p>Provide information related to relevant experience with other company/organizations: (15 points)</p> <p>Reference Points (5 points possible)</p> <p>Provide names and addresses of relevant experience with other company/organizations: (15 points)</p> <p>Preference points: Yes (5 pt) or No (0 pt)</p> <p>List of recent work in Wyoming: (10 points possible)</p>	Information provided is fully consistent with requirements (11-10 pts)	Information provided is partially consistent with requirements (4-3 pts)	Information not provided or not consistent with requirements (0-3 pts)	Total points awarded (out of 20)
4	<p>Previous evaluations and reference list that includes company/organizations for which you/your company provided similar work (10 points possible)</p> <p>Reference list and evaluations are included: (5 pt)</p> <p>Reference list and evaluations are not included (0 pt, 0 pt)</p>	Information provided is fully consistent with requirements (10-10 pts)	Information provided is partially consistent with requirements (4-3 pts)	Information not provided or not consistent with requirements (0-3 pts)	Total points awarded (out of 10)
5	<p>Budget and narrative (10 points possible)</p> <p>Budget includes prepared costs for the following</p> <p>Travel including transportation, lodging, and per diem (5 points)</p> <p>City or hourly rate for monthly consultants: (2 points)</p> <p>City or hourly rate for the report writer (1 point)</p> <p>City or hourly rate for consultation with state agencies: (2 points)</p> <p>General cost (10 points)</p>	Information provided: Yes (2 pt) or No (0 pt)		0	Comments
6	<p>Summary of information provided</p>			No points	Comments
7	<p>In addition to the information outlined above, the applicant may include any other relevant information that may be useful in the review and rating of the proposal.</p>			No points	Comments
		Total Points Awarded	0	(out of 100 points)	

Scorer	Name	Representing	ACS Score	BETA Score
1	Kathryn Sessions	SBE		
2	Walt Wilcox	SBE		
3	Sue Bellish	SBE		
4	Ryan Fuhrman	SBE		
5	Dan McGlade	SBE		
6	Chris Domaleski	Alt School TAG		
7	Mike Flicek	TAG/AC		
8	Shawna Trujillo	Alt School TAG		
9	Tony Anson	Advisory Committee		
10	Kris Cundall	Advisory Committee		
Overall Score (Average)			#DIV/0!	#DIV/0!
CONTRACT AWARDEE:				



**WYOMING
STATE BOARD
OF EDUCATION**

March 12, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Chapter 31 Update

As you recall from last month's meeting, Dr. Magee agreed to draft a first edition of entirely new Chapter 31 rules. There have been two meetings among the three staff from the Attorney General's Office, along with Dr. Magee and myself. These meeting dealt primarily with the legal issues surrounding Chapter 31.

The group representing various constituency groups, including the five individuals listed above along with state board members and representatives of the Governor's Office, the Wyoming Association of School Administrators (WASA), and the Wyoming Curriculum Directors Association, has met twice in Casper to frame those rules.

While every effort was made to include those aspects agreed to by the group, some are now retreating from the original agreement to include indices of psychometric rigor, specifically validity and reliability. That is not unreasonable given the technical nature of these indices. Input from the field suggests that the District Assessment System (DAS) should include expectations for just three assessment criteria, alignment, consistency and fairness.

That is the current basis for discussion. Dr. Magee and I will update you on the progress of this work at your next meeting.

DRAFT
Chapter 31
Wyoming Graduation Requirements

Section 1. Authority. These rules and regulations are promulgated pursuant to W.S. 21-2-304(a)(i) – (iv) and W.S. 21-3-110(a)(i) and (xxv).

Section 2. Purpose. These rules and regulations pertain to the minimum requirements for graduation from any public high school within any school district of this state, the required components of each district’s assessment system designed to determine student performance levels as aligned to the state standards pursuant to W.S. 21-2-304(a)(iv), and the consultation process between the State Board of Education and local school districts on the establishment of Wyoming high school diploma requirements.

Section 3. Definitions.

(a) “Alignment” means evidence that a district assessment system is aligned to the state standards, as defined in this chapter, both in terms of content and cognitive complexity.

(b) “Assessment” means an ongoing process that includes collecting, synthesizing, and interpreting information about what students know (knowledge) and are able to do (skills).

(c) “District Assessment System” means a system that measures various levels of student performance on content-specific learning goals that are aligned to the state standards as demonstrated through successful course completion.

(d) “Cognitive Complexity” means the type and level of thinking required to successfully achieve the standard.

(e) “Coursework,” for the purpose of this chapter, means a progression of courses aligned to the state standards that provides students with a quality education as described under W.S. 21-2-304(a)(ii).

(f) “Functional Equivalent,” for the purpose of this chapter, means a course that is aligned to the state standards and is as rigorous as or more rigorous than a college- or career-preparatory course taken in high school.

(g) “Graduation Requirements,” or high school diploma requirements, means successful completion of courses required by this chapter, as evidenced by each district’s assessment system, which is aligned to the state standards, and prescribed by the State Board of Education under W.S. 21-2-304 (a)(iii).

(h) “Performance Level Descriptor” means a statement set by the State Board of Education in Chapter 10 Education Rules that describes how well a student must perform at

an identified level for every course the student takes and completes. The following are the three options for performance level descriptors:

- (i) Basic. A limited display of knowledge and skills that shows student is approaching, but not yet meeting the standard.
- (ii) Proficient. A satisfactory display of knowledge and skills that shows student is meeting the standard.
- (iii) Advanced. A superior display of knowledge and skills that shows student is exceeding the standard.

(i) “State Standards” means the Wyoming Content and Performance Standards, also known as the Uniform Student Content and Performance Standards, that define what students should be provided the opportunity to learn in the nine (9) content areas as described in W.S. 21-9-101(b) and set by the State Board of Education in Chapter 10 Education Rules.

Section 4. High School Diploma Requirements (Graduation Standards).

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include successful completion of the following components as evidenced by passing grades or by successful performance on competency-based equivalency examinations:

(i) Coursework, as defined in this chapter and including courses taken for the attainment of a high school diploma, shall include courses that, taken together, signify students are equipped to compete both intellectually and economically in society. Coursework for the attainment of a high school diploma shall be aligned to the state standards in grades nine (9) through twelve (12) and, at a minimum, include the following:

- (A) Four (4) school years of English;
- (B) Three (3) school years of mathematics;
- (C) Three (3) school years of science;
- (D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions.

(E) Courses taken before grade nine (9) shall be aligned to the state standards in grades nine (9) through twelve (12).

(F) Courses designated as functional equivalents, as defined in this chapter, may be used to satisfy the coursework described in this subsection. The WDE may verify appropriate alignment of the functional equivalents to the state standards in grades nine (9)

through twelve (12).

(ii) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming.

(iii) Evidence of proficient performance on the district assessment system, which includes all courses taken for the attainment of a high school diploma.

(A) Proficient performance shall be evidenced by passing grades on a curriculum defined in a district's assessment system that is aligned to and inclusive of the state standards as defined in this chapter.

(B) The district determines proficient performance through a district assessment system that meets the criteria outlined in Section 5 of this chapter.

(b) Each local school district shall establish high school diploma requirements that shall be reflected in policy and related documents as appropriate. The district's policy shall include:

(i) A description of the district's definition of course credit, which may be synonymous with a Carnegie Unit of study, for any course which may be taken to satisfy the high school diploma requirements;

(ii) A description of the process by which successful performance on a competency-based equivalency examination may be used to satisfy coursework, as defined in this chapter;

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

(iv) A description of the way in which successful completion of courses taken for graduation will be used as a factor in awarding course credit;

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

(vi) An assurance that academic credit toward the district's high school diploma requirements will be awarded for the successful completion of any course offered under a qualifying post-secondary education program specified under W.S. 21-20-201;

(c) The district shall maintain and publish a list of eligible courses to satisfy the high school diploma requirements, including the minimum graduation requirements established in these rules. All eligible courses shall be aligned to the state standards established for the high school grades and require a logical sequence and the progression of instruction aligned with

content and benchmark standards from one school year to the next. This list shall not be required to include post-secondary courses for which academic credit may be awarded.

Section 5. District Assessment System.

(a) In conjunction with district accreditation, a district's assessment system shall be subject to review and approval by the State Board of Education at least once every five (5) years. A district containing schools that are designated as partially meeting expectations or not meeting expectations under W.S. 21-2-204(f)(i) may have its district assessment system reviewed more often in accordance with W.S. 21-2-204(h)(vii).

(b) Pursuant to W.S. 21-3-110(a)(xxiv) and (xxxiv), the review shall apply to all nine (9) content areas and verify that the district assessment system, as defined in this chapter, includes each of the following criteria:

(i) Alignment. The district has a process in place to ensure its district assessment system is aligned to the state standards in both content and cognitive complexity. The district assessment system must be aligned to the state standards within three (3) full years of the Board reviewing a standard.

(A) Districts shall ensure that their aligned district assessment system produces student performance levels relative to the state standards.

(B) Districts shall ensure that their aligned district assessment system measures the knowledge or skill for the appropriate grade level and content.

(C) Districts shall ensure that their aligned district assessment system provides every student with multiple opportunities to demonstrate what he or she understands, knows, and can do.

(ii) Data Review. The district has a process in place to regularly monitor student performance in order to determine progress toward the attainment of knowledge and skills aligned to the state standards.

(iii) Ongoing Evaluation. The district has a process in place to evaluate its district assessment system on an ongoing basis to inform subsequent adjustments to the district assessment system that will ensure the district's needs, priorities, and goals are met and remains aligned to the state standards.

(c) Not later than November 1 of each year, the district shall report compliance with the criteria of its district assessment system, including compliance with the high school diploma requirements identified in Section 4 of this chapter.

(d) A district that does not meet the criteria of the district assessment system or does not comply with the high school diploma requirements may have its accreditation status lowered in accordance with Chapter 6 Education Rules.

Section 6. Consultation with Local School Districts.

(a) Within twelve (12) months of the effective date of these rules, each local district shall submit to the State Board of Education, through the Wyoming Department of Education its revised policy establishing high school diploma requirements for review and consultation. Within one hundred and twenty (120) days of receiving a local district's high school diploma requirements, the State Board of Education shall identify any areas in which the district does not comply with state-established requirements and consult with the district on any findings.

(b) Any modification to a district's high school diploma requirements, including a copy of the revised requirements and an explanation of changes, shall be included in the district's November 1 report required under W.S. 21-3-110(xxv) and Section 5(c) of this chapter.



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

Megan Degenfelder

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
wyomingmeasuresup.com
twitter.com/WYOEduation
facebook.com/WYOEduation

MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Julie Magee, Accountability Director
Date: March 14, 2018
Subject: Accreditation Task Force & Chapter 6 Update

Meeting Date: March 22, 2018

Item Type: Action: _____ Informational: __xx__

Introduction: A task force comprised of educators from all five regions in the state has been created to make recommendations for the state-led process. The accreditation task force met on January 9th, February 7th, and March 14th to provide input on the following topics:

- Final revisions to the Chapter 6 rules
- Options for external reviews
- Rubrics for external reviews
- District Assessment System review

During the March 2018 State Board of Education (SBE) meeting, the WDE will present the outcome of this work, including final revisions to the Chapter 6 rules and the proposed process for state accreditation. The WDE anticipates a final draft of the Chapter 6 rules will be presented to the SBE in April.

Statutory References:

- W.S. 21-2-202(a)(viii) - State superintendent shall prepare and maintain a list of accredited schools in Wyoming.
- W.S. 21-2-202(a)(xxxvi) - State superintendent shall review each school district's assessment system every 5 years in conjunction with district accreditation and as a component of accountability.
- W.S. 21-2-202(c) - State superintendent may change accreditation status of any district or state institution for failing to adhere to all applicable laws and regulations.
- W.S. 21-2-204(h)(iv) - State Board shall administer a progressive multi-tiered system of support as part of district accreditation.
- W.S. 21-2-304(a)(ii) - State Board shall, through district accreditation, implement and enforce uniform standards; implement and enforce statewide accountability system; and require district adherence to WAEA.
- W.S. 21-2-304(b)(ii) - State Board may change accreditation status of any district failing to implement uniform standards or as a result of low performance as measured under WAEA.
- W.S. 21-3-110(a)(xxxiv) - The board of trustees, in conjunction with district accreditation, shall implement a standards-aligned district assessment system.

- W.S. 21-13-310(a) - Use of district funds to offer the educational basket of goods and services.

Supporting Documents/Attachments:

- DRAFT_Chapter 6 Rules v2
- Proposed Accreditation Process

Proposed Motions:

None

For questions or additional information:

Contact Bill Pannell at bill.pannell@wyo.gov or (307)777-7322.

CHAPTER 6 DRAFT DISTRICT AND SCHOOL ACCREDITATION

Section 1. Authority. These rules are promulgated by the Wyoming State Board of Education and the Wyoming Department of Education under the authority of W.S. 21-2-304(a)(i), W.S. 21-2-202(a)(i), and W.S. 21-2-202(c).

Section 2. Definitions.

(a) **Accountability.** The system of school performance ratings established by the Wyoming Accountability in Education Act.

(b) **Accountability Framework.** The Wyoming Comprehensive Accountability Framework: Phase 1. National Center for the Improvement of Educational Assessment. (January 31, 2012) incorporated by reference into Wyoming statute per W.S. 21-2-304(a)(vi), W.S. 21-2-204(f), and W.S. 21-2-204(k).

(c) **Accreditation.** A process by which each district and each school within the district annually self-reports and is monitored by the state in order to assure compliance with statutes that are intended to improve student learning and ensure equity of opportunity to learn.

(d) **Accreditation Criteria.** The requirements established in this chapter that all districts and the schools governed by these districts must meet as applicable to be accredited by the State Board.

(e) **Annual Accreditation Report.** A required document with attestations and links to documents submitted annually to the Department by districts that verifies adherence to the accreditation criteria.

(f) **Compliance.** Meeting or adhering to the requirements of statutes and regulations.

(g) **Evidence.** Annual reports, documents, web sites, data, surveys, and other artifacts used to verify adherence to the accreditation criteria.

(h) **Instructional Core.** An education model that illustrates the relationship between the teacher, the content, and active learning or student engagement.

(i) **Improvement Plan.** A document that includes goals and strategies to meet performance objectives.

(j) **Proprietary.** A process or product that is used, produced, or marketed under exclusive legal right of any business, agency, or non-profit organization.

(k) **Statewide System of Support.** State and district assistance intended to increase school performance in accordance with W.S. § 21-2-204(h).

(l) **Verification.** Confirmation that all Wyoming districts and the schools governed by these districts have met the Wyoming accreditation criteria.

(m) **Wyoming Accountability in Education Act (WAEA).** The Wyoming school accountability system established by W.S. § 21-2-204.

(n) **Wyoming High School Activities Association (WHSAA).** An organization that promotes, coordinates, and controls interscholastic activities in Wyoming.

Section 3. Accreditation in General. The Department shall implement and maintain a process to evaluate and accredit Wyoming districts and the schools governed by these districts based on adherence to all applicable laws, rules, and regulations, including the Wyoming Accountability Framework.

(a) The process for accreditation of Wyoming districts and the schools governed by these districts shall include:

(i) Attestation through an accreditation report submitted to the Department by November 1 annually by the district superintendent that the district and all schools governed by the district meet the accreditation criteria.

(ii) Annual verification of district compliance with all applicable laws, rules, and regulations through review of documents, data and other evidence by the Department aligned to the accreditation criteria.

(iii) A review of the District Assessment System (DAS) every five years by the Department.

(iv) The accreditation status of the district or individual schools may be lowered by the State Board based on school performance as measured by the Wyoming Accountability in Education Act in accordance with Section 6 of this chapter.

(b) All documents and data submitted to the Department, as well as other Department verification processes, shall be considered as evidence for accreditation to reduce duplicative reporting requirements.

(c) Findings of noncompliance shall be reviewed with district superintendents annually by March 1. District superintendents shall be given until May 1 to satisfactorily address the findings without negatively impacting the accreditation level of the district or any school governed by the district.

(d) The Department shall annually make an accreditation recommendation to the State Board for all Wyoming districts and the schools governed by these districts.

(e) The duration of accreditation shall be for one year, from July 1 to the following year on June 30.

(f) The accreditation level shall be the accreditation level for the next year unless an exception is granted by the State Board.

(g) The Department shall maintain a list of accredited Wyoming schools on the Department website.

(h) No Wyoming district or the schools governed by a district shall, as a condition for state accreditation, be required to participate in any proprietary continuous improvement or school improvement process provided by the Department beyond that required by the System of Support per W.S. § 21-2-204(h) and through Federal regulations.

Section 4. Accreditation Criteria. The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

(a) **District Board.** Oversight and governance for the district is provided by an elected board of trustees that determines the district vision, mission, and goals, operates in an ethical manner, maintains up-to-date, publicly available policies and documents, and employs and evaluates a superintendent who serves as the chief administrator for the district.

(i) **Board Members and Operations.** An elected board provides oversight and governance for the district, establishes district policy, operates within established board duties, and adheres to a code of conduct and a code of ethics. This includes:

(A) Districts in General;

(B) Adherence to the Wyoming Administrative Procedures Act;

(C) Adherence to Uniform Fiscal Procedures;

(D) Maintaining Public Records;

(E) Public Meetings;

(F) Public Property; and

(G) Ethics and Disclosures Act

(ii) **District Vision, Mission and Goals.** The board develops a widely shared vision, mission, and goals, or strategic plan for the district that conveys high expectations for learning for all staff and students and is focused on improving the instructional core.

(iii) **District Superintendent.** A hired superintendent serves as the chief administrative officer, and implements district procedures in a cohesive manner consistent

with statute, board policies, and the district strategic plan. The superintendent is evaluated by the District Board.

(b) **District Leadership.** District administrators, including principals, manage district operations and provide instructional guidance. District administrators are evaluated in a manner consistent with Wyoming statute and regulations. The district superintendent or his/her representative provides assistance with school improvement planning and resource allocation for schools that need improvement.

(i) **District and School Accreditation.** District and school leaders annually self-evaluate to ensure the district and all schools within the district meet all applicable Wyoming accreditation criteria and the aligned requirements of statute.

(ii) **District Leader Evaluation.** District and school leaders are evaluated by the district superintendent in a manner consistent with statute and board policy. This includes annual submission of a review of the district leader evaluation system for districts with schools that are partially meeting and not meeting expectations per W.S. 21-2-204(h)(v) & (vi).

(iii) **School Improvement Representative.** The district superintendent or a designated representative provides assistance with improvement planning and resource allocation for schools identified as in need of improvement through the Wyoming accountability system.

(c) **School Leadership.** Principals provide administrative management and instructional leadership, including the evaluation of teachers and other instructional staff in accordance with Wyoming regulations, for the school(s) to which they are assigned.

(i) **Principal Roles and Responsibilities.** The district defines the roles and responsibilities of principals, including establishing a positive culture, instructional leadership, and school administration.

(ii) **Teacher Evaluation.** Teachers are evaluated by principals in a manner consistent with statute and board policy.

(d) **Stakeholder Communication and Input.** The district and all schools within the district communicate with and solicit input and feedback from stakeholders, and use the input to improve district and school processes.

(e) **Employment and Certification.** All personnel are hired and evaluated in accordance with Wyoming statute and district policies.

(i) **Teacher Employment.** District employment policies and practices ensure that quality applicants are hired for all instructional positions.

(ii) **Teacher Certification and Assignment.** All certified staff have a current or pending certificate issued by the Wyoming Professional Teaching Standards Board, and their assignment is consistent with their area of endorsement.

(iii) **Education Support Personnel.** Education support personnel are employed in a manner consistent with district policy that ensures qualified support staff.

(iv) **Compliance Training.** District personnel receive compliance training as required by statute.

(f) **Professional Development.** The district professional development plan is designed to increase the capacity, collaboration, and collective efficacy of instructional staff and leaders to improve the instructional core. Professional development is regularly conducted, is relevant to daily work and content areas, and involves active work among colleagues.

(g) **State Assessment and Accountability.** All schools in the district administer Wyoming statewide assessments and receive a school performance rating annually in accordance with the Wyoming Accountability in Education Act (WAEA).

(h) **School Improvement and Support.** Schools identified as partially meeting or not meeting expectations assess needs using WAEA indicator data, write improvement goals aligned with the applicable WAEA indicators, develop improvement plans that are annually approved by the district and submitted to the Department, and participate in the Statewide System of Support if requested to do so by the Department.

(i) **Data Review/Needs Assessment.** Results from the Wyoming accountability system as well as other data are used to identify school improvement goals and priorities.

(ii) **School Improvement Plans.** School improvement plans are written, submitted to the district and the Department, implemented, and routinely updated by school leaders and staff for schools designated as in need of improvement.

(iii) **Small School Improvement Plans.** Schools that do not have at least ten students on at least two WAEA indicators will annually submit an improvement plan to the Department that includes strategies to improve student achievement, growth, and equity.

(iv) **Statewide System of Support.** Leadership teams for schools designated as priority schools by the Department participate in the system of support.

(i) **Programs, Standards, and Curriculum.** Educational programs in the district are sufficient for all students to meet the uniform Wyoming Content and Performance Standards in all content areas.

(i) **Education Programs and Standards.** The curriculum in all content areas is aligned to and inclusive of the Wyoming Content and Performance Standards.

(ii) **Math and Literacy Focus.** Math and literacy are a high priority in the elementary grades.

(iii) **College and Career Preparation.** Coursework and guidance provided is sufficient to prepare students for college, career, and successful citizenship.

(iv) **Other Curricular Requirements.** The district curriculum addresses other curricular requirements included in Wyoming statute.

(j) **District Assessment System.** Through a balanced student assessment system, the district verifies that Wyoming Content and Performance Standards are taught and assessed in all content areas. Assessment results are used to set goals, make instructional decisions and monitor student progress. The assessment system is continuously refined and updated by the district, and is formally reviewed every five years by the Department.

(k) **Instructional Methods.** The district has implemented a coherent instructional system and a shared instructional process or framework that defines high leverage teaching methods instructional staff use to engage students in the subject matter in all content areas across the district.

(i) **District Instructional System.** The district has a coherent approach, model, or system for aligning curriculum, assessment, instruction, learning support and other aspects of the instructional program.

(ii) **Instructional Framework.** The district has identified high leverage instructional strategies, intended to increase student engagement and active learning that should be observed in all classrooms across the district.

(iii) **Teacher Expertise.** Individual teacher professional growth is focused on the development of instructional expertise specific to the grade level or content area.

(l) **Learning Supports.** Assessment results are used to monitor student progress and assign students in need of intervention to multi-tiered supports. The district is in compliance with all State and Federal Special Education laws. The district addresses the individual learning needs of English learners.

(i) **Student Learning Support.** Individual student needs are addressed through a structured process that includes interventions and enrichment for all students. (i.e. Response to Intervention or Multi-Tiered System of Support).

(ii) **Reading Assessment and Intervention.** The district reading assessment and intervention plan includes multi-tiered supports, a screening program, progress monitoring, individual student reading plans, and individual school plans in accordance with W.S. § 21-3-401.

(iii) **Students with Disabilities.** Specialized staff, differentiated instruction, and evidence-based interventions are provided for Students with Disabilities in accordance with Wyoming and Federal statute.

(iv) **English Learners.** The district provides support by qualified staff to address language barriers for English learners.

(v) **Gifted and Talented.** The district offers instruction that addresses the individual learning needs of gifted students.

(vi) **Student Support Services.** The district offers additional student supports including guidance counseling and social services, and instruction for hospitalized and homebound students.

(vii) **Family Engagement.** The district has adopted and implemented strategies to engage families in their children's learning.

(m) **At-Risk and Dropout Prevention.** The district has an early warning system to identify at-risk students, and has implemented dropout prevention strategies.

(i) **Early Warning Systems.** The district has data systems in place to monitor factors that are early predictors of dropout.

(ii) **Compulsory Attendance.** The district and all schools monitor student absenteeism and intervene as soon as a student becomes chronically absent.

(iii) **Dropout Prevention Strategies.** The district has implemented dropout prevention strategies.

(n) **High School Graduation.** High school graduates satisfactorily complete coursework that meets or exceeds the minimum requirements established by the State Board.

(o) **School Culture, Climate, and Safety.** The district has a plan for promoting positive school culture and learning environments that are safe, orderly, and conducive to learning for all students.

(i) **School Culture and Climate.** The culture and climate in all schools is designed to ensure positive relationships and decrease harassment, intimidation, and bullying.

(ii) **School Safety.** All schools use multiple strategies to ensure the physical safety of students. These are defined in a district crisis management plan.

(p) **Student Activities.** Students are encouraged to participate in activities, clubs, organizations, field trips, and school-sponsored events that extend learning beyond the

classroom. WHSAA sanctioned activities and athletics are made available to all high school-age individuals that reside in the district.

(q) **Technology and Media.** District technology includes internet connectivity. Technology, library, and media services meet the research, learning, and information management needs of students and staff.

(r) **Virtual Education.** If virtual education is provided by the district, the virtual courses meet all state requirements in accordance with Chapter 41 Rules and Regulations.

(s) **Buildings and Facilities.** All schools and other district buildings are constructed and maintained in accordance with Wyoming School Facilities Department guidelines and other regulations that govern the safety and security of Wyoming public buildings.

(t) **Student Health.** Personnel and processes, including prevention programs, are in place to address the physical and mental health needs of all students enrolled in the district.

(u) **Calendars and Schedules.** The number of school days, hours of student teacher contact, alternative calendars, days of observance and mourning, scheduled holidays, and reports of school closure are in accordance with Wyoming statute, rules and regulations.

(v) **Transportation.** The district provides student transportation to and from school and provides student transportation for interscholastic activities in accordance with applicable laws, rules, and regulations.

(w) **Food Services.** The district adheres to Wyoming and Federal regulations and guidelines related to the sanitation of food service facilities and the quality and nutritional value of food provided to students. Free and reduced cost meals are provided based on the income of parents or guardians.

(x) **Finance and Data.** District finances are managed and routinely audited in accordance with Wyoming and Federal regulations, and accurate data are collected and reported to the Department in a timely manner.

(y) **Student Information Management.** Student information, records, identification, attendance calculations, enrollment and transfers are conducted in accordance with statute.

(z) **External Review.** The district hosts an on-site external review of the district and schools within the district at least once every five (5) years with the purpose of reviewing selected accreditation criteria, including the district assessment system.

Section 5. Accreditation Status. All public school districts and schools within those districts shall be granted accreditation levels by the State Board.

(a) One of the following accreditation levels shall be granted by the State Board on an annual basis:

(i) **Accredited.** The district has met all state accreditation criteria based on the Department annual review of evidence or the most recent external review. With the exception of schools identified as accredited with support in accordance with Section 6 of this chapter, the school accreditation level shall be the same as the district accreditation level.

(ii) **Accredited With Follow-up.** The district has not met one or more of the accreditation criterion, and has not addressed the concern during the grace period described in Section 3(c) of this chapter. Districts that are accredited with follow-up will be recommended for full accreditation to the state board upon Department verification that the district has met the criteria.

(iii) **Accredited With Support.** The district failed to meet one or more criteria for more than one year. Schools and districts may also be accredited with support based on WAEA school performance level in accordance with Section 6 of this chapter. A district or school may remain at the level of accredited with support indefinitely.

(iv) **Non-Accredited.** Upon the recommendation of the Department and a majority vote of the State Board, a district that has been at the level of accredited with support for two or more years may be designated as non-accredited by the State Board.

(A) This decision shall be based on refusal or inability of the district to address the issues of non-compliance that caused the district to be at the level of accredited with support and shall not be based solely on school performance.

(B) The State Board may raise the status of a district from non-accredited to accredited with support based on a majority vote if the district has addressed the issues of non-compliance in a manner deemed satisfactory by the Department.

Section 6. School Accreditation Status.

(a) The State Board may lower the annual accreditation status for an individual school based on WAEA school performance level per W.S. § 21-2-304(b)(ii). This shall include:

(i) An accreditation status of “accredited with support” for any school that is not meeting expectations for three or more consecutive more years. The first year of identification will be 2020-21 with the initial accountability level derived from the spring 2018 state assessment.

(ii) An accreditation status of “accredited with support” for any district in which every school in the district is not meeting expectations for three or more consecutive years. The first year of identification will be 2020-21 with the initial accountability level derived from the spring 2018 state assessment.

Section 7. Consequences for Non-Accreditation

(a) The State Board and State Superintendent shall take appropriate administrative action with the Wyoming Legislature against any Wyoming district or any school governed by the district for non-accreditation.

DRAFT

Wyoming Department of Education

Proposed Wyoming Accreditation Process



TABLE OF CONTENTS

DISTRICT ACCREDITATION REQUIREMENTS	3
Annual Requirements	3
Five Year External Review	3
EXTERNAL REVIEW PROCESS	4
SCORE DETERMINATION	6
District Criteria, Measures and Results	6
District Assessment System	7
Classroom Observations	9
STATE ACCREDITATION TIMELINE	12
EXTERNAL REVIEW SCHEDULE	13
INSTRUCTIONAL CORE PRINCIPLES	14
GLOSSARY FOR DISTRICT MEASURES AND RESULTS	15

DISTRICT ACCREDITATION REQUIREMENTS

Annual Requirements

Districts will annually self-report on adherence to the accreditation criteria as described in Chapter 6 Rules and Regulations. Districts will annually provide documents to verify that they are meeting the accreditation criteria. These reports and documents will be the major consideration in the annual accreditation recommendation to the Wyoming State Board of Education (SBE) for Wyoming districts and the schools governed by districts.

The self-reporting will be a Google survey with the accreditation criteria as defined in Chapter 6 as well as specific assurances required in rules and regulations. The responses will be YES, NO or N/A.

The Wyoming Department of Education (WDE) will provide a list of required evidence or documents aligned to the accreditation criteria. Districts will annually provide links to these electronic documents for review by the WDE.

Five Year External Review

Every five years each district will host an external review. The external review score will not be used in the accreditation recommendation to the State Board of Education (SBE). However, if major concerns with adherence to the requirements of Wyoming statute are observed, Wyoming Department of Education (WDE) staff will provide follow-up to address the issue.

A review of the District Assessment System is required every five years as a component of accreditation with the results reported to the SBE. A summary of the District Assessment System will be reported to the SBE.

The external review will consist of three components:

- Interviews specific to the District Assessment System
- A review of the district processes aligned to the accreditation criteria
- Classroom observations

Districts that are accredited by AdvancED, or that choose to use another model for system evaluation or continuous improvement that is approved by the WDE, will be required to do the District Assessment System review, but will be exempt from the other external review components.

EXTERNAL REVIEW PROCESS

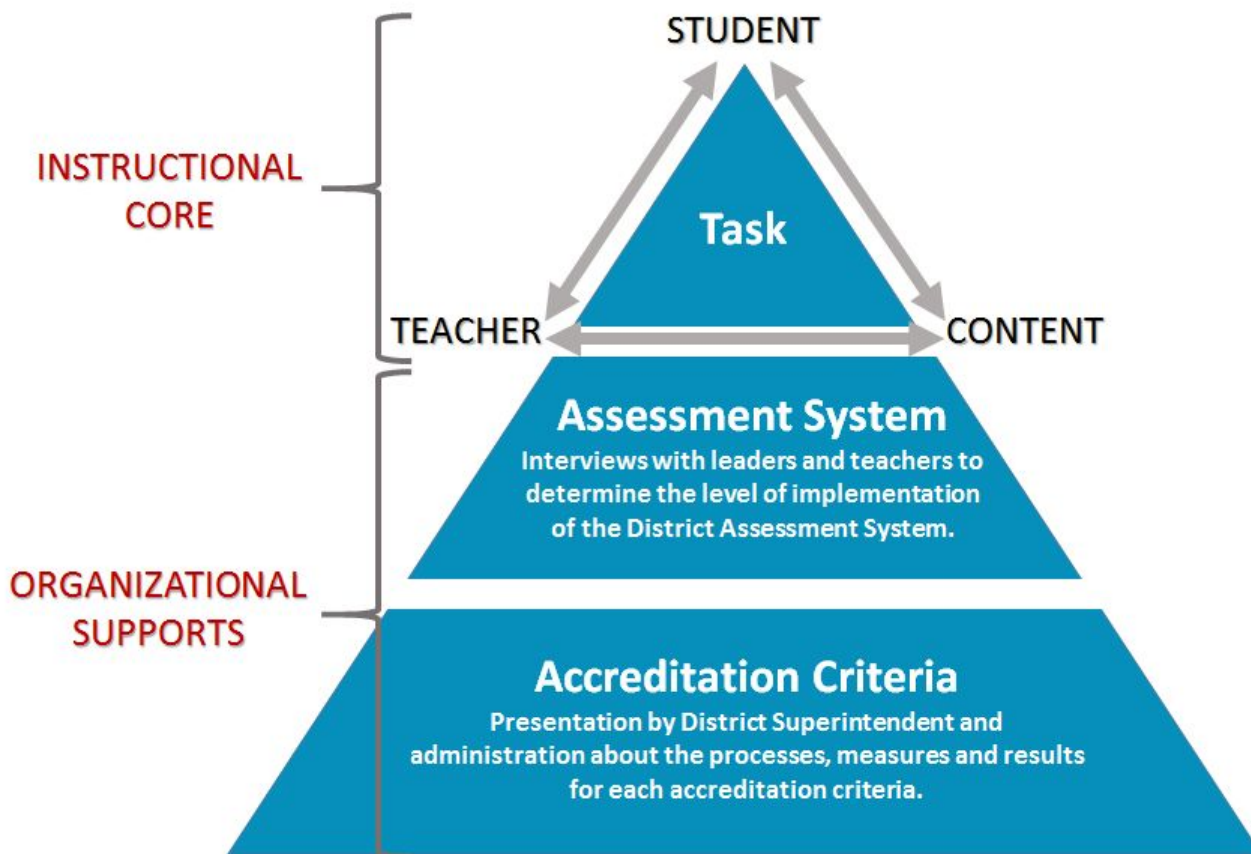
The external review is a formative process based on the *Instructional Core*, the first guiding principle of the Wyoming Accountability Framework (See Page 14). It also includes organizational supports aligned to and inclusive of the requirements of Wyoming statute. The external review will include these activities:

Organizational Supports

- District presentation on accreditation criteria processes, measures and results
- Interviews with district administrators, school leaders and teachers to determine the level of implementation of the District Assessment System

Classroom Observations of Instructional Core:

- **Content:** What are the students learning?
- **Student:** What are the students doing?
- **Teacher:** What is the teacher doing?



These components will be evaluated using a 4 point scale or rubric. The scores will be reviewed with the district superintendent at the end of the external review. A follow-up report with more information will be provided after the external review.

The scoresheet that will be used by the review teams is shown below:

SAMPLE SCHOOL DISTRICT

DISTRICT CRITERIA MEASURES AND RESULTS

Based on the district presentation and review of evidence, rate each of the following as 1-4.

TEAM MEMBER NUMBER	1	2	3	4	5	6	7	8	AVG
01. District Board	3	3	4	2	3	4	4	3	3.25
02. District Leadership	2	2	1	3	4	2	2	2	2.25
03. School Leadership	3	3	3	4	4	3	4	2	3.25
04. Stakeholder Communication and Input	2	4	3	4	3	4	3	3	3.25
05. Employment and Certification	3	3	3	3	3	3	4	2	3.00
06. Professional Development	3	2	2	2	3	3	3	2	2.50
07. State Assessments and Accountability	2	4	3	1	3	4	2	3	2.75
08. School Improvement and Support	3	3	1	3	1	3	4	2	2.50
09. Programs, Standards, and Curriculum	1	2	2	2	3	3	3	2	2.25
10. District Assessment System	2	4	3	1	3	4	2	3	2.75
11. Instructional Methods	3	3	3	3	4	3	4	2	3.13
12. Learning Supports	2	2	2	2	3	3	3	2	2.38
13. At-Risk and Dropout Prevention	2	4	3	2	3	4	2	3	2.88
14. High School Graduation	3	3	4	3	4	3	4	2	3.25
15. School Culture, Climate and Safety	3	2	2	2	3	3	3	2	2.50
16. Student Activities	2	4	3	1	3	4	2	3	2.75
17. Technology and Media	3	3	4	3	4	3	4	2	3.25
18. Virtual Education	1	2	2	2	3	3	3	2	2.25
19. Buildings and Facilities	2	4	3	1	3	4	2	3	2.75
20. Student Health	3	3	1	3	1	3	4	2	2.50
21. Calendars and Schedules	3	4	3	2	3	3	3	2	2.88
22. Transportation	2	4	3	1	3	4	2	3	2.75
23. Food Services	3	3	1	3	1	3	4	2	2.50
24. Finance and Data	1	2	2	2	3	3	3	2	2.25
25. Student Information Management	3	2	2	2	3	3	3	2	2.50

DISTRICT ASSESSMENT SYSTEM REVIEW

TEAM MEMBER NUMBER	1	2	3	4	5	6	7	8	AVG
DAS INTERVIEW SCORES	2	3	3	3	4	3	3	3	3.00

CLASSROOM OBSERVATIONS

CONTENT AVERAGE	STUDENT AVERAGE	TEACHER AVERAGE
3.42	2.55	2.75

SCORE DETERMINATION

District Criteria, Measures and Results

District administrators will discuss the district processes, measures and results for each accreditation criteria.

1	2	3	4
There may be a few activities, programs or initiatives related to this criterion, but they likely fall short of the minimum requirement established in Wyoming statute or Chapter 6 rules and regulations.	The district is meeting the criterion, but there is no clearly defined process, procedure or system. There are some and perhaps many activities, programs or initiatives related to this criterion, but the approach isn't systematic or coherent.	The district has defined a cohesive, coherent process, procedure or system and a method for measuring effectiveness or efficiency for this criterion, but it isn't implemented to the extent that it could be called sustained, systemic, or systematic.	A systematic process, procedure or system is fully implemented and has been sustained over time. District measures of effectiveness or efficiency indicate that the desired results are being achieved.

Simply having programs and initiatives aligned to a criteria is sufficient to achieve a level 2. To achieve a level 3 or 4, each district must define their own priorities (i.e. leading indicators) and their own measures and results (i.e. lagging indicators) for each of the 25 accreditation criteria. For example:

CRITERIA	PRIORITIES	MEASURES AND RESULTS
01. District Board	What are the district priorities for this criteria?	How do you know if the intended results are being achieved?
	<input type="checkbox"/> Effective board meetings and operations	<input type="checkbox"/> Board members are trained in their roles and responsibilities <input type="checkbox"/> Board members are trained in parliamentary procedure <input type="checkbox"/> Quarterly board self-evaluation data show adherence to established operating procedures, duties and responsibilities
	<input type="checkbox"/> Clear, shared vision, mission, and goals	<input type="checkbox"/> The vision, mission, and goals are posted throughout the district <input type="checkbox"/> When asked, stakeholders can articulate the vision, mission and goals
	<input type="checkbox"/> Policy governance	<input type="checkbox"/> Roles and responsibilities of the board and superintendent are clearly defined in policy and are consistently followed
	<input type="checkbox"/> Public board documents	<input type="checkbox"/> Board policies and documents are up-to-date and are made publicly available through BoardDocs®

A glossary of terms related to the District Criteria, Measures and Results is included on page 15.

District Assessment System

Leaders and teachers will be interviewed to determine the level of implementation of the District Assessment System system.

1	2	3	4
There is no evidence of an assessment system.	An assessment system is in the initial stages of implementation across the district.	A coherent assessment system is implemented across the district.	A coherent assessment system is thoroughly developed across the district and implemented in all schools.

Based on these and follow-up questions, the district will receive a holistic score based on the rubric above for the DAS, as well as a follow-up report which identifies strengths and areas of improvement of the DAS.

1. Assessment System Overview

- a. **Assessment Definition.** What is your district definition of assessment?
- b. **Assessment System.** What is the purpose of the District Assessment System?
- c. **Assessment Levels and Purpose.** At what level(s) are assessments administered for each content area (i.e. state, district, school, classroom)? What is the purpose of the assessments at each level?
- d. **Alignment Process.** How does the district ensure curriculum, assessment, and instruction are aligned with Wyoming Content and Performance Standards in terms of content and cognitive complexity across content areas?
- e. **Common Assessments.** Which, if any, school or cross-district grade level or content area teams develop and use common assessments?
 - i. When do these teams meet?
 - ii. How do these teams decide the essential learning for which to develop common assessments?
 - iii. How are they administered?
 - iv. How are the results used?
- f. **Assessment Development Process.** What steps are followed in the uniform development of classroom, school, and district-level assessments?
- g. **Assessment Technical Quality.** How are classroom, school, and district-level assessments reviewed for validity, reliability, and fairness?
- h. **Classroom Formative Assessment.** What practices related to classroom formative assessment and feedback are encouraged by leadership? What training do instructional staff receive related to these formative instructional practices?

2. Student Performance

- a. **Success Criteria.** How is proficient and advanced performance determined?
- b. **Multiple Opportunities.** Are students provided multiple opportunities to demonstrate proficiency? If so, what does that look like?
- c. **Interventions.** What learning supports are in place to help students that have not demonstrated proficiency? Are students required or invited to participate?
- d. **Extensions.** What supports are in place to extend the learning for students who are already proficient?

3. Reporting

- a. **Data Collection and Use.** How does the district collect and use data related to level of student performance on the Wyoming Content and Performance Standards?

4. High School Graduation

- a. **Course Requirements.** What is the district graduation policy? How is proficiency on the Wyoming Content and Performance Standards incorporated into the graduation requirements? Please provide a link to the policy or a copy of the policy.

5. Evaluation Process

- a. **DAS Evaluation.** How does the district evaluate the effectiveness of the assessment system? What are the results of the evaluation?

6. Process for Updating

- a. **DAS Update.** Describe the process for updating the assessment system within three years after adoption of new standards by the State Board of Education?

Classroom Observations

- 30 teachers will be selected by the district.
- The teachers must represent elementary, middle, and high school grade spans, and must include at least nine high school teachers representative of each of the nine content areas.
- At least one teacher must represent an area of learning supports (i.e. Special Education).
- Districts with less than 30 teachers will include all of the teachers in the district.
- Classroom visits will be 20 minutes.
- Team members must provide written comments with the rationale behind any score of 4 or 1.
These comments will be submitted to the team lead and used in the development of the final report.

Classrooms will be observed using the rubrics below:

Content

Classes are observed to see what students are learning.

1	2	3	4
<p>It is unclear what students are learning.</p> <p>It is unclear how success is measured.</p> <p>Students who experience difficulty have not been identified.</p> <p>It is unclear whether the lesson is aligned to standard or standards.</p>	<p>The standards-aligned learning target is understood by students.</p> <p>Students may or may not know whether they have met a particular standard or learning target.</p> <p>Students who experience difficulty have the option to come in before or after school.</p>	<p>The standards-aligned learning target is aligned in both rigor and content and is understood by students.</p> <p>The success criteria are defined using a checklist, rubric or percentage cut score and communicated to students.</p> <p>Students are provided multiple opportunities to demonstrate proficiency.</p> <p>Students are encouraged to participate in learning supports or enrichments.</p>	<p>The standards-aligned learning target is clearly visible in the classroom, understood by students, and the level of proficiency is well defined.</p> <p>All students are provided multiple opportunities to demonstrate proficiency at high levels.</p> <p>Students are required to participate in learning supports or enrichments.**</p>

* Standards refers to the Uniform Wyoming Content and Performance Standards.

** This may include a conversation with the teacher and/or students to discuss the supports provided.

Student

Classes are observed to see what students are doing.

1	2	3	4
<p>Students are not doing anything or doing very little that could be viewed as learning.</p> <p>The classroom is practically devoid of any direct evidence of student learning.</p> <p>Students are not self assessing their learning.</p> <p>Students are not answering and asking questions at the appropriate DOK level.</p>	<p>Students are listening to the teacher lecture and answering questions if called on by the teacher.</p> <p>Students are completing worksheets or problems from a workbook or textbook.</p> <p>Students are using computers to do electronic worksheets or tests.</p> <p>Students are reading independently or listening to the teacher read.</p> <p>Students are coloring.</p> <p>Students are practicing spelling or vocabulary words.</p> <p>Students are doing a word search.</p> <p>Students are making a simple poster or display.</p> <p>Student work is mainly worksheets and a few simple projects.</p> <p>When asked, students are aware of their learning and need teacher guidance and direction.</p> <p>Few students are answering and asking questions at the appropriate DOK level.</p>	<p>Students are engaged in a teacher-directed lesson that includes active learning and discussion from nearly all students.</p> <p>Students are reading short passages and completing constructed-response writing.</p> <p>Students are reading and summarizing or outlining from the textbook.</p> <p>Students are following teacher directions in working on a consistent product or project assigned by the teacher.</p> <p>Students are involved in service learning or a community service project organized and supervised by the teacher.</p> <p>Most students are producing high quality work as evidence of their learning.</p> <p>Students are self assessing their learning.</p> <p>Some students are answering and asking questions at the appropriate DOK level.</p>	<p>Students are engaged in classroom discussion and debate with peers based on their own reading and written notes with limited teacher talk.</p> <p>Students are working independently or together to develop a project or product for which they are allowed to make choices and mistakes (able to take a risk at learning).</p> <p>Students are working independently or in small groups on a performance task, project or product that has an audience beyond the teacher or the test.</p> <p>Students are writing an extended response and multiple revisions.</p> <p>Students are producing high quality work as evidence of their learning for application, sharing, or display.</p> <p>Students are self assessing their learning and can articulate the steps necessary for improvement.</p> <p>Most students are answering and asking questions at the appropriate DOK level.</p>

Teacher

Classes are observed to see what the teacher is doing.

1	2	3	4
<p>There is little to no evidence of behaviors that can be described as teaching.</p> <p>The teacher uses no active engagement strategies and ignores off-task behavior.</p>	<p>There is a learning target or objective posted.</p> <p>The teacher initiates an interaction with a class, and invites some form of response, typically through presenting a question.</p> <p>The teacher provides limited explanation of expectations of performance on the assignments or tasks.</p> <p>The teacher offers limited feedback on student performance.</p> <p>The teacher is delivering instruction to the class with little to no interaction with students.</p> <p>The teacher uses some active engagement strategies, but largely ignores disengaged students.</p>	<p>There is a clearly communicated learning target or objective.</p> <p>The teacher-directed learning involves ongoing interaction between the teacher and all students.</p> <p>The teacher provides concise expectation of performance on the assignments or tasks students are expected to perform.</p> <p>Teacher uses varied strategies for student questioning.</p> <p>The teacher uses active engagement strategies and addresses disengaged students.</p>	<p>There is a clearly communicated learning target or objective and it is revisited throughout the lesson.</p> <p>The teacher monitors students working diligently on academic tasks and adjusts lesson activities.</p> <p>The teacher works with the students to create agreed upon expectations of performance for the assignments or tasks.</p> <p>The teacher uses questioning strategies that draw out higher level thinking and understanding by students.</p> <p>The teacher uses varied active engagement strategies and addresses disengaged students with minimal distraction.</p> <p>The teacher facilitates high level student discussions.</p> <p>The teacher checks for understanding (embedded formative assessment) and provides feedback to students.</p>

STATE ACCREDITATION TIMELINE

ANNUAL REPORTING

BEGINNING IN 2018-19

- District Self-Evaluation and Assurances
- District Evidence

EXTERNAL REVIEWS

2018-19 School Year (Fall 2018)

- Pilot External Reviews
- 5-Year DAS written review requirement will be addressed through a DAS plan rather than on-site in pilot year

2019-20 School Year (Fall 2019)

- Albany 1
- Carbon 1
- Carbon 2
- Goshen 1
- Laramie 2
- Niobrara 1
- Platte 1
- Platte 2
- Laramie 1

2020-21 School Year (Fall 2020)

- Lincoln 1
- Lincoln 2
- Sublette 1
- Sublette 9
- Sweetwater 1
- Sweetwater 2
- Teton 1
- Uinta 1
- Uinta 4
- Uinta 6

2021-22 School Year (Fall 2021)

- Fremont 1
- Fremont 2
- Fremont 6
- Fremont 14
- Fremont 21
- Fremont 24
- Fremont 25
- Fremont 38
- Washakie 1
- Washakie 2

2022-23 School Year (Fall 2022)

- Big Horn 1
- Big Horn 2
- Big Horn 3
- Big Horn 4
- Park 1
- Park 6
- Park 16
- Converse 1
- Converse 2
- Hot Springs 1
- Natrona 1

2023-24 School Year (Fall 2023)

- Campbell 1
- Crook 1
- Johnson 1
- Sheridan 1
- Sheridan 2
- Sheridan 3
- Weston 1
- Weston 7

EXTERNAL REVIEW TEAMS

- 1 Team Leader - WDE Contractor
- 5 Statewide Peers - Selected by WDE through all-call
- 2 WDE Staff

EXTERNAL REVIEW SCHEDULE

Day 1 - Monday or Wednesday

1:00 p.m.	Meet as team to review roles and process
2:30 p.m.	District Office <ul style="list-style-type: none"> - Superintendent and district administration presentation of <i>Criterion Processes, Measures and Results</i> (All)
5:00 p.m.	Check into Hotel
5:30 p.m.	Dinner
7:00 p.m. - 8:30 p.m.	Meet as team <ul style="list-style-type: none"> - Review current electronic documents submitted to WDE - Review district self-evaluation from annual report - Determine average score for the <i>Accreditation Criterion Processes, Measures and Results</i>

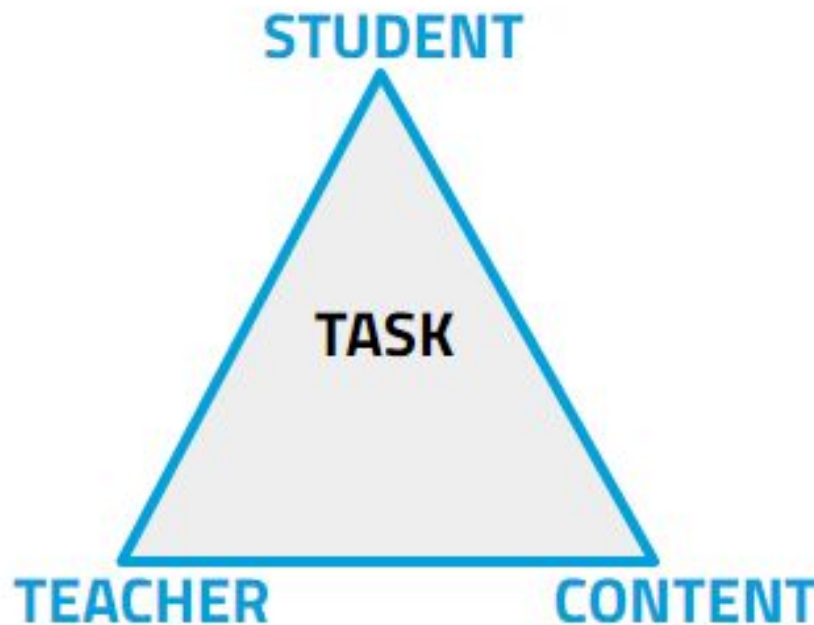
Day 2 - Tuesday or Thursday

7:00 a.m.	Breakfast
8:30 a.m. - 9:30 a.m.	<i>Classroom Observations</i> (All)
10:00 - 12:00 p.m.	<i>Assessment System Interviews</i> (Team Leader and WDE staff)
9:30 - 12:00 p.m.	<i>Classroom Observations</i> (Statewide Peers)
12:00 p.m. - 12:30 p.m.	Lunch
12:30 p.m. - 2:00 p.m.	<i>Continued...</i> <i>Classroom Observations</i> (If necessary to complete 30 observations) <i>Assessment System Interviews</i> (Team Leader and WDE staff)
2:00 p.m. - 3:30 p.m.	Meet as Team to Calculate Scores
3:30 p.m. - 4:00 p.m.	Report to District Superintendent
4:00 p.m.	Departure <ul style="list-style-type: none"> - Travel home for statewide peers - Travel to next review or home for Team Lead and WDE staff

- Two reviews taking place simultaneously with two reviews per team lead and WDE staff per week. Statewide peers will serve on only one review. (4 reviews per week in October)
- The annual review cycle should be completed in 3 weeks.

INSTRUCTIONAL CORE PRINCIPLES

The instructional core is the first “guiding principle” of the Wyoming Accountability Framework (Marion, 2012, pg. 16).



Seven Principles of the Instructional Core

- | | |
|---|--|
| <ol style="list-style-type: none">1. Increases in student learning occur only as a consequence of improvement in the level of content, teacher’ knowledge and skill, and student engagement.2. If you change any single element of the instructional core, you have to change the other two.3. If you can’t see it in the core, it’s not there.4. Task predicts performance. | <ol style="list-style-type: none">5. The real accountability system is in the tasks students are asked to do.6. We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.7. Description before analysis, analysis before prediction, prediction before evaluation. |
|---|--|

City, Elizabeth A. (Eds.) (2009) *Instructional rounds in education :a network approach to improving teaching and learning*
Cambridge, Mass. : Harvard Education Press

Marion, S. (January 31, 2012). *The Wyoming Comprehensive Accountability Framework: Phase 1*. National Center for the Improvement of Educational Assessment.

GLOSSARY FOR DISTRICT MEASURES AND RESULTS

System: A set of connected parts that work together.

Systematic: Conducted according to an agreed-upon set of methods or an organized plan that reflects education research and practices used in high-performing districts and schools.

Systemic: The process, procedure or system is in place across the district or all affected programs in the district. For example, systemic would mean that the process is being used in all schools in the district.

Cohesive: The various components are united and working together effectively.

Coherent: Easy to understand.

Efficient: A good use of resources that does not waste time, money and energy.

Effective: Successful in achieving the desired results.



**AT-WILL EMPLOYMENT CONTRACT BETWEEN
THE WYOMING DEPARTMENT OF EDUCATION
ON BEHALF OF THE STATE BOARD OF EDUCATION
AND
THOMAS P. SACHSE**

1. **Parties.** This At-Will Employment Contract is made and entered into by and between the Wyoming Department of Education on behalf of The State Board of Education (Agency), whose address is: 2300 Capitol Avenue, 2nd floor, Hathaway Building, Cheyenne, Wyoming 82002, and Thomas P. Sachse (Contractor), whose address is: 380 Meade Creek Road, Sheridan, Wyoming 82801.
2. **Purpose of Contract.** The purpose of this Contract is to create an at-will employer – contract employee relationship under Wyo. Stat. § 9-2-1022(a)(xi)(F). The parties understand and agree that nothing in this Contract, nor any actions or understandings of the parties, shall be interpreted or deemed to create an expectation of continued employment. The parties also understand and agree that the Contractor shall be deemed a temporary employee.
3. **Term of Contract, Payment and Responsibilities of Contractor.** Except as otherwise stated herein, or unless terminated pursuant to the termination provision contained within this Contract, the term of this Contract shall be as specified in Attachment A, Form PM-20, which is attached to this Contract and incorporated herein by this reference.
4. **Payment.** Payment shall be made pursuant to the rate specified in Attachment A. Pay periods shall run from the 16th (sixteenth) day of one month through the 15th (fifteenth) day of the next month. Payment shall be made on the last working day of the month.
 - A. Any required travel for Contractor in the performance of this Contract may be reimbursed at the standard State of Wyoming employee rates as provided in Wyo. Stat. §§ 9-3-102 and 9-3-103.
 - B. As provided in Wyo. Stat. §§ 9-2-1022(a)(xi), 9-3-203(a)(iv), 9-3-402(a)(vii), and 9-3-501(a)(iii), the Contractor shall receive benefits solely limited to coverage and employer contributions as required by law for Social Security, workers' compensation and unemployment compensation, and other such minimal benefits or rights as specifically required by federal law. The Contractor may participate in the State Employees' and Officials' Group Insurance Program, subject to that program's acceptance of the Contractor as an insured, if the Contractor pays all employee related premiums involved. If Contractor elects to participate in the State Employees' and Officials' Group Insurance Program, Agency shall provide a single employer contribution level for health, dental, and life insurance.

Further, Contractor may participate in the Wyoming Retirement System if the Contractor's wages under this Contract are reported on an Internal Revenue Service Form W-2 Wage and Tax Statement, and Contractor is deemed qualified under the Wyoming Retirement System's internal rules, provided Contractor personally pays the entire member contribution and the entire employer contribution under Wyo. Stat. § 9-3-413. If the Contractor chooses to participate in the Wyoming Retirement System, the amount paid to Contractor under this Contract shall be reduced by the amount of the contributions that Contractor is required to pay to the Wyoming Retirement System under Wyo. Stat. § 9-3-412(b). Pursuant to 26 U.S.C. § 414(h)(2), the Contractor's contributions to the Wyoming Retirement System shall be "picked up" by the Agency and shall be treated as employer contributions for federal income tax purposes in accordance with this designation. Further, in accordance with 26 U.S.C. § 414(h), Contractor will not receive the contributed amounts directly instead of having them paid by the employer to the pension plan.

- C. The Agency shall withhold applicable state and federal taxes from Contractor's salary.
 - D. No payment shall be made for work performed before the date upon which the last required signature is affixed to this Contract.
5. **Responsibility of Contractor.** Contractor's responsibilities as liaison on behalf of the State Board of Education are described in Attachment A, PM 20; Attachment B, Responsibilities of Contractor; and Attachment C, Action Plan, which are attached to and incorporated into this Contract by this reference.
6. **General Provisions.**
- A. **Amendments.** Any changes, modifications, revisions or amendments to this Contract which are mutually agreed upon by and between the parties to this Contract shall be incorporated by written instrument, executed and signed by all parties to this Contract.
 - B. **Applicable Law/Venue.** The construction, interpretation and enforcement of this Contract shall be governed by the laws of the State of Wyoming. The Courts of the State of Wyoming shall have jurisdiction over this Contract and the parties, and the venue shall be the First Judicial District, Laramie County, Wyoming.
 - C. **Assignment/Contract Not Used as Collateral.** Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set forth in this Contract without the prior written consent of the other party. The

Contractor shall not use this Contract, or any portion thereof, for collateral for any financial obligation, without the prior written permission of the Agency.

- D. Compliance with Laws.** The Contractor shall keep informed of and comply with all applicable federal, state and local laws and regulations in the performance of this Contract.
- E. Confidentiality of Information.** All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the Contractor in the performance of this Contract shall be kept confidential by the Contractor until publicly released by the Agency or until written permission is granted by the Agency for its release.
- F. Entirety of Contract.** This Contract, consisting of five (5) pages, and Attachment A, consisting of one (1) page, Attachment B, consisting of two (2) pages, and Attachment C, consisting of two (2) pages, represent the entire and integrated Contract between the parties and supersede all prior negotiations, representations, and agreements, whether written or oral.
- G. Ethics.** Contractor shall keep informed of and comply with all applicable federal, state and local laws and regulations in the performance of this Contract, including the Executive Branch Code of Ethics (Executive Order 1997-4), the Wyoming Ethics and Disclosure Act (Wyo. Stat. § 9-13-101, *et seq.*), and any and all ethical standards governing Contractor's profession.
- H. Notices.** All notices arising out of, or from, the provisions of this Contract shall be in writing and given to the parties at the address provided under this Contract, either by regular mail or delivery in person.
- I. Ownership of Documents/Work Product.** All documents, reports, records, field notes, materials, and data of any kind resulting from performance of this Contract are at all times the property of the Agency.
- J. Prior Approval.** This Contract shall not be binding upon either party, no services shall be performed under the terms of this Contract, and the Wyoming State Auditor shall not draw warrants for payment on this Contract, until this Contract has been reduced to writing, approved as to form by the Office of the Attorney General, filed with and approved by A&I Procurement, and approved by the Governor of the State of Wyoming or his designee if required by Wyo. Stat. § 9-2-1016(b)(iv)(D).
- K. Sovereign Immunity.** The State of Wyoming and the Agency do not waive sovereign immunity by entering into this Contract and specifically retain immunity and all defenses available to them as sovereigns pursuant to Wyo. Stat. § 1-39-104(a) and all other applicable law.

- L. Termination of Contract.** This Contract may be terminated by either party at any time, with or without cause.
- M. Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this Contract shall not be construed so as to create such status. The rights, duties and obligations contained in this Contract shall operate only between the parties to this Contract, and shall inure solely to the benefit of the parties to this Contract. The provisions of this Contract are intended only to assist the parties in determining and performing their obligations under this Contract.
- N. Titles Not Controlling.** Titles of paragraphs are for reference only, and shall not be used to construe the language in this Contract.
- O. Waiver.** The waiver of any breach of any term or condition in this Contract shall not be deemed a waiver of any prior or subsequent breach. Failure to object to a breach shall not constitute a waiver.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

7. **Signatures.** The parties to this Contract, either personally or through their duly authorized representatives, have executed this Contract on the dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Contract.

This Contract is effective when Attachment A is filled out completely and all required signatures for the Contract and Attachment A have been completed.

AGENCY:

Wyoming Department of Education

Danny Shanon
Dick Shanon, Chief of Staff

6/29/2017
Date

The State Board of Education

Walt Wilcox
Walt Wilcox

6/30/17
Date

CONTRACTOR:

Thomas P. Sachse
Thomas P. Sachse

6/30/17
Date

ATTORNEY GENERAL'S OFFICE APPROVAL AS TO FORM

Susan G. O'Brien 169005
Susan G. O'Brien, Senior Assistant Attorney General

June 29, 2017
Date

A&I HUMAN RESOURCES DIVISION APPROVAL

Patricia Bach
Patricia Bach, Human Resource Division Administrator

6/30/17
Date

Attachment A

PM-20

At-Will-Employee-Contract
Position Approval Form

This form shall be completed and all authorized signatures in place before a contract can be initiated. This form shall be used as the attachment needed as described in the Contract. No Contract Employee may start until the contract has been fully executed. (All signatures being in place) Contract employee may sign the first day of employment or prior, but in no circumstances may the employee expect compensation for time worked prior to date the contract is signed and effective.

Agency Number/Name 206/Education		PORG P003	Position Number 96170	
Effective Date				
Date Contract/Addendum/Employment will commence: <u>July 1, 2017</u>				
Date contract /Employment will cease: <u>June 30, 2018</u>				
Requested Pay \$76.00 Per Hour		Occupational Group Executive-EXMT02	Refer to Contract Position by Occupational Group.	
Justification for hiring and job description (essential functions). Be specific on job duties, especially on supervisory role. Completed application must be attached to this form				
The contractor will be responsible for working with the State Board of Education (SBE), the Wyoming Department of Education (WDE), local school districts, the public, the legislature, and other agencies or organizations with educational interests. Duties will include attending SBE meetings; serving as the SBE liaison with WDE and legislative committees; working with districts to provide input with WDE to insure implementation of the statewide accountability system; obtaining consultants who can assist the SBE in completion of their duties; conducting research on educational issues of interest to SBE, and facilitating meetings with stakeholder groups. Contractor must have school leadership experience in the K-12 education system, preferably in Wyoming, and experience working with boards of directors or trustees, facilitating group processes, writing formal reports, communicating with various stakeholder groups, and researching issues. Contractor will complete tasks both independently and in collaboration with others. Contractor will be required to work in Cheyenne when needed and attend the legislative sessions. Contractor must be familiar with the Wyoming Accountability in Education Act. This position is supervised by the Wyoming State Board of Education.				
a) # of hours for duration of contract <u>855</u> # of hours will average 16.44 hours per week throughout the length of the contract				
b) hourly rate of pay <u>76.00</u>				
c) <u>64,980.00</u> Gross contract amount				
(a x b) hours(a) x pay rate(b)				
(855 x 76.00) x 1.16 (fringe rate) = (d) = <u>75,376.80 + 9,035.52 ins = total contract amount <u>84,412.32</u></u>				
Benefit election(s) please check <input type="checkbox"/> Retirement (0%) <input type="checkbox"/> Health Insurance (\$ <u>752.96</u>)				
Budget org 17 001 206 1001 001 & Source of Funding - General <u>100</u> % Federal <u>Other</u> %				
Supervisor Signature <i>Nata Wilson</i>		Date <u>6/30/17</u>	Agency Human Resources Office Signature <i>Karen K Kelley</i>	
Agency Head or Designee Signature <i>Danney Bailey</i>		Date <u>6/29/2017</u>	Employee Signature <i>Thomas P. Sachse</i>	
Dept. of A&I <i>Patricia L. Bach</i>		<u>6/30/17</u>	Approved <input checked="" type="checkbox"/> Denied <input type="checkbox"/>	

Attachment B
Responsibilities of Wyoming State Board of Education Coordinator

1. Provide support to the Wyoming State Board of Education related to implementation of statutory duties within required timelines.
2. Act as a liaison for the Wyoming State Board of Education in working with the Wyoming Department of Education, legislature, special legislative committees, legislative service office, the Governor's office, students, parents, teachers, administrators, school district boards and others as requested or designated by Wyoming State Board of Education.
3. Assist in discussions related to issues related to legislative partnerships and statutory mandates.
4. Provide input regarding establishing the guidelines for district assessment systems and the statewide assessment system.
5. Coordinate consultant work needed to complete tasks assigned to the Wyoming State Board of Education including drafting and monitoring contracts to provide for relationships with outside consultants, other agencies, service providers, or individuals.
6. Facilitate the development of the long-range strategic vision and goals of the Board, monitor progress toward the goals, and report regularly to the Board about such progress.
7. Devise timetables, schedules, and agendas for specific work objectives, completion of projects, or development of changes in work projects.
8. Plan, in conjunction with board leadership and board and WDE staff, agendas and meeting details for all state board meetings and functions.
9. Coordinate meetings of stakeholder groups when appropriate.
10. Plan and coordinate efforts of the state board in implementing its responsibilities for statewide accountability including the efforts of the Wyoming education accountability professional judgment panel.
11. Resolve problems and questions presented by board members, members of the public, legislators, district personnel, other state government personnel, or education stakeholders.
12. Write, review, and deliver reports to the state board, legislative committees, or other entities as required and requested.
13. Coordinate communication efforts of the state board by working with a communication contractor, with state board members or WDE staff to draft press releases and provide public information in multiple formats including the state board website; interact with and field questions from the media when appropriate.
14. Develop the board budget with the board treasurer, collaborate with WDE staff in presenting the budget, and work with the board treasurer in oversight of the budget.
15. Provide the board with information and research on education issues and trends.
16. Develop and make presentations to various groups at the state, regional, and national level.
17. Plan and implement, in conjunction with WDE staff and board officers, new board member orientation and training.

Attachment B
Responsibilities of Wyoming State Board of Education Coordinator

Page 2

18. Confer with staffs of other agencies or levels of government to carry out joint activities or actions and achieve work objectives and statutory mandates.
19. Confer with personnel and members of other state, regional, and national organizations to inform the work of the Wyoming State Board of Education.
20. Confer with K-12 districts, educators, and educational organizations across the state
21. Coordinate the work of state board committees, by creating agendas for committee meetings, arranging meetings, and assisting committees in work completion.
22. Attend legislative committee hearings and the legislative session.
23. Attend meetings of statewide education groups.
24. Attend conferences and workshops.
25. Provide research, information, and professional expertise to the board to assist them in making the best decisions on behalf of Wyoming's students.
26. Write grants and manage grant-funded projects.
27. Perform such other duties as assigned by the Wyoming State Board of Education related to the improvement of education in Wyoming.

INTENTIONALLY LEFT BLANK

**ATTACHMENT C TO THE
AT WILL EMPLOYEE CONTRACT BETWEEN THE WYOMING DEPARTMENT OF EDUCATION
ON BEHALF OF THE STATE BOARD OF EDUCATION AND
THOMAS P. SACHSE**

Monitoring Agent: State Board Administrative Committee
 Organization/Division: The State Board of Education
 Date Action Plan Developed: March 15, 2017
 Project Timeline From: July 1, 2017 To: June 30, 2018

Interim Monitoring		
Monitored Dates	Monitoring Agent (Init.)	Amt Paid to Date

ACTION PLAN

Goal: Coordinate projects and work for the Wyoming State Board of Education								
Deliverables	Target Dates	Was Target Date Met?		Contractor Personnel Involved	Cost	Measureable Indicators of Deliverable	Is Deliverable Completed	
		Yes	No*				Yes	No*
Support the board in completing work related to the Wyoming Accountability in Education Act and other legislative mandates	Ongoing through June 30, 2018			Thomas P. Sachse		Work tasked to the board is completed and reported in a quality and timely manner		
Manage everyday work of the board as outlined in Attachment B of this contract, completed as appropriate and as requested	Ongoing through June 30, 2018			Thomas P. Sachse		Work of the board is completed and reported in a quality and timely manner		
Act as a liaison for the Wyoming State Board of	Ongoing through			Thomas P. Sachse		Contractor will be a point of contact for		

**ATTACHMENT C TO THE
AT WILL EMPLOYEE CONTRACT BETWEEN THE WYOMING DEPARTMENT OF EDUCATION
ON BEHALF OF THE STATE BOARD OF EDUCATION AND
THOMAS P. SACHSE**

Education in working with the Wyoming Department of Education, legislature, special legislative committees, legislative service office, the Governor's office, students, parents, teachers, administrators, school district boards and others as requested or designated by Wyoming State Board of Education.	June 30, 2018					stakeholder groups, will organize and convene meetings of stakeholders and will ensure proper communication among and between interested parties		
Perform other duties as assigned by the board related to the improvement of education in Wyoming	Ongoing through June 30, 2018			Thomas P. Sachse		Deliverables to be set when duties are assigned		

*	No more than six SBE voting members, in bold voting members & supt proxy	CH Chairperson	C Coordinator						
		VC Vice Chairperson	DE Department of Education						
	SBE Communications Committee	SBE Legislative Committee	SBE Administrative Committee	SBE AdHoc Finance Committee					
CH	Ryan Furman	Breen, Nate	CH Belish, Sue	CH Rathbun, Kenny					
	Scotty Ratliff	McGlade, Dan	Rathbun, Kenny	Sessions, Kathryn					
	Sessions, Kathryn	CH Mickelson, Max	Schamber, Robin	Wilcox, Walt					
	Schamber, Robin	Rose, Jim	Wilcox, Walt	C Sachse, Tom					
C	Sachse, Tom	Wilson, Belinda	Wilson, Belinda	DE State Supt/WDE - ?					
DE	State Supt/WDE - Degenfelder, M ?	C Sachse, Tom	C Sachse, Tom	DE WDE - Taylor, Kylie					
DE	WDE - Taylor, Kylie	DE State Supt/WDE - Shanor, Dicky ?	DE State Supt/WDE - Degenfelder, M ?						
		DE WDE - Taylor, Kylie	DE WDE - Taylor, Kylie						
	SBE Professional Judgement Panel	JEC Select Advisory Committee	WDE Internal Design Team	WDE RFP Assessment Committee					
	Belish, Sue	Belish, Sue	Sessions, Kathryn	Sessions, Kathryn (WYTOPP) (Disolved Spring 2017)					
	Sessions, Kathryn			Wilcox, Walt (HS ACT & WKEYS) (Disolved Spring 2017)					
	Wilcox, Walt								
			Collaborative Council	Wyoming School University Partnerships					
	NASBE Public Education Positions	NASBE Awards Committee	Sessions, Kathryn (Disolved? 9.2017)	Wilcox, Walt					
	Breen, Nate	Breen, Nate							
	APA Recalibration Visits August 2017								
	Breen, Nate (Disolved Aug 2017)								
	Mickelson, Max (Disolved Aug 2017)								
	Sessions, Kathryn (Disolved Aug 2017)								
	Wilcox, Walt (Disolved Aug 2017)								

STATE BOARD OF EDUCATION MEETING CALENDAR 2018-2019

JULY '18 ELECTRONIC							AUGUST '18 PINEDALE/AFTON							SEPTEMBER '18 ELECTRONIC							OCTOBER '18 CASPER/GLENROCK							NOVEMBER '18							DECEMBER '18 (PLACEHOLDER)							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
						1				1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	
30	31																																	31								
JANUARY '19							FEBRUARY '19							MARCH '19							APRIL '19							MAY '19							JUNE '19							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
	1	2	3	4	5	6					1	2	3					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	



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

Megan Degenfelder

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
wyomingmeasuresup.com
twitter.com/WYOEducation
facebook.com/WYOEducation

MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Laurie Hernandez, Standards/Assessment Director
Date: March 16, 2018
Subject: Computer Science Standards

Meeting Date: March 22, 2018

Item Type: Action: _____ Informational: X

Background:

HEA 48 was signed by Governor Mead on March 14, 2018, which requires the addition of Computer Science Standards and a couple of changes to the Basket of Goods in W.S. 21-9-101(a)(i), as outlined below.

- (i) Common Core of Knowledge
(M) Applied technology is repealed
(O) Computer science is added
- (iii) Common Core of Skills
(C) Keyboarding is replaced with Computational thinking
(computer applications remains)

Section 3 of the bill requires the state board of education to promulgate uniform content and performance standards for computer science by January 1, 2022, to be effective beginning with the 2022-23 school year.

Statutory Reference (if applicable):

[HEA 48 \(SF0029\)](#)

Standards Review Plan:

- April 2nd – Press Release to include the following:
 - Call for Participants
 - Survey to collect Community Input (4/2-5/18)
 - Dates, Times, and Locations for Community Input Meetings (6 locations around the state week of 5/14)
- End of May – Committee selection
- June – Computer Science Review Committee (CSRC) webinar and homework
- June 21 – present update to the State Board of Education
- July – August – CSRC face-to-face 3-day meeting
- September 2018 – June 2019 – additional CSRC meetings will be scheduled, as needed

For questions or additional information:

Contact Laurie Hernandez at Laurie.Hernandez@wyo.gov or (307) 777-3469.

Administrative Committee (AC) Summary
February 28, 2018

Present: Kylie Taylor, Julie Magee, Kari Eakins, Tom Sachse, Robin Schamber, Walt Wilcox, Sue Belish

1. March SBE Meeting Agenda
 - The committee reviewed the March agenda. Items were added and rearranged. The committee believes that the board business can be conducted in one day. The meeting will be held in Rawlins, beginning at 8:00 AM and hopefully ending by 4:00.
2. Professional Judgment Panel (PJP) Consultant
 - The committee agreed to expand the group who will be reviewing the proposals for the PJP consultant. Julie and Tom will suggest some folks such as secondary and elementary principals and members from the Advisory Committee on Accountability. Tom will invite those folks to the review meeting. The meeting to review the proposals will be held in Rawlins on March 21st beginning at 1:00 PM. The committee will present our recommendation to the board the next day.
3. Dates and places for SBE meetings after June 2018
 - The committee reviewed the SBE meeting schedule for July 2018 through June 2019. The committee discussed the need to balance the work of the board with the availability of WDE staff, the need to meet certain legislative timelines as well as the need to be fiscally conscious. Based on experiences from previous years, the committee is suggesting that the board adopt specific dates for each month (so they serve as place holders). The monthly meeting dates will be designated as one or two-day meetings, though the length of the meeting for each month may be shortened dependent on the agenda. The delivery method (in person or electronic) will be determined by the agenda items. Locations will be determined closer to the meeting date. The draft proposal will be presented to the entire board at the March meeting.
4. Orientation for new SBE member
 - Once we become aware of the new appointee to the board we will invite that person to the March meeting. We plan to do an orientation in conjunction with the April board meeting in Gillette.
5. Future agenda items
 - April - Residential BOCES; Teacher of the Year, rule promulgation Chapter 6,10,31; Basket of Goods discussion.
 - May – Rule promulgation Chapter 29
6. Interim Legislative Topics
 - We discussed the possibility of facilitating a state-wide discussion focused on the Basket of Goods. If the legislature does not want to make this an interim topic, we may want to collaborate with WDE, education, business, students, parents, legislative representatives, and the SBE. This could lead to possible legislation.

SBE Communications Committee

March 7, 2018

Communications Committee members present via Zoom: Ryan Fuhrman, Scotty Ratliff and Robin Schamber.

Members absent: Kathryn Sessions.

Also present: Kylie Taylor, WDE; Kari Eakins, WDE; Tom Sachse, and Kelly Pascal.

March 7, 2018

CALL TO ORDER

Chairman Fuhrman called the meeting to order at 4:00 p.m.

APPROVAL OF MINUTES

Minutes from the February 5th meeting were looked over, no objections or changes were expressed, the minutes were approved.

Review Kelly's Contract

After reviewing Kelly's February invoice, \$6,906.25 remains of the contract with four months left until the end of the contract on June 30th.

Communication Topics

Tom Sachse gave a legislative update to the committee on the happenings of the education bills in the Legislature right now. The bills that will affect the State Board deal with computer science and an amendment to fully fund the State Board Coordinator position.

The committee discussed WY-TOPP foundation for accountability as well as how does the state evaluate how full the "basket of goods" is, specifically in regards to adding computer science into the basket. Robin Schamber discussed the impact that could potentially have on smaller school districts and the unintended consequences.

Tom updated the committee on the communication policies that he and Kelly have been working on. He is hoping to have those ready for the March State Board meeting so the board can vote on

them. Tom is also working on a Board Orientation packet for new State Board members, Tom indicated that will be finished before the April meeting in Gillette.

Stakeholder Communication Update

Tom will be reaching out to David Throgmorton to present at the March State Board meeting. Kylie Taylor shared with the committee that she has reached out to the 2018 Wyoming Teacher of the Year, Sara Reed, and she has agreed to present at the April State Board meeting.

Chairman Fuhrman asked the committee if it should invite someone to present on computer science for the May meeting. Robin indicated that Amber Ash is from Wyoming Excels, Robin will ask the Administrative Committee during its next meeting what their thoughts are on having Amber present.

Tom suggested the committee consider inviting Curriculum Director in Riverton, Joanne Flanigan to present at the May meeting as well.

Website Update

Kari Eakins gave an update on the website analytics, she indicated the percentage of people that go to one page and leave is a little higher than she would like. Most of the traffic on the page surrounds meeting materials and meeting information.

Kelly suggested we get post-meeting press releases out as soon as possible after a board meeting.

Kari suggested that board members that sit on various other committees send Kylie pictures so she can post them on Twitter.

Bid RFP #0212 - C: Professional Judgement Panel Consultant
RFP Published February 2, 2018
Deadline for submission March 7, 2018
[SUMMARY SCORING SHEET](#)

Vendor		Total Score
ACS		0
BETA		0

General Comments

Bid RFP #0212 - C: Professional Judgement Panel Consultant

RFP Published January 2, 2018

Deadline for submission March 7, 2018

Proposed Scope of Work: **0000**

Proposed Project Cost: **0000**

Committee member

Project title (1 point)

Company/applicant name (1 point)

Full address (1 point)

Telephone number, email address (1 point)

License/ID of designated contact person (1 point)

Information provided: Yes (1 pt) or No (0 pt)

Total

0

Comments

Content of the proposal (40 points possible)

The proposal shall include clear information on the Scope of Work, including how the vendor will meet each deliverable described below for each accountability model.

This PJP consultant will facilitate the work of the PJP in determining (a) performance of the PJP consultant will either support or the process and final results of the PJP work.

The PJP consultant will process the results in the State Board of Education.

Vendor addresses each accountability model (U.S.A. foundation-MS alternative US5, US1)

Information provided is fully consistent with requirements (0-10 pts)

Information provided is partially consistent with requirements (0-7 pts)

Information not provided or not consistent with requirements (0-3 pts)

Total points awarded (out of 40)

0

Experience and biography (30 points possible)

Provide information related to level of experience related to standard setting for school.

Provide information about relevant experience with other companies/organizations. (15 points)

Preference Points (3 points possible)

List of recent work in Wyoming (5 preference points)

Information provided is fully consistent with requirements (11-15 pts)

Information provided is partially consistent with requirements (0-10 pts)

Information not provided or not consistent with requirements (0-5 pts)

Total points awarded (out of 30)

0

Previous evaluations and reference list that includes companies/organizations for which you/your company provided similar work (10 points possible)

Reference list and evaluations are included. (4 pts)

Reference list and evaluations are relevant to PJP work. (6 pts)

Information provided is fully consistent with requirements (4-6 pts)

Information provided is partially consistent with requirements (0-3 pts)

Information not provided or not consistent with requirements (0-1 pts)

Total points awarded (out of 10)

0

Budget and narrative (10 points possible)

Budget includes proposed costs for the following:

Travel including transportation, lodging, and per diem (2 points)

Copy or hourly rate for meeting facilitators (2 points)

Copy or hourly rate for support staff (2 points)

Copy or hourly rate for consultation with state agencies (2 points)

Overall cost identified (2 points)

Information provided: Yes (2 pts) or No (0 pt)

Total points awarded (out of 10)

0

Comments

Summary of information provided

No points

Comments

Total Points Awarded

0

(out of 100 points)

Bid RFP #2012 - C: Professional Judgement Panel Consultant

RFP Published January 2, 2018

Deadline for submission March 7, 2018

Proposed Project Name: [REDACTED]

Proposed Project Cost: [REDACTED]

Committee member

Project title (1 point)

Company/significant name (1 point)

Full address (1 point)

Telephone number, email address (1 point)

License/ID of designated contact person (1 point)

Information provided: Yes (1 pt) or No (0 pt)

Total

0

Comments

Content of the proposal (40 points possible)

The proposal shall include clear information on the Scope of Work, including how the vendor will meet each deliverable described below for each accountability model.

This RFP consultant will facilitate the work of the PJP in determining its performance.

The PJP consultant will advise support on the process and final results of the PJP work.

The PJP consultant will oversee the work of the State Board of Education.

Vendor addresses each accountability model (E-A, traditional-ES, alternative-ES), (10)

Information provided is fully consistent with requirements (0-10 pts)

Information provided is partially consistent with requirements (0-2 pts)

Information not provided or not consistent with requirements (0-3 pts)

Total points awarded (out of 40)

0

Comments

Experience and biography (30 points possible)

Provide information related to level of experience related to standard setting for school.

Provide information about relevant experience with other companies/organizations. (15 points)

Preference Points (5 points possible)

List of recent work in Wyoming (5 preference points)

Information provided is fully consistent with requirements (1-15 pts)

Information provided is partially consistent with requirements (0-5 pts)

Information not provided or not consistent with requirements (0-5 pts)

Total points awarded (out of 30)

0

Comments

Previous evaluations and reference list that includes companies/organizations for which you/your company provided similar work (10 points possible)

Reference list and evaluations are included. (4 pts)

Reference list and evaluations are relevant to PJP work. (6 pts)

Information provided is fully consistent with requirements (4-6 pts)

Information provided is partially consistent with requirements (0-3 pts)

Information not provided or not consistent with requirements (0-1 pts)

Total points awarded (out of 10)

0

Comments

Budget and narrative (10 points possible)

Budget includes proposed costs for the following:

Travel including transportation, lodging, and per diem (2 points)

Copy or hourly rate for meeting facilitators (2 points)

Copy or hourly rate for support staff (2 points)

Copy or hourly rate for consultation with state agencies (2 points)

Overall cost identified (2 points)

Information provided: Yes (2 pts) or No (0 pt)

Total points awarded (out of 10)

0

Comments

Summary of information provided

No points

Comments

Total Points Awarded

0

(out of 100 points)

Scorer	Name	Representing	ACS Score	BETA Score
1	Kathryn Sessions	SBE		
2	Walt Wilcox	SBE		
3	Sue Bellish	SBE		
4	Ryan Fuhrman	SBE		
5	Dan McGlade	SBE		
6	Chris Domaleski	Alt School TAG		
7	Mike Flicek	TAG/AC		
8	Shawna Trujillo	Alt School TAG		
9	Tony Anson	Advisory Committee		
10	Kris Cundall	Advisory Committee		
Overall Score (Average)			#DIV/0!	#DIV/0!
CONTRACT AWARDEE:				



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

Megan Degenfelder

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
wyomingmeasuresup.com
twitter.com/WYOEduation
facebook.com/WYOEduation

MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Elaine Marces, Education Consultant
Date: March 13, 2018
Subject: Alternative Schedule Requests for 2018-19 & 2019-20

Meeting Date: March 22, 2018

Item Type: Action: xx Informational:

Background:

Wyoming Statutes 21-2-304(b)(viii) and 21-4-301 provide the opportunity for school districts to apply for a waiver to the statutory requirement for schools to be in session for 175 student contact days each year. Districts may request approval for an alternative schedule for up to two school years by submitting an application that includes educational objectives, a description of the proposed schedule and copy of the proposed calendar, a description of the methods to be used to evaluate improved student achievement, evidence of two advertised public meetings, public comment records, and evidence of meeting required hours for each grade level. Districts that are initially approved for two years must submit a letter of intent to continue their alternative schedule for the second year. No district may be approved for an alternative schedule for more than two years at a time.

Section 4 of the Chapter 21 Education Rules (Alternative Schedules) requires districts to submit a request to the State Board between January 1 and May 1 of each year. On [December 11, 2017](#), districts were invited to submit their application materials by March 5, 2018 in order to be heard and approved by the State Board during the March meeting. This timeline was set in order to notify districts of the State Board's approval or disapproval, as applicable, in time to finalize their school calendars for the following school year. Districts still have the option to submit their application by the May 1st deadline, and those requests will be presented to the State Board at the May meeting.

Statutory Reference (if applicable):

- W.S. 21-2-304(b)(viii) and 21-4-301
- Education Rules, Chapter 21: Alternative Schedules

Supporting Documents/Attachments: (click on hyperlink to see each requesting district's application)

New Requests: The following school districts have submitted all required materials and are requesting approval from the State Board of Education to implement an alternative school schedule:

District Name	School Name(s)	for SY1 2018-19	and SY2 2019-20	Description	All Required Materials?
Carbon #1	Little Snake River Valley Schools	150	N/A	4-day week	Yes
Crook #1	All Schools	152 169	N/A	4-day week	Yes
Converse #2	All Schools	152	152	4-day week	Yes
Lincoln #2	Cokeville Schools	153 165	N/A	4-day week	Yes
	All other LCSD #2 Schools	166 172	N/A	Split 4/5 day weeks	Yes
Sublette #1	All	173	N/A	Early Release Fridays	Yes

Information Only: The following school districts were previously approved for an alternative schedule for 2017-18 and 2018-19:

- Campbell #1 – Westwood High
- Fremont #2 – All Schools
- Johnson #1 – Kaycee Schools

Proposed Motions:

“I move that the requests for alternative schedules be approved for the 2018-19 and 2019-20 school years.”

For questions or additional information:

Contact Elaine Marces, elaine.marces@wyo.gov or 307-777-6210.