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

WYOMING STATE BOARD OF EDUCATION

AGENDA | May 23, 2019 – 8:00 a.m.

Natrona County School District 970 N. Glenn Rd., Casper

State Board of Education

Opening Items

- Call to Order
- Roll Call
- Pledge
- Welcome
- Approve Agenda

Consent Agenda

- Minutes
- Treasurer's Report

Public Comment on Agenda Items

Reports

- State Superintendent's Update
- Coordinator's Report
    - Basket of Goods Committee Update
    - Budget Narrative and Prioritize Topics for Budget
    - Interim Legislative Topics
    - Administrative Procedure Part 4
    - BoardDoc's Training
- Committees
    - Communications Committee
    - Administrative Committee

Discussion Items

- Certified Personnel Evaluation Systems Updates
    - Chapter 29 – Teacher Evaluation (emergency and regular rules)
- Chapter 3 Rules of Practice and Procedure
- Update on Accreditation Pilot Year
- State System of Support
- Identifying Discussion and Same Day Action Items

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- Clarification on Formal Attorney General Opinion on Basket of Goods
- Coordinator Performance Review (executive session)
- Update on 2019 Standards Review Committee
- Alternative Schedules

Action Items

- Chapter 29 – Teacher Evaluation (emergency and regular rules)
- Wyoming School Board Association 2019 Membership Dues
- Renewal of Coordinator Contract
- March 2019 Meeting Minutes Revision
- Alternative Schedules
- Administrative Procedures Parts 2 and 3

Future Items

- June Meeting Date/Method/Location
- Budget Narrative
- Accreditation

Board Member Comments

(Comments about meetings or workshops attended, topics of concern, public recognition)

Public Comment

(Final comments from the public)

Adjournment – 4:00 p.m.

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WYOMING STATE BOARD OF EDUCATION
April 25, 2019
121 N. 5th Street, West
Riverton

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Dicky Shanor (proxy for Superintendent Balow), Nate Breen, Ryan Fuhrman, Bill Lambert, Robin Schamber, Forrest Smith, Max Mickelson, Debbie Bovee, and Dan McGlade.

Members absent: Sandy Caldwell, Dr. Dean Ray Reutzel, and Kathryn Sessions

Also present: Kylie Taylor, WDE; Dr. Thomas Sachse; Michelle Panos, WDE; Julie Magee, WDE; Mackenzie Williams, AG; and Randall Lockyear, AG.

April 25, 2019

CALL TO ORDER

Madam Chair Belish called the State Board of Vocational Education to order at 8:05 a.m.

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

APPROVAL OF AGENDA

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

Dr. Michelle Aldrich and John Bole from the WDE updated the board on the state reports and Perkins V Transition Plan and gave an update on the listening sessions that were conducted around the state.

Dicky Shanor moved to approve the Perkins V Transition Plan, seconded by Max Mickelson; the motion carried.

The State Board of Vocational Education adjourned at 8:45 a.m.

Madam Chair Belish called the State Board of Education to order at 8:45 a.m.

Max Mickelson moved to approve the consent agenda, seconded by Robin Schamber; the motion carried.

State Superintendent's Update

Dicky Shanor, proxy for Superintendent Balow, gave a verbal update and said Superintendent Balow sends her regrets on not being able to attend the meeting in person.

Coordinator's Report

SBE Coordinator, Tom Sachse, began his report with an overview of the administrative procedures parts two and three. The board will receive these procedures again in May to be approved as an action item.

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Tom updated the board on the status of the legislative interim topics including topics the board has specific interest in. Matt Wilmarth from the Legislative Services Office contacted the Joint Education Interim Committee co-chairs to ask whether the SBE could convene the committee to make recommendations to state policy makers, Tom said they were appreciative of the board's leadership.

The "basket of goods" committee met the day before the April board meeting in Riverton, Tom gave an update of the work and discussion that was had during the committee meeting. The committee may make recommendations to state policy makers.

Treasurer's Report

SBE Treasurer, Max Mickelson, reviewed the board's budget and expenditures and reviewed the "biennium expenditure options" summary that Tom Sachse created to allocate funds to take up studies on certain topics. Max indicated that discussion of alternative possibilities as a predicate for submitting the next SBE budget proposal would be productive.

SBE COMMITTEE UPDATES

Communications Committee

Ryan Fuhrman informed the board that the committee is continuing to work on guest blog posts and outreach to spread the work of the SBE.

Administrative Committee

Sue Belish indicated the information from the administrative committee meeting was in the packet in her summary.

DISCUSSION ITEMS

Certified Personnel Evaluation Systems Update

Laurel Ballard, WDE, updated the board on the work of the Certified Personnel Evaluation System Advisory Committee. The advisory committee has worked to balance the SBE's desire to leave as much local flexibility as possible for districts while ensuring the statutory requirements are being met. The teacher evaluation system portion of Chapter 29 was reorganized into two sections. Section 6 provides the general criteria for school district comprehensive teacher performance evaluation systems. Section 7 contains information on the submission and approval of the evaluation systems. Section 2 contains definitions found throughout the Chapter 29 Rules. Several definitions have been added, revised, or removed based on the changes made in Sections 6 and 7.

Work Plan for Administrative Rules

Julie Magee, WDE, reviewed a proposed timeline for promulgating rules as needed between April 2019 and May 2020.

SCRIPT Training – Computer Science Deployment Strategic Planning

Laurel Ballard, WDE, reviewed with the board that many school districts are missing a comprehensive plan for how to implement a high quality computer science education within their district. The WDE received a $95,000 grant from Microsoft's TechSpark initiative to provide Computer Science implementation and training to individual school districts that apply for grant consideration. The grant from Microsoft will enable

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the WDE to deliver Computer Science training to all school districts. The trainings will occur in five locations around the state and go through June of 2020.

Computer Science Standards

Laurie Hernandez, WDE, briefed the board on the April 8 Computer Science Standards Committee meeting. The committee meeting started with an open forum where committee members discussed the following:

- PTSB certification
- Creating a resource list to assist in implementation
- How Wyoming's proposed standards are similar to the national standards, as well as standards within other states
- What is the expectation after the standards are adopted?
- Specific issues if the standards are rolled-out:
    - Legislative mandate to teach computer science
    - Vocabulary (CS literacy)
    - Structure
    - Removal of foundational skills
    - Implementation for large and small districts

A revised format to the original draft document was shared with the committee. The rationale for revisions from the original document include addressing the concerns about the length, complexity, and overwhelming feeling of the original document. The committee members broke into subgroups comprised of K-2, 3-5, and Middle School/High School to plan the best way to approach the concerns from the public input collected. Once the committee members had finished their work, they voted on the changes and document as a whole, and consensus was reached.

ACTION ITEMS

Chapter 10 Rules (Computer Science Standards)

Debbie Bovee moved to promulgate the Chapter 10 Rules on Computer Science Standards; seconded by Dicky Shanor with an amendment to the language on page four of the standards document; the amendment was seconded by Sue Belish, the motion carried.

PUBLIC COMMENT

Terry Snyder, Fremont County School District #25

Quality of implementation and the timeline to get that done is going to take some funding. Some districts have expertise but other districts are starting at the ground level, one Superintendent said his technology coordinator believed it would take years of pro-development to get this implemented. Districts are putting a high priority on this but we want quality and it will be a process but that's what educators do. It will be a challenge to monitor this, we have a better shot at this now than from three weeks ago.

Erin Taylor, Microsoft

It's important for me to be here again today, we have been supporting this from the beginning and in the committee working on this. We aren't the first state to go through this, we have resources out there and that's where Microsoft thought they could help. Microsoft is promoting Computer Science through the

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SCRIPT training. Our economy is changing whether we like it or not, if there is a way we can help, Microsoft is going to have a hand in how we can make that better. We're here to help Wyoming with recourse and we're happy to provide that. I'm going to switch hats and speak as a parent, I have kids in the school system and everything our kids do is so different from how we all grew up and it's so important to me as a parent. It might not be perfect today but we're seeing companies stand up on funding, approach it with openness and creativity, it takes leadership and courage to take something on like this. I encourage you to move forward.

Cindy Delancey, Wyoming Business Alliance
The Legislature adopted Senate File 29 which adopted this topic, this is the law in Wyoming right now, that requires action to be taken and the world is watching. Just because something is hard doesn't mean we shouldn't do it, I encourage you to listen to the testimony that has been presented before you today. This is a lot but it's because it's so important, we're spending millions to help move Wyoming forward, we can't just throw our hands up and say "it's too hard." The committee has spent tons of time on this and if we don't move forward with what the committee has done, there is no incentive to be on a committee. Please approve the standards as rewritten.

Representative Albert Sommers, House District #20
Reflect on what has been heard from constituents, think about how we implement in small districts, look at what the law did say because that is important, you all are the decision makers. The level that you do this is at your decision and you have the authority to do what you want with it. It is important to move forward when you get the standards that you feel comfortable with, it's going to take some time, things shouldn't be easy, and you guys are in control of this.

Mitch Craft, Sheridan County School District #2
Thank you for listening to the educators, teachers are the ones that have to do this and their voices are essential. I'd also like to thank the Computer Science Committee and the WDE for the work to revise these standards. Sheridan #2 believes these standards aren't important but essential. There isn't usually time for the committee to get together after the feedback is received, this approach if valuable and should be considered for future standards. We're grateful the SBE pumped the brakes to get the right standards.

Jennifer Hayward, Sublette County School District #1
It's a very important topic, we need to embrace it to help our children succeed in life. A project that we work on in first grade is about penguins, we have intergraded science and writing standards, this project is powerful with first grade students and something we've worked on for years. As the current standards are written, I would have to teach my students much more in depth standards, I have concerns about teaching 6 and 7 year olds how to debug something. Will these standards be meaningful and beneficial to my students? I'm not sure where I will fit in Computer Science in and I worry other standards will currently get lost, I am currently getting asked to teach more and feel the pressure and stress. I have a coworker who has left because of the stress and pressure. I already have to calm my students because of the pressure put on them. I promise to do my best with teaching Computer Science and I welcome anyone to come spend a day in my classroom.

Janel Scurlock, Sublette County School District #1
Thank you to the committee, the revised version of the standards is much improved, their work is noticed and appreciated. A lot of the stuff in the standards is already being done and a lot of what's in the standards is going to be hard to implement. We believe in giving them recess, fine arts, and PE but as the

standards are written, something will have to give and be given up. We already have to deal with kids that have trauma, make them less rigid and make them more meaningful. The recommendation to attend professional development and get new devices, all cost money with limited budget and resources. Our teachers aren't experts, they are general educational teachers. This is good work, we can make it work and we will do our best to make this work.

FUTURE ITEMS

May Meeting Location

The board discussed possibly having the May board meeting in Casper because the “basket of goods” committee would be meeting in Casper the day before. The administrative committee will make the final decision and inform board members and staff.

NEXT MEETING

The board’s next meeting will take place in Casper on May 23, 2019

The State Board of Education adjourned at 4:09 p.m.

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WYOMING DEPARTMENT OF EDUCATION

SUMMARY REPORT

State Board of Education

FY19 Budget

01 July 2018 thru 13 May 2019

DESCRIPTION - General Fund Appropriation [Appr Unit 001)	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)	30,000.00	19,296.28		10,703.72	35.68%
Supportive Services (0200 series)	157,275.00	71,457.02		85,817.98	54.57%
Data Processing Charges (0400 series)	5,401.00	1,472.98		3,928.02	72.73%
Professional Services (0900 series)	50,794.00	1,500.00		49,294.00	97.05%
	243,470.00	93,726.28	0.00	149,743.72	61.50%

DESCRIPTION - School Foundation Appropriation [Appr Unit 009]	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)	248,428.00	98,068.03	0.00	150,359.97	60.52%
Supportive Services (0200 series)	23,422.00	0.00	8,100.00	15,322.00	65.42%
Professional Services (0900 series)	145,848.00	0.00	0.00	145,848.00	100.00%
	417,698.00	98,068.03	8,100.00	311,529.97	74.58%

	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
TOTAL	661,168.00	191,794.31	8,100.00	461,273.69

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

SHELLEY HAMEL
Chief Academic Officer

KARI EAKINS
Chief Policy Officer

TRENT CARROLL
Chief Operations Officer

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education

From: Jillian Balow
State Superintendent of Public Instruction

Date: May 23, 2019

Subject: Update

As the 2018-19 school year winds down, my staff is pleased to have made it through a successful administration of the statewide assessment, WY-TOPP. The summative assessment window closed on May 10 and initial feedback on year two has been positive, especially regarding the availability of scores to teachers within 10 days of testing. Additionally, the statewide assessment for students with the most significant cognitive disabilities, WY-ALT, successfully made the transition online this spring.

As another busy summer comes upon us, I would like to call a few dates to the board's attention regarding standards review committees. Review committees are currently being assembled for Extended Math, Health, Physical Education, and Fine and Performing Arts. Board members are welcome to attend these meetings, which are facilitated by WDE staff. The Extended Math Standards Review Committee will meet June 12-14 in Cheyenne, and the other review committees will meet August 15-17 in Casper. Please reach out to the board liaisons if you would like to observe these committees in action.

Recently, we have asked Sean McInerney to provide support to the board liaisons, Julie Magee and Michelle Panos. Sean is currently a supervisor in the Accountability Division and has extensive experience with state accountability, giving him a solid background to support any work related to the Wyoming Accountability in Education Act. Please welcome him as he participates in board activities.

WYOMING
STATE BOARD
OF EDUCATION

Date: May 12, 2019

To: State Board of Education

From: Tom Sachse

Subject: Basket of Goods Task Force Update

Issue: The state board has convened a committee (or task force) according to the direction of the legislative Management Council, with permission from the Joint Education Committee co-chairs. This task force is charged with reviewing the "basket of goods and services" comprised by the standards in nine (soon to be ten) content areas. The central issue for this task force is to make recommendations to the Joint Education Interim Committee regarding whether the entirety of the standards is simply too much to teach all standards well, especially at the elementary grades.

Background: This issue came to the attention of the state legislature, in part because of the state board's survey of stakeholders related to the appropriateness of standards at the elementary grades and at the secondary grades. At the first meeting of the task force, the group prioritized three tasks: 1) defining the steps of the standards development process and identifying any complicating factors in those steps: 2) understanding the implications of statutory mandates for the basket of goods; and 3) reimagining the steps of the standards development process in a way that preserves legislative authority while avoiding legislative fiat in adding new content expectations to the basket of goods and services.

Status: At the time of your May board meeting, the task force will have met for a second time. At your meeting, I will summarize the second meeting of the task force and project expectations for the third meeting.

WYOMING STATE BOARD OF EDUCATION

Date: May 12, 2019

To: State Board of Education

From: Tom Sachse

Subject: Budget Narrative and Priorities

Issue: The state board is now beginning a more involved process in creating a budget proposal that will ultimately be reviewed by the Joint Appropriations Committee (JAC) of the state legislature. The department's Chief Operations Officer Trent Carroll has invited the state board to refine the budget narrative that is submitted within the larger Wyoming Department of Education budget request. The board is also considering how best to use its remaining fiscal biennium 2018-19 fund approximately $250,000.

Background: The budget narrative was circulated among Trent Carroll, Jeremy Wilch, Treasurer Max Mickelson, and me. The proposed revision is contained here. At the board's April meeting, I presented a list of potential studies and content standards for the board's consideration. After discussion with the administrative committee, it appears there is growing interest in a study of the school accountability system with an interest in examining what facet(s) contribute to improving student achievement. A brief summary of what that study might include is included here. The board may want to direct the coordinator to frame this proposed study in a Request for Proposals (RFP). It will likely take several months to draft the RFP and another few months to find a successful bidder.

Status: The budget narrative should be considered an information item at this meeting. The board may wish to determine whether formal action needs to be taken on the budget narrative or not. If so, that could be scheduled for the board's June meeting. The board may also wish to direct the board coordinator to flesh out the details for a study that may form the basis of an RFP.

WYOMING
STATE BOARD
OF EDUCATION

Date: May 12, 2019

To: State Board of Education

From: Tom Sachse

Subject: Interim Topics

Issue: The state board often reports during the interim to legislators relative to topics within the board's purview, especially statutory mandates. The coordinator, board chair, or the chair's designee typically make the reports within parameters set by the full board.

Background: The day after the board's March meeting, management council announced the assigned interim topics (this link goes to the right page, but then one has to click on Interim Topics and scroll down to number five) for the standing committees of the state legislature, including education. Interim topic five requires the Joint Education Interim Committee (JEIC) to study the issue of the size and scope of the "basket of goods and services" for grades K-3. It also stipulates that the joint education committee should discuss issues surrounding past legislation in the areas of civics and CPR.

Status: Staff from the Legislative Service Office (LSO) have reached out to ask if the coordinator or board chair could testify at its meeting on June 5th to report on matters relating to the entire basket of goods and to the specific issues of civics and CPR standards. At your meeting, I would ask for direction on how to respond to all three topics.

WYOMING
STATE BOARD
OF EDUCATION

Date: May 12, 2019

To: State Board of Education

From: Tom Sachse

Subject: Administrative Procedures—Part 4

Issue: Having completed a comprehensive revision of the board's Policies of Governance, the board is now in the process of completing the companion document comprised of its standard operating procedures.

Background: The board has received the first three parts of its Administrative Procedures document and this is the fourth.

Status: There is one final section left to write. The final section is the description of the board's staff. The plan is to have both documents ready for upload when the new BoardDocs software is available for use. This could be at the July or September meeting.

WYOMING
STATE BOARD
OF EDUCATION

Date: May 12, 2019

To: State Board of Education

From: Tom Sachse

Subject: BoardDocs Training

Issue: The state board continues its work to expand its reach by enhancing communication strategies that allow a broader audience to see the work of the State Board of Education. The board seeks to refine its communication by making the board packet and meeting materials open to a broad set of community stakeholders throughout Wyoming.

Background: The board has established a contract with BoardDocs and has now set a date for training. The "Publisher" training is set for June 19 in Cheyenne. The board training is set for June 20th somewhere in the Cheyenne area.

Status: I spoke with Sandy Caldwell to see whether it might be possible for her to host an in-depth discussion on issues of interest to the Community College Commission and the State Board. Unfortunately, her calendar has a number of meetings for which she has to prepare in May and June, so adding a state board briefing at this time is not really workable. I've reached out to Ray Reutzel, to see if he might be able to host a discussion. When I hear back from Dr. Reutzel, I will update the board about his response so the administrative committee can find a suitable location for your June meeting.

Administrative Committee Summary

Members: Walt Wilcox, Robin Schamber, Nate Breen, Ryan Fuhrman, Sue Belish, Tom Sachse, Julie Magee, Michelle Panos, Randall Lockyear, Kylie Taylor, Kari Eakins

The committee met **May 8, 2019** and discussed the following items:

1. Review of Draft Meeting Agenda and Logistics for May 23 Board Meeting in Casper
    a. It was decided that the **Vocational Board Meeting** will not be held in conjunction with the State Board of Education this month.
    b. Conversations continue around the procedures for identifying when topics move between **discussion and action items** and what amount of changes require a draft to cycle back to discussion vs. move forward to an action item. Julie has created a draft document to provide guidance and will be in the board packet
    c. The course of action regarding **Chapter 29 Rules** was discussed. With a July 1st deadline in statute to have rules, there is a question if we must pass emergency rules or if moving forward to promulgate permanent rules will be sufficient. We want districts to have clarity and guidance as soon as possible. Randall Lockyear will research and provide guidance.
    d. An **executive session** will be called to discuss our coordinator's performance report and subsequent recommendations concerning contract renewal.
    e. A list of questions about the **State's System of Support** was provided to help the presentation team focus their remarks for the board. Sue inquired about the board's statutory requirement for approving the system, supports or guidebook for the SSoS. Randall will research and provide guidance.
    f. The admin committee requested guidance for two issues involving the **Basket of Goods**. The first is better clarity concerning the difference between a standard, benchmark, and priority standard. The second is to have clarity around required vs offered for the standards. Robin requested that a memo be ready for the Basket of Goods. Randall explained the need for specific questions to guide the statute research because of the dual meanings of terms in various statutes. Considerations between a general memo and an Attorney General opinion were also discussed.
    g. In an attempt to provide some areas of focus for theWDE team, a list of questions about the pilot **Accreditation System** was also discussed.
    h. Tom shared that the **budget narrative** will not require much revision and that he and Treasurer Mickleson will work on that document.
    i. Several items were **added to the agenda** - Chapter 3 rules, Alternative Calendar Requests, Content and Performance Standards Review Committees.
    j. The May meeting will be held on Thursday, May 23 at the Natrona County Administration Building and is slated to run from 8:00-4:00.
2. State Board Items
    a. Tom asked for a recommendation about the possible studies that were suggested at the April meeting. One suggestion was that we consider issues which squarely fall within the board's statutory realm and that try to get to the root of **"What are the impacts that improve student learning?"** If that question becomes our umbrella question then exploring concepts such as the statewide assessment, the accountability system, the Basket of Goods, school year and alternative calendars, State System of Support, accreditation could provide valuable insight for future board policies.
    b. Tom presented part 4 of the **Administrative Procedures** with a revision on Board Committees. There were no questions.

c. We discussed the process for completing a **performance evaluation** for Tom, for sharing that with the Board, and for making a recommendation for renewing the coordinator's contract. We were directed to talk with Trent Caroll, Chris Smith, and Kari about the process to us. Members of the Administrative Committee will meet on May 14th to complete the evaluation and determine a recommendation.
d. The committee discussed a **correction** to the previously approved March minutes which will be addressed at the May meeting.

3. Preview of June SBE Meeting
    a. Delivery method/Location - this will be an in-person meeting. Tom will make a recommendation on location and the possibilities of having either Dr. Caldwell or Dr. Reutzel do a presentation to the board.
    b. Items on the June Agenda
        i. Budget narrative
        ii. Accreditation approvals
        iii. BoardDocs training
        iv. Presentation by UW or WCCC
        v. Action on rules
4. WDE Items
    a. No additional items were discussed

SBE Budget Timeline

1. Dr. Tom Sachse, Dr. Julie Magee, Trent Carrol, Jeremy Wilch, and Max Mickelson are working to complete a detailed budget narrative and unit budget document.
    a. This will be completed by mid-June.
        i. Once completed, will we forward it to the board? What are our next steps?
2. The SBE will need to decide whether to adjust amounts in the unit budget request to more accurately reflect our new biennium anticipated expenses.
3. Around June 1 the Budget Office will release instructions for the budget along with deadlines
    a. The WDE will let us know via their fiscal department
4. The SBE will work in tandem with the WDE in June, July, and August to ensure our information is entered into the "IBARS system".
    a. The deadline for this process is usually the end of August.
5. The Budget Office will complete the final formatting and review of the WDE budget request including our budget in September.
6. The Chapter 17 report will be available for review on October 1.
    a. The Governor will conduct agency budget hearings during the months of September and October.
7. The WDE will notify the SBE when made aware of the Governor's review/JAC schedules.
    a. The JAC will conduct their budget hearings in December.

Budget Narrative:

This is the descriptive document for our budget. It should include staff positions, our general purpose, activities, and duties. Our current narrative is relatively sparse and will benefit from additional details.

Unit Budget Request Sheet:

The Unit Budget provides detailed amounts for each expense and revenue category.

I want to thank Trent Carroll for his assistance in providing this timeline. Any mistakes are mine and result from clumsy reading and typing. If any WDE folks note any errors or discrepancies, please make the SBE aware.

NASBE ECE Workgroup Information and Resources (5.1-5.2 meeting)

- IOM report: http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx

From Elliot Regenstein

- *Why the K-12 World Hasn't Embraced Early Learning* and *An Unofficial Guide to the Why and How of State Early Childhood Data Systems*, both of which were specifically referenced in the presentation.
- There were a number of questions about the use of assessment results, and the measurement of quality in K-2.
    - Elliot mentioned *Uses and Misuses of Kindergarten Readiness Results*, and also the one-pager that shows why this is a bad idea.
    - With regard to indicators that can be used in ESSA in K-2, there is CCSSO's *Birth to Grade 3 Indicator Framework* and *Valuing the Early Years in State Accountability Systems Under the Every Student Succeeds Act*, which are both overview documents. Illinois had a work group on this topic, and its *ESSA P-2 Indicator Working Group Report* might be helpful to other states thinking through similar issues.
    - More broadly, the Illinois Early Learning Council did a set of ESSA recommendations that address many of the issues we touched on.
    - Additionally, Advance Illinois produced a report called *Establishing Achievable Goals* that discusses how the state could set realistic goals based on available data (and the implications for early learning). Other states might be interested in doing a similar analysis.

From Lori Connors-Tadros

- ESSA information- http://ceelo.org/essa/ See in particular-
    - **The State of Early Learning in ESSA: Plans and Opportunities for Implementation**, a policy brief from CEELO and CCSSO reviewing state plans submitted to the U.S. Department of Education as of October 1, 2017. The review focuses on three key priorities for early learning in ESSA: 1) Setting clear goals and policy priorities for early learning; 2) Integrating early learning into school improvement; and, 3) Supporting early childhood educator development. The brief brief provides guidance for best practices that can be used or adapted as SEA's evaluate the effectiveness of their plans as states move deeper into implementation, and includes a chart showing how each state addresses seven areas within their ESSA plans.
    - **Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA): A Toolkit for State and Local Educational Agencies, Head Start Programs, and the Early Childhood Field** – The Council of Chief State School Officers (CCSSO) and the National

Head Start Association (NHSA) have released a comprehensive toolkit to help school districts in meeting new federal requirements that they formally partner with Head Start and other early childhood education providers to facilitate the transition of children from early childhood settings to kindergarten.

- Preschool Development Grants, Birth to Five- States that received the grant and state contacts.
- Bipartisan Policy Center, Integrated and Efficient Early Childhood Systems and State Profiles
- Directory of State Early Learning Contacts
- Cost of Preschool Quality- Calculator for High Quality Preschool, costs of state administrative quality, and communicating the cost of quality
- ACS and ZERO TO THREE Infant and Toddler Messaging Guide: http://www.advocacyandcommunication.org/wp-content/themes/acs/docs/ACS_Infant__Toddler_2017-May_11.pdf
- State specific resources: --
    - Developmental checklist (GA): GKIDS Readiness Checklist: http://gkidsreadinesscheck.gadoe.org/
    - Another tool that GADOE to help prepare parents of infants and toddlers for school is called Ready4K. The service provides daily tips for parents via text message: https://ready4k.parentpowered.com/
- Book: Rethinking Readiness in Early Childhood Education: Implications for Policy and Practice [Book]

From UC Berkley's presentation:

- The video "Why Do Parents Spend So Much On Child Care, Yet Early Childhood Educators Earn So Little?"
- Our What Can You Do tips sheet
- The 2018 Index with data points on each state
- The Interactive State Map tracking earnings and early childhood workforce policies state by state
- And a report titled: Strategies in Pursuit of Pre-K Teacher Compensation Parity: Lessons From Seven States and Cities This report includes case profiles from five states (Alabama, Georgia, New Jersey, Oregon, and West Virginia) and 2 cities (New York City and San Antonio)

From Katie Brown, National Center for Montessori in the Public Sector

- Executive functions: The Minnesota Executive Function Scale is a tablet-based app that can assess EFs in very young children in as little as 4 minutes per child.
- Developmental learning environments: The Developmental Environmental Rating Scale (a tool developed and distributed by NCMPS) is a classroom observation tool to assess adult behaviors, child behaviors, and aspects of the learning environment with regard to supporting EFs, deep literacy, and social-emotional skills.

- Creativity: The Evaluation of Creative Potential measures divergent and convergent thinking across a variety of domains. Though I have not used it myself, I have also heard people recommend the Runco Creative Assessment Battery.
- Equity: Iheoma Irulka of HighScope and colleagues have developed the Assessing Classroom Sociocultural Equity Scale to measure equitable sociocultural interactions in early childhood classrooms. This instrument is not publicly available yet, but I'm happy to connect anyone who is interested in learning more with Dr. Irulka.

SBE Coordinator **Contract Renewal** Timeline

1. Our current coordinator contract ends June 30, 2019.
2. Any changes to the current contract excepting the dates may take up to one month to effect including salary adjustments.
    a. Date changes require no time to process.
    b. Length of time required to make changes depends on the complexity and number of changes.
3. Submit contract as amended to the Attorney General's Office for review.
    a. Allow 30-days for review.
4. Send to our coordinator for signature.
    a. One-week turnaround using FedEx.
5. Once signed by our coordinator, it will need WDE signatures to be in effect.
    a. One-week allowance.

As is apparent, the SBE is on a very short timeframe for completing this process. I have added these timeframes to my calendar to prompt this in future. The SBE might consider requesting a prompt from our coordinator as well going forward. I recommend starting this process in March going forward.

SBE Coordinator **New Contractor** Timeline

1. If our current coordinator chooses not to renew his contract, the SBE would submit an AWEC Recruitment Form to Human Resources.
    a. The position will post two weeks after submission assuming no errors are present with the recruitment form.
    b. The SBE can select for the position to remain active for two-weeks through six-months.
2. On selection of candidates, the SBE will submit their names and SBE questions for them to Human Resources to schedule in-person interviews.
    a. This will take two to four weeks.
3. On selection of the SBE final candidate, Human Resources will complete reference checks.
    a. This must occur before the position is offered to the selected individual.
4. A Request to Hire form must be signed.
    a. One week needed.
5. An AWEC contract will need to be completed.
6. The completed AWEC contract will then need submitted to the Attorney General's Office.
    a. Allow 30-days for review.
7. Send to our successful candidate for signature.
    a. One-week turnaround using FedEx.
8. Once signed by our coordinator, it will need WDE signatures to be in effect.
    a. One-week allowance.

I recommend starting this process no later than November the year prior to the expiration of the existent contract.

I want to thank Kari Eakins for providing this information to me. Any errors are mine alone and likely due to a failure to transcribe correctly. If any WDE folks or AG's office representatives note any errors or inaccuracies, please speak up and let the SBE know.

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

JILLIAN BALOW
Superintendent of Public Instruction

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WYOMING
DEPARTMENT OF EDUCATION

MEMORANDUM

To: State Board of Education
From: Laurel Ballard, Supervisor, Student and Teacher Resources Team
Date: May 15, 2019
Subject: Chapter 29 Revisions

Meeting Date: May 21, 2019

Item Type: Action: __X__ Informational: ____

Background
During the 2019 legislative session, House Bill 22/Enrolled Act 84 passed making changes to W.S. § 21-2-304(b)(xv) to the teacher evaluation systems. The State Board of Education (SBE) has a requirement to promulgate rules and regulations for implementation and administration of a comprehensive performance evaluation system for teachers. The SBE will also establish general criteria for school district teacher performance evaluation systems that provide school districts flexibility in designing teacher evaluations to improve classroom instruction. The new statutes will go into effect July 1, 2019.

Chapter 29 Revisions
With the statutory requirement to work with local school districts, the Wyoming Department of Education (WDE) has facilitated the Certified Personnel Evaluation System (CPES) Advisory Committee – Teacher Evaluations (CPES) to develop the revisions to Chapter 29. This committee includes representation from teachers, instructional facilitators, principals, curriculum directors, special education directors, personnel directors, and superintendents.

As requested by the SBE during the April meeting, the WDE and CPES Advisory Committee reviewed the requested changes to the rules and made changes as we requested. The advisory committee continues to balance the SBE's desire to leave as much local flexibility as possible for districts while ensuring the statutory requirements are being met. On May 16 and May 17, the version of the rules provided in this packet will be reviewed with interested superintendents, personnel directors, and the Wyoming Education Association, along with any other interested parties. Their feedback will be provided during the May SBE meeting.

No additional changes were made to the leader evaluation system during the revisions over the last month.

Chapter 29 Rules Promulgation

Based on conversations with various districts, there are districts wanting to change their teacher evaluation system, but have been waiting to move forward until the statutes and rules have been put into place. Adoption of regular rules would not occur before the start of the next school year. For districts ready to change teacher evaluation systems, they would have to wait an additional school year before they could adopt their approved system. Districts need time during the summer before the teacher evaluation system is to be used to train both school administrators and teachers on the new system. Since Chapter 29 Regular Rules will not be in place until September or October of 2019, districts would not be able to change teacher evaluation systems until the 2020-2021 school year. Additionally, districts would not want to request approval at this time since the current Chapter 29 Rules do not fully align with the changes made to W.S. 21-2-304(b)(xv) this year. This leaves districts whose current teacher evaluation system no longer meets their needs with only option, to wait another school year before changing their system. The SBE will also be moving forward with promulgating a set of identical regular rules at the same time to begin the process of collecting public comment on the Chapter 29 Rules revisions.

At this time, the CPES Advisory Committee is requesting the SBE take action to move forward with promulgating both emergency rules and regular rules for Chapter 29 to allow who need to change their system to do so without having to wait an additional year.

Supporting Documents/Attachments:

- Statement of Reasons – Regular Rules
- Statement of Reasons – Emergency Rules
- Chapter 29 Rules - Clean Copy
- Chapter 29 Rules - Strike and Underline Copy

Chapter 29 Statement of Reasons - Emergency Rules

The State Board of Education (SBE) is required by W.S. 21-2-304(b)(xv) to promulgate teacher evaluation system rules and regulations. The SBE requests adoption of the emergency rules for Chapter 29. There is no statutory requirement for the SBE to adopt Chapter 29 Emergency Rules. Adoption of regular rules would not occur before the start of the next school year. For districts ready to change teacher evaluation systems, they would have to wait an additional school year before they could adopt their approved system. Districts need time during the summer before the teacher evaluation system is to be used to train both school administrators and teachers on the new system. Since Chapter 29 Regular Rules will not be in place until September or October of 2019, districts would not be able to change teacher evaluation systems until the 2020-2021 school year. Additionally, districts would not want to request approval at this time since the current Chapter 29 Rules do not fully align with the changes made to W.S. 21-2-304(b)(xv) this year. This leaves districts whose current teacher evaluation system no longer meets their needs with only option, to wait another school year before changing their system. The SBE will also be moving forward with promulgating a set of identical regular rules at the same time to begin the process of collecting public comment on the Chapter 29 Rules revisions.

During the 2019 legislative session, SF 22/SEA 84 passed making changes to W.S. 21-2-304(b)(xv), impacting teacher evaluation systems. The SBE has a requirement to promulgate rules and regulations for implementation and administration of a comprehensive performance evaluation system for teachers. The new statutes will go into effect July 1, 2019. In the rules, the SBE must establish general criteria for school district teacher performance evaluation systems that provide school districts flexibility in designing teacher evaluations to improve classroom instruction.

There are two parts of Chapter 29. One focuses on leader evaluation systems and the other addresses teacher evaluation systems. Most of the changes to Chapter 29 focus the teacher evaluation systems. The SBE will only need to approve teacher evaluation systems for teachers who provide direct instruction to students. The definition of teacher was limited to include only individuals who provide direct instruction, in order to align the definition with Wyoming Supreme Court precedent. See Luhm v. Bd. of Trs. 2009 WY 63, 206 P.3d 1290 (Wyo. 2009).

The portion of Chapter 29 Rules focusing on teacher evaluations has been split between sections. The first section, Section 6, describes what must be included in the evaluation system to be considered a comprehensive system. These system components align with the comprehensive evaluation system found in the leader evaluation system portion of Chapter 29. Section 6 also provides the general criteria for the school district teacher evaluation systems. These criteria were the same criteria currently defined in Chapter 29. The requirement to use student growth data measures has been removed. Also, any language requiring the teacher evaluation systems to be reliable have been removed.

Section 7 of Chapter 29 details the submission and approval requirements for districts to have their teacher evaluations systems approved by the SBE. A key part of this section provides a timeline for districts to submit their evaluation systems to the SBE. A phased-in timeline provides districts with time to assess whether their current teacher evaluation system meets the new statutory requirements and prepare for implementation of any new requirements. It also provides an additional year for districts wanting to move to a new system to choose and pilot that system before requesting SBE for approval.

Only minor changes have been made to the sections related to leader evaluation systems. Chapter 29 made references to W.S. § 21-3-110(b), which repealed in the 2019 legislative session. All references to this statute have been removed. Also, the references to a rating system have been replaced with the terminology “classification system.”

Chapter 29 Statement of Reasons - Regular Rules

The State Board of Education (SBE) is required by W.S. 21-2-304(b)(xv) to promulgate teacher evaluation system rules and regulations. The SBE requests adoption of the regular rules for Chapter 29 to provide districts with information about submission and approval of comprehensive teacher evaluation systems.

During the 2019 legislative session, SF 22/SEA 84 passed making changes to W.S. 21-2-304(b)(xv), impacting teacher evaluation systems. The SBE has a requirement to promulgate rules and regulations for implementation and administration of a comprehensive performance evaluation system for teachers. The new statutes will go into effect July 1, 2019. In the rules, the SBE must establish general criteria for school district teacher performance evaluation systems that provide school districts flexibility in designing teacher evaluations to improve classroom instruction.

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Chapter 29

EVALUATION SYSTEMS FOR DISTRICT AND SCHOOL LEADERS AND TEACHERS

Section 1. Authority. These rules and regulations are promulgated pursuant to Wyoming Statutes 21-2-304(b)(xv) and (xvi).

Section 2. Definitions.

(a) "Best practice" means practices that have produced positive, documented results in a similar situation and could be replicated.

(b) "Classification system" means a system of classification by which information is provided regarding the professional practice of persons being evaluated as measured against professional standards.

(c) "District leader" means a person employed as superintendent of schools by any district board of trustees or other district leader serving in a similar capacity, as determined by the local board of trustees.

(d) "Evaluation cycle" means the timelines under which the various components of an evaluation process occurs.

(e) "Formative feedback" means information communicated to a person being evaluated that is intended to modify thinking or behavior.

(f) "Locally designed district and school leader evaluation system" means a locally designed district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule, which must be evaluated and approved by the State Board of Education, prior to adoption by a board of trustees.

(g) "Multiple sources of evidence" means using more than one method or source of data to determine a person's level of performance in an area of practice or outcomes.

(h) "Performance level descriptor" means a description of the classification used to summarize the knowledge and skills associated with each performance level used in a classification system.

(i) "Professional practice" means the knowledge and skills expected of persons being evaluated, as defined in standards and associated benchmarks.

(j) "Professional standards" means the standards that define the knowledge, skills, and professionalism expected of persons who will be evaluated.

(k) “School leader” means a school principal or other school leader serving in a similar capacity, as determined by the local board of trustees.

(l) “Significantly amended” means a change to an evaluation system that replaces an existing system or materially changes any required component of an existing system.

(m) “Stakeholder” means an individual who is or will be directly impacted by the evaluation system.

(n) “State-defined district and school leader evaluation system” means a district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule.

(o) “Teacher” means a person who is licensed by the Wyoming Professional Teaching Standards Board (PTSB) and is responsible for providing instruction to students.

(p) “Teacher evaluation system” means a standard structure and set of procedures by which a school district initiates, designs, implements, and uses evaluations of its teachers for the purposes of professional growth and continued employment.

Section 3. District and School Leader Evaluation System Design.

(a) Every board of trustees shall adopt policies and procedures for the administration of a district and school leader evaluation system designed and implemented in accordance with this chapter. Such policies shall define the purpose and goals of the system.

(b) A district and school leader evaluation system, hereinafter referred to as a leader evaluation system, shall be one of the following:

(i) A system based on all seven (7) of the Wyoming standards for district and school leaders or standard 1 and any five (5) of the remaining six (6) standards so long as a majority of the benchmarks of each such standard are represented, which, for purposes of this chapter, is referred to as a state-defined district and school leader evaluation system or a state-defined system; or

(ii) A system based on professional standards prescribed by the board of trustees, so long as standard 1 of the Wyoming standards for district and school leaders (prescribed in section 4) is included in the board’s standard, which, for purposes of this chapter, is referred to as a locally designed district and school leader evaluation system, a locally designed system, or an alternative leader evaluation system in accordance with W.S. 21-2-304(b)(xvi).

(c) Any leader evaluation system adopted by a board of trustees, whether a state-defined system or locally designed system, shall be a comprehensive system in that, in addition to being based on professional standards, as prescribed in paragraph (b) of this section, the system’s design incorporates the following comprehensive system components:

(i) **Multiple Sources of Evidence -** The leader evaluation system shall utilize multiple sources of evidence.

(A) Leader performance on each standard shall be evaluated using more than one source of evidence in order to provide a more comprehensive and accurate assessment.

(ii) **Evaluation Cycle** - The leader evaluation system shall be administered in accordance with an evaluation cycle which provides for, at a minimum:

(A) Each leader shall be evaluated at least annually; however, not every standard is required to be used for any leader's evaluation in a given year, except that standard 1 shall be used with every evaluation and all of the standards adopted by the board of trustees must be used for each leader's evaluations at least once during every five (5) year period;

(B) Each evaluation shall be carried out on a timeline established by the board of trustees, in consultation with the district superintendent, to ensure that evaluators and any person being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle;

(C) The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation policies and procedures;

(D) The district superintendent shall ensure that the evaluation of all other district leaders, principals, and other school leaders is carried out in accordance with the district's evaluation policies and procedures;

(E) Each evaluation shall be carried out in accordance with a process clearly defined by the district and which includes collaborative goal-setting, self-analysis, and information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified; and

(F) Each evaluation shall conclude with a written summary of annual evaluation findings and recommendations for improvement.

(iii) **Classification System -** The leader evaluation system shall include a classification system designed so that there is a performance level descriptor for each professional standard that is the focus of the evaluation.

(iv) **Training and Guidance Documents** - The leader evaluation system shall include training on the use of the system, as well as guidance documents and training materials to support implementation and administration.

(A) Every employee of the district who is an evaluator or a person being evaluated shall be trained on using the system and any related tools and receive all guidance documents; and

(B) Training and guidance documents shall be made available to all members of the board of trustees and other employees.

(v) **Quality Controls** - The leader evaluation system shall include quality controls to ensure that the system is implemented and administered with fidelity.

(A) Each district shall establish procedures for the collection and appropriate use of all data; and

(B) Each district shall establish a timeline and procedures for evaluating the district's implementation of the leader evaluation system which includes a review of training, guidance documents, and other tools.

(vi) **Supports** - The leader evaluation system shall include supports for persons being evaluated to foster professional learning and growth, and to aid in building capacity.

(A) Every district shall establish a timeline and procedures for supporting professional learning, growth, and improvement in response to the performance of each leader.

Section 4. Wyoming Standards for District and School Leaders.

(a) Subject to the exceptions provided for in this chapter, every board of trustees shall adopt the following professional standards and associated benchmarks for the annual evaluation of district and school leaders pursuant to W.S. 21-3-110(a)(xxx).

(i) **Standard 1** – Clear and consistent focus on maximizing the learning and growth of all students:

(A) In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.

(B) Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.

(C) Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.

(D) Ensure a system of accountability for students' academic success and career readiness.

(E) Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.

(F) Lead the implementation of a high-quality student support and assessment system.

(G) Ensure high expectations for achievement, growth, and equity in opportunities for all students.

(H) Work with staff to evaluate and use data to improve student achievement.

(ii) **Standard 2** – Instructional and assessment leadership:

(A) Focus on student learning by leading the implementation of a rigorous, relevant, and prioritized curriculum and assessment system.

(B) Work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning and guides teacher conversation, practice, observation, evaluation, and feedback.

(C) Recognize a full range of pedagogy and monitor the impact of instruction.

(D) Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.

(E) Promote the effective uses of technology to support teaching and learning.

(F) Ensure the use of formative assessment data to inform instruction.

(iii) **Standard 3** – Developing and supporting a learning organization:

(A) Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.

(B) Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.

(C) Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.

(D) Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.

(E) Lead the evaluation of new and existing programs as part of a continuous improvement process.

(F) Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.

(G) Facilitate high functioning groups of faculty and staff.

(iv) **Standard 4** – Vision, mission, and culture:

(A) Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.

(B) Articulate, advocate, and cultivate core values that define the school's and district's culture.

(C) Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.

(D) Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

(v) **Standard 5** – Efficient and effective management:

(A) Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.

(B) Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.

(C) Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school and district are supported by the best research available and are aligned to school and district plans.

(D) Use appropriate strategies to guide their organizations through change (e.g., first- and second-order change strategies).

(E) Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.

(F) Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.

(vi) **Standard 6** – Ethics and professionalism:

(A) Lead with integrity.

(B) Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.

(C) Contribute to district and state initiatives.

(D) Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.

(vii) **Standard 7** – Communication and community engagement:

(A) Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.

(B) Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.

(C) Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.

(D) Are easily approached, available, and inviting to students, staff, and community.

(E) Are intentional about considering improvement ideas from outside the school system.

Section 5. District and School Leader Evaluation System Implementation and Administration.

(a) On or before February 1, 2019, the board of trustees shall notify the State Board of Education of its election to implement and administer either a state-defined district and school leader evaluation system or a locally designed district and school leader evaluation system for the evaluation of district and school leaders during the 2018-2019 school year as required by W.S. 21-3-110(a)(xxx).

(i) With such notice, a board of trustees that elects to adopt a state-defined system shall provide an assurance that district and school leader evaluations will be based on standards that meet the requirements of section 3(b)(i) of this chapter.

(ii) A board of trustees that elects to adopt a locally designed system shall receive conditional approval from the State Board prior to adoption by submitting to the Department, on behalf of the State Board, the following:

(A) The board's leader professional standards and associated benchmarks, developed in accordance with section 3(b)(ii) of this Chapter, which, upon approval shall be deemed performance standards identified or established by the State Board of Education pursuant to W.S. 21-2-304(b)(xvi);

(B) A description of the extent to which those standards are the same as or similar to the standards that are part of the state-defined system; and

(C) An assurance that the board will submit additional information on its leader evaluation system for full approval, as described in paragraph (b) of this section, by June 1, 2019.

(b) On or before June 1, 2019, a board that is implementing a locally designed system that has been conditionally approved by the State Board, shall submit the following for State Board review and full approval prior to administration during the 2019-2020 school year and subsequent school years:

(i) The purpose and goals of the evaluation system;

(ii) Evidence that the district's standards reflect best practice; and

(iii) Evidence of system quality as demonstrated by adherence with the comprehensive system component requirements of section 3(c) of this chapter, which may include leader evaluation system policies adopted by the board and procedures developed for administration of the system.

The State Board of Education will approve any locally designed system that it determines to be of sufficient quality on the basis of the strength of the evidence submitted. If the State Board finds the evidence submitted to be insufficient for approval, additional information may be requested for consideration.

(c) On or before November 1, 2019, and by the same date each year thereafter, the board of trustees shall provide the Department, on behalf of the State Board, with an assurance that the board has adopted and implemented, and is continuing to administer during the current school year, a leader evaluation system that is a state-defined system or an approved locally designed system and that meets all of the requirements for such a system as prescribed by section 3 of this chapter.

(d) Following any revision of the Wyoming district and school leader standards prescribed by section 4 of this chapter, the assurance required by paragraph (c) shall include an assurance that the district has modified its system as necessary to ensure continued alignment with any of the Wyoming district and school leader standards that are included in the board's leader evaluation system.

(e) Any board of trustees that elects to adopt a locally designed system after June 1, 2019, shall submit its system for State Board review and approval prior to adoption in accordance with the requirements established by paragraphs (a)(2)(A) and (B) and paragraph (b) of this section.

Section 6. Teacher Evaluation System Design and Documentation.

(a) Each board of trustees shall adopt, implement, and administer, subject to State Board approval as described in section 7, a comprehensive teacher evaluation system designed to measure the effectiveness with which teachers perform their roles. The comprehensive teacher evaluation system shall serve as a basis for:

(i) Improvement of instruction;

(ii) Enhancement of curriculum program implementation;

(iii) Individual teacher performance and professional growth; and

(iv) Determining the performance level of all teachers.

Such measures shall be used to determine unsatisfactory teacher performance that may lead to dismissal, suspension, and termination proceedings.

(b) Each district teacher evaluation system shall meet the following requirements:

(i) District adopted professional standards are considered best practice.

(ii) Teacher performance is evaluated using more than one source of evidence relevant to the nature of each teacher's position, in order to provide a more comprehensive and accurate assessment.

(iii) The district's professional standards and multiple sources of evidence as described in subsections (b)(i) and (b)(ii) above, as well as any other instruments and processes the district has developed, are used to determine the evaluation classification.

(iv) The classification system must include criteria by which a teacher is classified as effective.

(v) Teacher evaluations are carried out in accordance with the district's evaluation cycle for both initial and continuing contract teachers and in accordance with W.S. 21-3-110(a)(xvii) and 21-3-110(a)(xvii).

(vi) Stakeholders are involved in the development of the teacher evaluation system and any subsequent revision.

(vii) The district takes steps to ensure the system is equitable and is implemented with fidelity, including:

(A) There are procedures for the collection of data providing for, at a minimum, data security, privacy, and the appropriate use of all data;

(B) Data and other evidence are collect and analyzed; and

(C) Evaluators and those being evaluated are trained on the use of the teacher evaluation system and provided with guidance documents and training materials to support implementation and administration.

(viii) There are procedures for supporting professional learning, growth, and improvement in response to the performance evaluation of each teacher.

Section 7. Teacher Evaluation System Submission, Review, and Approval.

(a) On or before July 1, 2020, each district shall either:

(i) Notify the Department of intent to implement or continue administration of a comprehensive teacher evaluation system that meets the requirements described in section 6, and submit documentation described in subsection (d) for review; or

(ii) Notify the Department of intent to redesign the district's teacher evaluation system to meet the comprehensive teacher evaluation system requirements described in section 6.

(b) On or before July 1, 2021, a district that elects to undertake a teacher evaluation system redesign pursuant to subsection (a)(ii), shall submit documentation described in subsection (d) for Department review and State Board approval.

(c) A district shall continue to administer its previously approved system until the school year immediately following receipt of approval by the State Board of the district's submission of documentation described in subsection (d). Unless otherwise indicated by the State Board, a system approved pursuant to subsection (e) is to be implemented in the school year immediately following approval.

(d) A district's teacher evaluation system submission must include the following, in addition to any information and data requested by the Department that is needed to clarify submission information:

(i) Professional standards on which the district evaluates teachers, presented in an understandable format and described with specificity regarding the district's expectations for teacher performance.

(ii) Evidence that each professional standard reflects best practice.

(iii) A list or examples of evidence to be used for each professional standard.

(iv) A description of how the evaluation process is designed to support individual and collective professional growth and to identify areas for improvement.

(v) A description of the evaluation cycle, including information on the timing and frequency of observations, types of assistance or remediation provided.

(vi) A description of the classification system for identifying teachers whose performance meets the district's definition of effective teaching and those at other levels of performance.

(vii) A description of the training provided to evaluators and those being evaluated.

(viii) A list of the stakeholders involved in the development of the teacher evaluation system and any subsequent revisions, as well as a description of stakeholder involvement.

(ix) A description of the data and procedures the district uses to collect and analyze evidence to ensure that the system is equitable and is implemented and administered with fidelity.

(e) After the complete submission by any district of all of the documentation described in subsection (d), the Department shall conclude its review of the submission and the State Board shall make a determination regarding the extent to which the submission meets the comprehensive teacher evaluation system requirements established in section 6. The State Board will issue a decision that the teacher evaluation system has received:

(i) Full approval;

(ii) Conditional approval with conditions noted for remediation; or

(iii) Disapproval with deficiencies noted.

With any decision of conditional approval or disapproval, the State Board will inform the district of the timeline and any other requirements for remediation or resubmission.

(f) If, at any point, a district subsequently significantly amends its teacher evaluation system, the district shall then resubmit all of the documentation described in subsection (d) for approval by the State Board.

Section 8. Technical Assistance. Technical assistance will be made available to school districts by the Department and other partners to help them develop and implement evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing evaluation system improvement.

Chapter 29

EVALUATION SYSTEMS FOR DISTRICT AND SCHOOL LEADERS AND ~~OTHER CERTIFIED PERSONNEL~~ TEACHERS

Section 1. Authority. These rules and regulations are promulgated pursuant to Wyoming Statutes 21-2-304(b)(xv) and (xvi).

Section 2. Definitions.

(a) "Best practice" means practices that have produced positive, documented results in a similar situation and could be replicated.

~~(b) "Certified personnel" means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency, exclusive of extra-duty positions.~~

(b) ~~(o) "Ratings~~ "Classification system" means a system of classification by which information is provided regarding the professional practice of persons being evaluated as measured against ~~evaluation system~~ professional standards.

(c) ~~(d)~~ "District leader" means a person employed as superintendent of schools by any district board of trustees or other district leader serving in a similar capacity, as determined by the local board of trustees.

~~(e) "Equitable" means dealing fairly and equally with all concerned.~~

(d) ~~(f)~~ "Evaluation cycle" means the timelines under which the various components of an evaluation process occurs.

~~(h) "Evaluator" means the person primarily responsible for administering an evaluation.~~

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(e) ~~(i)~~ "Formative feedback" means information communicated to a person being evaluated that is intended to modify thinking or behavior.

(f) ~~(j)~~ "Locally designed district and school leader evaluation system" means a locally designed district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule, which must be evaluated and approved by the State Board of Education, prior to adoption by a board of trustees.

(g) ~~(k)~~ "Multiple sources of evidence" means using more than one method or source of data to determine a person's level of performance in an area of practice or outcomes.

~~(l) "Performance criteria" means the areas on which a person is evaluated.~~

(h) ~~(m)~~ "Performance level descriptor" means a description of the classification ~~rating~~ used to summarize the knowledge and skills associated with each performance level used in a ~~ratings~~ classification system.

(i) ~~(n)~~ "Professional practice" means the knowledge and skills expected of persons being evaluated, as defined in standards and associated benchmarks.

(j) ~~(g) "Evaluation system.~~ "Professional standards" means the standards ~~identified or approved, as part of a proposed locally designed district and school leader evaluation system, by the State Board of Education~~ that define the knowledge, ~~and~~ skills, and professionalism expected of persons who will be evaluated.

~~(p) "Reliable" means dependable; obtaining the same results with repeated use or application.~~

~~(q) "Research-based" means basic or applied research that:~~

~~(i) Has been published in a peer-reviewed journal or approved by a panel of experts;~~

~~(ii) Has been replicated by other researchers; and~~

~~(iii) Has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.~~

(k) ~~(r)~~ "School leader" means a school principal or other school leader serving in a similar capacity, as determined by the local board of trustees.

(l) ~~(s)~~ "Significantly amended" means a change to an evaluation system that replaces an existing system or materially changes any required component of an existing system.

(m) ~~(t)~~ "Stakeholder" means an individual who is or will be directly impacted by the evaluation system.

(n) ~~(u)~~ "State-defined district and school leader evaluation system" means a district and school leader evaluation system comprising the standards and comprehensive system components described in sections 3 and 4 of this rule.

~~(v) "Student performance growth data" means data that shows outcomes for students, including student achievement test scores and other non-academic measures of student outcomes.~~

~~(w) "Summative evaluation" means a written summary of performance based on data collected during the evaluation cycle.~~

~~(x) "Summative rating" means the overall rating, as provided for in a ratings system, assigned to a person being evaluated at the conclusion of an evaluation cycle.~~

(o) "Teacher" means a person who is licensed by the Wyoming Professional Teaching Standards Board (PTSB) and is responsible for providing instruction to students.

(p) ~~(c) "Certified personnel~~ "Teacher evaluation system" means a standard structure and set of procedures by which a school district initiates, designs, implements, and uses evaluations of its ~~certified personnel~~ teachers for the purposes of professional growth and continued employment.

Section 3. District and School Leader Evaluation System Design.

(a) Every board of trustees shall adopt policies and procedures for the administration of a district and school leader evaluation system designed and implemented in accordance with this chapter. Such policies shall define the purpose and goals of the system.

(b) A district and school leader evaluation system, hereinafter referred to as a leader evaluation system, shall be one of the following:

(i) A system based on all seven (7) of the Wyoming standards for district and school leaders or standard 1 and any five (5) of the remaining six (6) standards so long as a majority of the benchmarks of each such standard are represented, which, for purposes of this chapter, is referred to as a state-defined district and school leader evaluation system or a state-defined system; or

(ii) A system based on professional standards prescribed by the board of trustees, so long as standard 1 of the Wyoming standards for district and school leaders (prescribed in section 4) is included in the board's standard, which, for purposes of this chapter, is referred to as a locally designed district and school leader evaluation system, a locally designed system, or an alternative leader evaluation system in accordance with W.S. 21-2-304(b)(xvi).

(c) Any leader evaluation system adopted by a board of trustees, whether a state-defined system or locally designed system, shall be a comprehensive system in that, in addition to being based on professional standards, as prescribed in paragraph (b) of this section, the system's design incorporates the following comprehensive system components:

(i) **Multiple Sources of Evidence -** The leader evaluation system shall utilize multiple sources of evidence.

(A) Leader performance on each standard shall be evaluated using more than one source of evidence in order to provide a more comprehensive and accurate assessment.

(ii) **Evaluation Cycle** - The leader evaluation system shall be administered in accordance with an evaluation cycle which provides for, at a minimum:

(A) Each leader shall be evaluated at least annually; however, not every standard is required to be used for any leader's evaluation in a given year, except that standard 1 shall be used with every evaluation and all of the standards adopted by the board of trustees must be used for each leader's evaluations at least once during every five (5) year period;

(B) Each evaluation shall be carried out on a timeline established by the board of trustees, in consultation with the district superintendent, to ensure that evaluators and any person being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle;

(C) The board of trustees shall evaluate any person employed as superintendent of schools in accordance with the district's evaluation policies and procedures;

(D) The district superintendent shall ensure that the evaluation of all other district leaders, principals, and other school leaders is carried out in accordance with the district's evaluation policies and procedures;

(E) Each evaluation shall be carried out in accordance with a process clearly defined by the district and which includes collaborative goal-setting, self-analysis, and information and data analysis to identify areas for professional growth; formative feedback; and a planning process during which appropriate growth opportunities and supports are identified; and

(F) Each evaluation shall conclude with a written summary of annual evaluation findings and recommendations for improvement.

(iii) **~~Ratings~~ Classification System** - The leader evaluation system shall include a ~~ratings~~ classification system designed so that there is a performance level descriptor for each ~~evaluation system~~ professional standard that is the focus of the evaluation ~~and in a manner that enables compliance with W.S. 21-3-110(b)~~.

(iv) **Training and Guidance Documents** - The leader evaluation system shall include training on the use of the system, as well as guidance documents and training materials to support implementation and administration.

(A) Every employee of the district who is an evaluator or a person being evaluated shall be trained on using the system and any related tools and receive all guidance documents; and

(B) Training and guidance documents shall be made available to all members of the board of trustees and other employees.

(v) **Quality Controls** - The leader evaluation system shall include quality controls to ensure that the system is implemented and administered with fidelity.

(A) Each district shall establish procedures for the collection and appropriate use of all data; and

(B) Each district shall establish a timeline and procedures for evaluating the district's implementation of the leader evaluation system which includes a review of training, guidance documents, and other tools.

(vi) **Supports** - The leader evaluation system shall include supports for persons being evaluated to foster professional learning and growth, and to aid in building capacity.

(A) Every district shall establish a timeline and procedures for supporting professional learning, growth, and improvement in response to the performance of each leader ~~and in a manner that enables compliance with W.S. 21-3-110(b)~~.

Section 4. Wyoming Standards for District and School Leaders.

(a) Subject to the exceptions provided for in this chapter, every board of trustees shall adopt the following professional standards and associated benchmarks for the annual evaluation of district and school leaders pursuant to W.S. 21-3-110(a)(xxx).

(i) **Standard 1** – Clear and consistent focus on maximizing the learning and growth of all students:

(A) In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.

(B) Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.

(C) Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.

(D) Ensure a system of accountability for students' academic success and career readiness.

(E) Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.

(F) Lead the implementation of a high-quality student support and assessment system.

(G) Ensure high expectations for achievement, growth, and equity in opportunities for all students.

(H) Work with staff to evaluate and use data to improve student achievement.

(ii) **Standard 2** – Instructional and assessment leadership:

(A) Focus on student learning by leading the implementation of a rigorous, relevant, and prioritized curriculum and assessment system.

(B) Work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning and guides teacher conversation, practice, observation, evaluation, and feedback.

(C) Recognize a full range of pedagogy and monitor the impact of instruction.

(D) Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.

(E) Promote the effective uses of technology to support teaching and learning.

(F) Ensure the use of formative assessment data to inform instruction.

(iii) **Standard 3** – Developing and supporting a learning organization:

(A) Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.

(B) Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.

(C) Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.

(D) Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.

(E) Lead the evaluation of new and existing programs as part of a continuous improvement process.

(F) Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.

(G) Facilitate high functioning groups of faculty and staff.

(iv) **Standard 4** – Vision, mission, and culture:

(A) Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.

(B) Articulate, advocate, and cultivate core values that define the school's and district's culture.

(C) Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.

(D) Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

(v) **Standard 5** – Efficient and effective management:

(A) Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.

(B) Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.

(C) Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school and district are supported by the best research available and are aligned to school and district plans.

(D) Use appropriate strategies to guide their organizations through change (e.g., first- and second-order change strategies).

(E) Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.

(F) Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.

(vi) **Standard 6** – Ethics and professionalism:

(A) Lead with integrity.

(B) Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.

(C) Contribute to district and state initiatives.

(D) Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.

(vii) **Standard 7** – Communication and community engagement:

(A) Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.

(B) Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.

(C) Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.

(D) Are easily approached, available, and inviting to students, staff, and community.

(E) Are intentional about considering improvement ideas from outside the school system.

Section 5. District and School Leader Evaluation System Implementation and Administration.

(a) On or before February 1, 2019, the board of trustees shall notify the State Board of Education of its election to implement and administer either a state-defined district and school leader evaluation system or a locally designed district and school leader evaluation system for the evaluation of district and school leaders during the 2018-2019 school year as required by W.S. 21-3-110(a)(xxx).

(i) With such notice, a board of trustees that elects to adopt a state-defined system shall provide an assurance that district and school leader evaluations will be based on standards that meet the requirements of section 3(b)(i) of this chapter.

(ii) A board of trustees that elects to adopt a locally designed system shall receive conditional approval from the State Board prior to adoption by submitting to the Department, on behalf of the State Board, the following:

(A) The board's leader ~~evaluation system~~ professional standards and associated benchmarks, developed in accordance with section 3(b)(ii) of this Chapter, which, upon approval shall be deemed performance standards identified or established by the State Board of Education pursuant to W.S. 21-2-304(b)(xvi);

(B) A description of the extent to which those standards are the same as or similar to the standards that are part of the state-defined system; and

(C) An assurance that the board will submit additional information on its leader evaluation system for full approval, as described in paragraph (b) of this section, by June 1, 2019.

(b) On or before June 1, 2019, a board that is implementing a locally designed system that has been conditionally approved by the State Board, shall submit the following for State Board review and full approval prior to administration during the 2019-2020 school year and subsequent school years:

(i) The purpose and goals of the evaluation system;

(ii) Evidence that the district's standards reflect best practice; and

(iii) Evidence of system quality as demonstrated by adherence with the comprehensive system component requirements of section 3(c) of this chapter, which may include leader evaluation system policies adopted by the board and procedures developed for administration of the system.

The State Board of Education will approve any locally designed system that it determines to be of sufficient quality on the basis of the strength of the evidence submitted. If the State Board finds the evidence submitted to be insufficient for approval, additional information may be requested for consideration.

(c) On or before November 1, 2019, and by the same date each year thereafter, the board of trustees shall provide the Department, on behalf of the State Board, with an assurance that the board has adopted and implemented, and is continuing to administer during the current school year, a leader evaluation system that is a state-defined system or an approved locally designed system and that meets all of the requirements for such a system as prescribed by section 3 of this chapter.

(d) Following any revision of the Wyoming district and school leader standards prescribed by section 4 of this chapter, the assurance required by paragraph (c) shall include an assurance that the district has modified its system as necessary to ensure continued alignment with any of the Wyoming district and school leader standards that are included in the board's leader evaluation system.

(e) Any board of trustees that elects to adopt a locally designed system after June 1, 2019, shall submit its system for State Board review and approval prior to adoption in

accordance with the requirements established by paragraphs (a)(2)(A) and (B) and paragraph (b) of this section.

Section 6. ~~Certified Personnel~~ Teacher Evaluation System Design and Documentation. ~~Approval Criteria.~~ ~~The evaluation systems for each of the major certified job categories shall be designed to measure the effectiveness with which certified personnel in those categories perform their roles. Criteria on which these positions are evaluated shall reflect the nature of these positions. The Department, on behalf of the State Board, shall review each evaluation system on the criteria identified below:~~

~~(a) Appropriate stakeholder involvement in the development of the certified personnel evaluation system;~~

~~(b) Clear performance criteria that are considered best practice and on which certified personnel are evaluated;~~

~~(c) Strength as a tool for facilitating professional growth and continuous improvement;~~

~~(d) Evidence the system is reliable and equitable;~~

~~(e) Whether the district includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;~~

~~(f) Effectiveness of evaluation procedures including how data will be collected to complete the summative evaluation. This may include, but is not limited to, analysis of observations of job performance, use of various types of data, and employee-produced artifacts;~~

~~(g) Including student performance growth data relevant to the nature of each certified personnel's position and indicating how it is used by the certified personnel to improve teaching and learning; and~~

~~(h) A description of the district's complete evaluation cycle that shall include frequency of evaluations for initial and continuing contract teachers and other certified personnel and may include cycles of clinical supervision, action research, intensive assistance, and any other cycles used by the district.~~

(a) Each board of trustees shall adopt, implement, and administer, subject to State Board approval as described in section 7, a comprehensive teacher evaluation system designed to measure the effectiveness with which teachers perform their roles. The comprehensive teacher evaluation system shall serve as a basis for:

(i) Improvement of instruction;

(ii) Enhancement of curriculum program implementation;

(iii) Individual teacher performance and professional growth; and

(iv) Determining the performance level of all teachers.

Such measures shall be used to determine unsatisfactory teacher performance that may lead to dismissal, suspension, and termination proceedings.

(b) Each district teacher evaluation system shall meet the following requirements:

(i) District adopted professional standards are considered best practice.

(ii) Teacher performance is evaluated using more than one source of evidence relevant to the nature of each teacher's position, in order to provide a more comprehensive and accurate assessment.

(iii) The district's professional standards and multiple sources of evidence as described in subsections (b)(i) and (b)(ii) above, as well as any other instruments and processes the district has developed, are used to determine the evaluation classification.

(iv) The classification system must include criteria by which a teacher is classified as effective.

(v) Teacher evaluations are carried out in accordance with the district's evaluation cycle for both initial and continuing contract teachers and in accordance with W.S. 21-3-110(a)(xvii) and 21-3-110(a)(xvii).

(vi) Stakeholders are involved in the development of the teacher evaluation system and any subsequent revision.

(vii) The district takes steps to ensure the system is equitable and is implemented with fidelity, including:

(A) There are procedures for the collection of data providing for, at a minimum, data security, privacy, and the appropriate use of all data;

(B) Data and other evidence are collect and analyzed; and

(C) Evaluators and those being evaluated are trained on the use of the teacher evaluation system and provided with guidance documents and training materials to support implementation and administration.

(viii) There are procedures for supporting professional learning, growth, and improvement in response to the performance evaluation of each teacher.

Section 7. ~~Submission of Certified Personnel~~ Teacher Evaluation Systems ~~Submission~~, Review, and Approval.

~~(a) Each board of trustees shall submit a copy of its evaluation systems for certified personnel to the Department. Once filed with the Department, the evaluation system will stand unless it is changed or significantly amended, at which time the board of trustees shall resubmit the new or significantly amended system.~~

~~(b) Each board of trustees shall include in its submission the following documentation:~~

~~(i) A list of members of the committee that was used to develop and adopt the certified personnel evaluation system. The list contains appropriate stakeholder representation;~~

~~(ii) A list of performance criteria on which the district evaluates certified personnel. The district shall define the criteria sufficiently so that an outside reader will clearly understand each criterion. The district shall provide evidence that each criterion is research-based or reflects best practice;~~

~~(iii) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each certified personnel member and provide opportunities to identify areas for improvement and suggestions for how improvement can occur;~~

~~(iv) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that certified personnel across the district are evaluated with consistency;~~

~~(v) A description of how the evaluation system collects data used in making employment decisions. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;~~

~~(vi) A list that details the types of data collected and how it will be collected in order to make decisions about the summative evaluations;~~

~~(vii) Identification of the types of student performance growth data, specific to each certified personnel's position used in the evaluation process. The summative evaluations will identify the purpose of reviewing student performance growth data, such as identification of a professional development goal, modifying instructional practice, or identifying groups of students that need remediation or enrichment; and~~

~~(viii) Differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during evaluation cycles; any type of assistance or remediation that is provided; and any other requirements of the evaluation cycles used by the district, such as action research or portfolios.~~

(a) On or before July 1, 2020, each district shall either:

(i) Notify the Department of intent to implement or continue administration of a comprehensive teacher evaluation system that meets the requirements described in section 6, and submit documentation described in subsection (d) for review; or

(ii) Notify the Department of intent to redesign the district's teacher evaluation system to meet the comprehensive teacher evaluation system requirements described in section 6.

(b) On or before July 1, 2021, a district that elects to undertake a teacher evaluation system redesign pursuant to subsection (a)(ii), shall submit documentation described in subsection (d) for Department review and State Board approval.

(c) A district shall continue to administer its previously approved system until the school year immediately following receipt of approval by the State Board of the district's submission of documentation described in subsection (d). Unless otherwise indicated by the State Board, a system approved pursuant to subsection (e) is to be implemented in the school year immediately following approval.

(d) A district's teacher evaluation system submission must include the following, in addition to any information and data requested by the Department that is needed to clarify submission information:

(i) Professional standards on which the district evaluates teachers, presented in an understandable format and described with specificity regarding the district's expectations for teacher performance.

(ii) Evidence that each professional standard reflects best practice.

(iii) A list or examples of evidence to be used for each professional standard.

(iv) A description of how the evaluation process is designed to support individual and collective professional growth and to identify areas for improvement.

(v) A description of the evaluation cycle, including information on the timing and frequency of observations, types of assistance or remediation provided.

(vi) A description of the classification system for identifying teachers whose performance meets the district's definition of effective teaching and those at other levels of performance.

(vii) A description of the training provided to evaluators and those being evaluated.

(viii) A list of the stakeholders involved in the development of the teacher evaluation system and any subsequent revisions, as well as a description of stakeholder involvement.

(ix) A description of the data and procedures the district uses to collect and analyze evidence to ensure that the system is equitable and is implemented and administered with fidelity.

(e) After the complete submission by any district of all of the documentation described in subsection (d), the Department shall conclude its review of the submission and the State Board shall make a determination regarding the extent to which the submission meets the comprehensive teacher evaluation system requirements established in section 6. The State Board will issue a decision that the teacher evaluation system has received:

(i) Full approval;

(ii) Conditional approval with conditions noted for remediation; or

(iii) Disapproval with deficiencies noted.

With any decision of conditional approval or disapproval, the State Board will inform the district of the timeline and any other requirements for remediation or resubmission.

(f) If, at any point, a district subsequently significantly amends its teacher evaluation system, the district shall then resubmit all of the documentation described in subsection (d) for approval by the State Board.

~~**Section 8. Certified Personnel Evaluation System Approval.** The State Board of Education shall approve or deny each district's certified personnel evaluation system based upon the previous stated criteria. Approval shall be at one of the following levels and any determination other than full approval shall be accompanied with feedback describing the conditions or deficiencies that the district shall address before reconsideration by the State Board of Education:~~

~~(a) Full approval;~~

~~(b) Conditional approval with conditions noted for remediation;~~

~~(c) Disapproval with deficiencies noted; and~~

~~(d) Non Compliance.~~

Section ~~9~~8. Technical Assistance. Technical assistance will be made available to school districts by the Department and other partners to help them develop and implement evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing evaluation system improvement.

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education
From: Julie Magee, Director of Accountability
Date: May 13, 2019
Subject: Chapter 3 Rules

Meeting Date: May 23, 2019

Item Type: Informational

The Chapter 3 Rules, Rules of Practice and Procedure, have been revised to reflect the new parameters around the informal review process for school performance determinations under the Wyoming Accountability in Education Act. Additionally, the revised rules include a new section, Section 5, which articulates the process for petitioning rules.

The State Board of Education will hear the proposed revisions at its May meeting and will consider them for promulgation at the June meeting.

Statutory Reference(s):

- W.S. 21-2-204
- W.S. 21-2-304
- W.S. 21-9-101
- W.S. 16-3-106

Supporting Documents/Attachments:

- Chapter 3 Rules_SU
- Timeline for WAEA Informal Review
- Petition of Rules_FINAL

~~**Wyoming Department of Education**~~

Chapter 3
Rules of Practice and Procedure

Section 1. Authority. These rules are promulgated by the Wyoming Department of Education and the State Board of Education under the authority of Wyo. Stat. §§ 16-3-106, 21-2-202(d), 21-2-204(d)(vi), 21-2-304(a)(i), and 21-2-402(d).

Section 2. Purpose of Rules. These rules govern proceedings held before or on the behalf of the State Superintendent of Public Instruction or the State Board of Education, as applicable.

Section 3. Contested Case Hearings.

(a) Contested cases shall be conducted pursuant to the Office of Administrative Hearings rules, Chapter 2, ~~*Uniform Rules for*~~ *Contested Case Proceedings* ~~*Practice and Procedure*~~ ("Uniform Rules"), which are incorporated into this chapter by reference. In doing so, the Superintendent and Board find as follows:

(i) Incorporating the full text of the Uniform Rules would be cumbersome and inefficient given the length and nature of the rules;

(ii) The incorporation is limited to the Uniform Rules adopted by the Office of Administrative Hearings and effective ~~October 17, 2014~~ July 20, 2017, and shall not include any later editions of or amendments to the Uniform Rules;

(iii) Copies of the Uniform Rules are available to the public at the Wyoming Department of Education offices at ~~2300 Capitol Ave., Hathaway Bldg. 2nd Floor~~ 122 West 25th Street, E200, Cheyenne, Wyoming 82002.

(iv) An electronic copy of the Uniform Rules is available at the following web address: ~~http://soswy.state.wy.us/Rules/RULES/9644.pdf~~ https://docs.google.com/a/wyo.gov/viewer?a=v&pid=sites&srcid=d3lvLmdvdnxvYWh8Z3g6MzYzM2VmNTk3Y2NlZmI3Mg.

(b) Where a contested case hearing is required by law, an aggrieved person may file a request according to the Uniform Rules § 5(a) with the Superintendent or the Board, as applicable, within thirty (30) days of the date of the administrative decision at issue or the date of mailing of the administrative decision as evidenced by a postmark, whichever is later.

(c) The request for a hearing shall be served on the Superintendent or Board and other necessary parties. Service shall be made to the Wyoming Department of Education, ~~2300 Capitol Ave., Hathaway Bldg. 2nd Floor~~ 122 West 25th Street, E200, Cheyenne, Wyoming 82002-0206. Service may be made in person or by mail.

(d) A request for a contested case hearing shall include the following:

(i) The name, telephone number, and mailing address of the petitioner and the same information for the representing attorney;

(ii) A statement in ordinary and concise language of the facts and of the errors alleged to have been committed and issues that the petition is based on, including particular reference to statutory sections, contract provisions or rules, regulations, and orders involved;

(iii) A copy of the decision or relevant material that relates to the decision at issue;

(iv) The specific relief sought; and

(v) The signature of the petitioner and the representing attorney.

(e) The notice of hearing required under the Uniform Rules § 5(b) shall be served on each party at least thirty (30) days before the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.

(f) The Superintendent or Board, as applicable, may appoint a hearing officer to conduct the contested case and may request that the hearing officer issue a recommended decision.

(g) If a recommended decision is requested, the recommended decision and proposed order shall be submitted to the Superintendent or Board, as applicable, no later than thirty (30) days after the end of the contested case hearing.

(h) The Superintendent or Board, as applicable, shall make and enter a written decision and order containing findings of fact and conclusions of law stated separately.

(i) The written decision issued by the Superintendent or Board shall be the final agency action and be subject to judicial review under Wyo. Stat. § 16-3-114.

Section 4. Informal Review of School Performance Ratings.

(a) Wyoming Department of Education shall provide preliminary annual performance ratings to districts for schools within those districts. Before the ratings are final, the schools shall review the ratings and the underlying calculations. Districts may suggest corrections to the Department within fourteen (14) days. Ratings become final on the fifteenth (15) day.

(b) Districts may file a request for informal review in a form and manner prescribed by the Department. The request shall include all relevant documents. The request shall state the basis for changing a school's performance rating. The basis for an informal review shall be

limited to the following:

(i) To examine whether the Department improperly computed and reported the school's overall performance rating, including indicator-level performance, or

(ii) To examine whether the school was unable to administer the statewide assessment for good cause.

(c) When it receives the complete ~~Informal Review Request~~ informal review request ~~form~~ from a district, the Department shall review the documentation. A complete informal review request shall include:

(i) The name, telephone number, mailing address, and email address of the district superintendent and school principal seeking the request.

(ii) The specific reason for the request, including data, facts, and evidence to support the request.

(d) If the request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related documentation may be submitted after the later of notification from the Department that the request is complete or fifteen (15) days after the ratings are final.

(e) The Department shall submit a recommendation of either maintaining or amending a school's performance rating and the reasons for the recommendation to the State Board of Education not later than fourteen (14) days after the request for informal review is complete. The Department shall serve the recommendation on the district at the same time that it is submitted to the State Board.

(f) The State Board of Education shall hear the district's request for informal review no later than thirty (30) days after the request is complete. The Board shall notify the Department and the district of the date, time, and location of the meeting in which the Board will consider the request for review.

(i) The district shall be allotted ten (10) minutes to address the Board. The district may reserve a portion of its time for rebuttal.

(ii) The Department shall be allotted ten (10) minutes to address the Board.

(iii) No additional documentation may be submitted at the meeting.

(iv) Presentations shall be limited to the basis raised by the district in its request for informal review.

(v) Districts may waive appearance before the Board and rely on the

written documents already submitted. If a district waives appearance, it shall notify the Department no later than seven (7) days before the meeting. If a district waives appearance, the Department shall not be permitted to address the Board on the subject of that school's performance rating.

(f) The Board may deliberate and render a decision at the meeting in which it heard presentations by the district and the Department.

(g) The Board decision is final agency action subject to judicial review under W.S. 16-3-114.

(h) Data maintained by the Department used to calculate performance level ratings shall not be subject to review under these rules.

Section 5. Petition of Education Rules. This section pertains to rules promulgated under the authority of the Wyoming Department of Education (Department) or State Board of Education (Board), as applicable.

(b) Any interested person may petition an agency to promulgate, amend, or repeal any rule pursuant to W.S. 16-3-106. A petition to promulgate, amend, or repeal Education rules shall be submitted to the Wyoming Department of Education, 122 West 25th Street, E200, Cheyenne, Wyoming, 82002-0206.

(c) The agency rules liaison shall provide a petition to promulgate, amend, or repeal education rules to all appropriate Department or Board staff within thirty (30) calendar days of receipt of a complete petition.

(d) A complete petition shall include:

(i) The name, telephone number, mailing address, and, if available, email address of the petitioner;

(ii) The statute, if applicable, for a petition requesting a new chapter of rules;

(iii) The chapter number for a petition requesting a revision or repeal of education rules; and

(iv) A description of the change being sought by the petitioner. The petitioner's request shall include the specific reason for the petition and contain data, facts, and evidence to support the petitioner's request.

(e) A complete petition shall be processed by the Department or Board as soon as practicable. Additional information may be requested from the petitioner.

(f) The petitioner shall be notified of any public meetings related to the petitioner's request.

(g) If the petition is denied, the Department or Board shall provide a written explanation to the petitioner within thirty (30) calendar days of the decision. If the petition is approved, the petitioner will be notified of the rules promulgation process and timeline within thirty (30) calendar days of the decision.

TIMELINE FOR WAEA INFORMAL REVIEW

(W.S. 21-2-204(d)(vi); Chapter 3 Education Rules)

WHO	WHAT	BY WHEN
WDE	Sends *confidential* school performance rating report to districts	15 days before ratings are finalized and publicly released
District	Reviews school performance reports and submits concerns or potential corrections to the WDE	Within 14 days of receiving the *confidential* school performance rating report
WDE	Publicly releases final school performance ratings	By September 1 except in years when there is a significant change to the accountability system (W.S. 21-2-204(k)).
District	Files a complete request for an informal review.* The request must include all relevant documents (Chapter 3, Section 4(b) and (c))	Within 15 days of public release of final rating
WDE	Notifies district if request is complete or requests additional information/documentation (Chapter 3, Section 4(d))	Within 30 days of initial receipt
District	Submits additional documentation to WDE if request is incomplete	Within timeframe communicated by WDE (or X days?)
WDE	Reviews complete request and submits a recommendation to the State Board of Education to either maintain or amend a school's performance rating. Districts shall receive a copy of the same recommendation	Within 14 days of receipt of complete request
SBE	Hears the district's request for the informal review	Within 30 days of receipt of complete request
WDE	Updates and releases school performance rating report, if necessary	Within 14 days of final SBE decision

Informal Hearing Procedures

The SBE notifies the district and WDE of date, time, and location of meeting to consider the request for review. No additional documentation shall be submitted during the meeting, and presentations shall be limited to the issue(s) raised by the district in its request for an informal review (Chapter 3, Section 4(f)).

- District is allotted ten (10) minutes to address the SBE. District may reserve portion of this time for rebuttal.
- The WDE is allotted ten (10) minutes to address the SBE.
- Districts must notify the WDE of their intent waive appearance before the SBE no later than seven (7) days before the meeting. In this case, only the written documentation submitted at the time of the request for an informal review shall be considered by the SBE. The WDE will not be permitted to address the SBE on the subject of that school's performance rating.
- The SBE deliberates and renders a final decision during the meeting. The SBE's decision is considered final agency action.

**The basis for an informal review is limited to the following: to examine whether the WDE improperly computed and reported the school's overall performance rating, or to examine whether the school was unable to administer the state assessment for good cause (W.S. 21-2-204(d)(vi)). Data used to calculate a school's performance rating is not subject to the informal review process (Chapter 3, Section 4(h)).*

NOTICE: This guidance document is intended to assist with the rules petition process. Use of this form is NOT required in order for a petition to be considered.

Petition of Education Rules - Wyoming Department of Education (WDE) and State Board of Education (SBE)

NAME: | **EMAIL:** | **DATE:**

Authority: W.S. 16-3-106. Petition for promulgation, amendment, or repeal of rules.

Any interested person may petition an agency requesting the promulgation, amendment or repeal of any rule and may accompany his petition with relevant data, views and arguments. Each agency may prescribe by rule the form of the petition and the procedure for its submission, consideration and disposition. Upon submission of a petition, the agency as soon as practicable either shall deny the petition in writing (stating its reasons for the denials) or initiate rulemaking proceedings in accordance with W.S. 16-3-103. The action of the agency in denying a petition is final and not subject to review.

Directions: Petitioning for the promulgation, amendment, or repeal of Education rules

This process is intended to be used to petition Education rules, not state statute. Proposed rule changes that are in conflict with current Wyoming Statute (W.S.) cannot be approved through this process. If this is the case, please contact your local legislator(s).

Link to Find Current Legislators
Link to Wyoming State Statutes [Title 21 is Education]
Link to Current Rules

Please choose the reason(s) for your petition.

X		W.S./Chap. #	
☐	Promulgate new rules for W.S.		"Promulgating rules" means to put law into action and make known publicly.
☐	Amend rules for Chapter #		"Amending rules" means to improve or remove errors/defects and leads to promulgation.
☐	Repeal rules for Chapter #		"Repealing rules" means to revoke, rendering them no longer effective.

Describe your concern with the rules, including your reason for this petition and the desired change.

Describe how this change could impact students, teachers, schools, and/or the community at large. Data, facts, and evidence to support your claim(s) are required. **Please attach supporting documents as appropriate.**

Processes and procedures are described on the next page.

NOTICE: This guidance document is intended to assist with the rules petition process. Use of this form is NOT required in order for a petition to be considered.

Process for Submitting Form:

1. Complete this petition form and attach evidence.
2. Submit form and documents online at Education Rules - Chapter 3, Section 5 https://edu.wyoming.gov/XXX OR mail/hand deliver to:

Wyoming Dept. of Education
c/o Agency Rules Liaison
122 W. 25th Street, E200
Cheyenne, WY 82002

Process for WDE/SBE Review:

1. Petition will be shared with all appropriate WDE/SBE staff within 30 calendar days of reciept of a **complete** petition.
2. If the request falls under the purview of the SBE, this petition will be added to a meeting agenda as soon as practicable.
3. All appropriate members/staff will review and discuss the **complete** petition as soon as practicable after receiving the complete petition.
4. The petitioner will be notified of next steps, including information on any public meetings.

Process for WDE/SBE Reply to Petitioner: The petitioner will be notified of the decision for this request.

* If the petition is approved, the petitioner will be notified of the rules promulgation timeline within 30 calendar days of approval. The rules promulgation process includes a public comment period of at least 45 days before final determinations are made.

Internal Use Only:

Select all that apply:

☐ This request requires additional information or discussion with appropriate stakeholders to determine the needs expressed.
- ☐ School districts
- ☐ General Public
- ☐ Legislators
- ☐ Other: _____

☐ This petition is rejected due to:
- ☐ The request is in conflict with Wyoming State Statute.
- ☐ The request is not relevant to the Rules/W.S. referenced in the petition.
- ☐ The request is preferential only and was not based on relevant data/information.
- ☐ See the SBE motion below
- ☐ Other: _____

Signature Date

☐ This petition is approved and the following action will be taken:
- ☐ Rules will be written and promulgated.
- ☐ Rules will be amended as requested and will go through the promulgation process.
- ☐ Rules will be amended with WDE edits and promulgated.
- ☐ Rules will be amended with SBE edits and promulgated. (see motion below)
- ☐ Rules will be repealed as requested.

Signature Date

SBE motion on _____ (Date of meeting & motion)

SBE Motion: _____

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

SHELLEY HAMEL
Chief Academic Officer

KARI EAKINS
Chief Policy Officer

TRENT CARROLL
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307-857-9250

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To:	State Board of Education
From:	Julie Magee, Director of Accountability
	Bill Pannell, Accreditation Supervisor
Date:	May 13, 2019
Subject:	Accreditation Update
Meeting Date:	May 23, 2019
Item Type:	INFORMATIONAL

The Wyoming Department of Education is completing the pilot year for the new state-led accreditation process. The State Board of Education will receive an update and hear the outcome of the pilot year during its May meeting.

Statutory Reference(s):

- W.S. 21-2-304(a)(ii)
- Chapter 6 Rules

Supporting Documents/Attachments:

- Accreditation Update

Proposed Motion(s):

- None

WYOMING DEPARTMENT OF EDUCATION - ACCREDITATION REPORT

Wyoming's K-12 districts are accredited by the Wyoming State Board of Education annually (W.S.21-2-304(a)(ii)). The schools governed by each district are accredited through the district. Accreditation includes annual requirements as well as an on-site peer review once every five years.

Accreditation Criteria

There are 25 accreditation criteria. All are considered in the annual review. The first fifteen are the focus of the on-site peer review. These criteria include:

01. District Board
02. District Leadership
03. School Leadership
04. Stakeholder Communication and Input
05. Employment and Certification
06. Professional Development
07. State Assessment and Accountability
08. School Improvement and Support
09. Programs, Standards, and Curriculum
10. District Assessment System
11. Instructional Methods
12. Learning Supports
13. At-Risk and Dropout Prevention
14. School Culture, Climate, and Safety
15. Student Activities
16. High School Graduation
17. Technology and Media
18. Virtual Education
19. Buildings and Facilities
20. Student Health
21. Calendars and Schedules
22. Transportation
23. Food Services
24. Finance and Data
25. Student Information Management

Accreditation Requirements

The requirements for a district to be fully accredited annually consist of:

- Assurances/attestation completed by district superintendent
- 80% or higher artifact approval
- Approved school improvement plans
- Approved district assessment system
- No unresolved compliance issues
- No unresolved staffing issues
- External review within the most recent five-year cycle

The purposes of accreditation are verification of adherence to statute and continuous improvement of district processes (Chapter 6 Rules). The annual requirements are focused on meeting the requirements of statute, and the external review is focused on evidence-based practices. An overview of the accreditation process can be found here. Additionally, this resource document provides links to relevant documents and resources.

Assurances

While the annual accreditation requirements are more reliant on artifacts than Yes/No assurances, assurances may be collected for some statutory requirements (i.e. the Hathaway 8th Grade Unit of Study requirement).

Artifact Approval

Annually, districts provide links to artifacts to verify adherence to Chapter 6 Rules and Regulations by November 1. The list of required artifacts is provided to districts.

School Improvement Plans

School improvement plans are part of the annual artifacts, but are reviewed separately by the accreditation team to verify that they meet the applicable requirements of statute. Beginning in fall 2019, improvement plans will be scored using a school improvement plan rubric.

District Assessment System Plans

District assessment system plans are part of the annual artifacts, but are reviewed separately by the accreditation team. Beginning in fall 2019, District assessment system plans will be scored using a DAS Rubric.

Internal Verification of Compliance

The accreditation section annually surveys all WDE program managers to ensure that there are no unresolved compliance issues across the agency (i.e. data reporting issues, unresolved corrective action plans, etc.).

Staffing

Staffing data are reviewed annually to ensure that staff are certified and that their certification matches their area of assignment.

External Review

Districts have the option to select between the WDE Peer Review team or other approved providers for the on-site external review. Regardless of the external review option selected, all districts have an agency-led, on-site review of the District Assessment System at least once every five years.

WDE Peer Review

The WDE peer review is highly integrated with the annual requirements. The WDE peer review consists of a two-day, on-site visit. District processes are reviewed onsite on a five-year cycle using the Peer Review Workbook. The peer review teams are comprised of 5-7 statewide peers, 2-3 WDE staff, and an external team lead hired by the WDE. Team members results are compiled using an electronic peer review workbook. Team members are trained using the peer review workbook and resource documents. The components of the WDE Peer Review are:

- District Presentation: District leaders explain district processes for the first fifteen accreditation criteria. District leaders may include the other ten criteria if they prefer. District leaders provide a presentation along with evidence to show the level of implementation of effective practices defined in the Peer Review Workbook. The *Exemplary* rating is earned when a district has documented processes.
- District Artifacts: Districts provide documents and other artifacts to explain the processes being implemented. With a few additions, the annual artifacts are sufficient for the peer review.
- District Assessment System: The team leader and WDE staff ensure that the District Assessment System meets the requirements of Wyoming statute and Chapter 31 Rules. This is accomplished through the use of rubrics and a checklist.
- Classroom Observations: Classrooms are observed using the rubric in the Peer Review Workbook. The results are used to determine ratings for Criterion #11 in the Peer Review Workbook. There is no data collected other than the team member ratings based on the observations.
- Stakeholder Surveys: The district is responsible for disseminating a stakeholder survey, which provides the district board, leaders, teachers, students, parents, and community an opportunity for input. The survey is anonymous; however, the results are reviewed by the WDE and any derogatory comments about any specific individuals are removed prior to sharing the results with the district superintendent. There are no scheduled interviews during the on-site peer review.

STATE BOARD OF EDUCATION QUESTIONS

What were the challenges for districts? In the past, districts were asked to provide assurances that they met statutory requirements. This year, they were asked to provide artifacts as well. For most districts this wasn't a problem, but for some it required additional effort to pull these together.

Are there rubrics for judging the required components? There are scales included in the peer review workbook, which are used for scoring the indicators. In addition, there are rubrics for scoring the school improvement plans and DAS plans annually.

Are there rubrics for determining the final accreditation status recommendation?

Accredited (All of the following)

- Assurances/attestation completed by district superintendent
- 80% or higher YES rating on evidence/artifacts submitted
- None to minor staff certification issues
- None to minor issues reported by WDE program managers through WDE internal verification
- Approved school improvement plans with few issues or no plans required
- Approved district assessment system

Accredited with Follow-up (Any of the following)

- Assurances/attestation not completed by district superintendent
- 60 - 79% YES rating on evidence/artifacts submitted
- Unresolved staff certification issues
- Issues reported by WDE program managers through internal verification
- Outdated school improvement plans
- Issues with district assessment system
- Issues identified during most recent on-site review

Accredited with Support (Any of the following)

- Assurances/attestation not completed by district superintendent
- Less than 60% YES rating on evidence/artifacts submitted
- Unresolved staff certification issues
- Substantial issues reported by WDE program managers through internal verification
- Substantial issues with or no school improvement plans
- Substantial issues with or no district assessment system
- Substantial issues identified during most recent on-site review
- Every school in the district is not meeting expectations (beginning in 2020-21) Chapter 6 Sec. 7(a)(i)

Non-Accredited

- Any 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.
- This decision is 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.

How were people trained as accreditation monitors? The peers for the on-site reviews are selected from statewide educators who have completed the peer review training. Trainings were provided last September for around 100 educators, and training was provided for another 30 educators in early May. The training includes the peer review process and discussion of the research related to the accreditation indicators. The WDE accreditation staff review the annual artifacts. Ongoing training is provided to WDE staff through weekly team meetings.

How do the accreditation status results correlate with accountability and other state level results? The peer review provides a rubric rating for each indicator and sub-indicator, but does not calculate an overall score for the district. This would be possible by assigning a 1-4 score to each level and averaging the scores. However, the results are for the district rather than schools, so there really would be little comparability to accountability results.

How has accreditation helped districts improve? The goal of the accreditation process is to increase clarity and improve processes throughout the system in a manner consistent with research. For the purposes of Wyoming accreditation and the district peer review, the system is the interrelated structures, processes, and relationships in these major categories at the state, district, and school levels:

- Governance and Leadership (Criteria 01-04)
- Professional Capacity (Criteria 05-06)
- Accountability and Improvement (Criteria 07-08)
- Instructional Program (Criteria 09-12)
- Culture and Climate (Criteria 13-15)
- Services and Operations (Criteria 16-25)

Through implementation of evidence-based processes to meet the accreditation and peer review requirements, districts and schools should see improved results.

What worked well? Both the annual requirements and peer review were piloted this school year, and adjustments were made as needed during the process. This flexibility kept the overall pilot running smoothly, and we were able to be responsive to the districts' needs right away, rather than waiting until next year. The requirements and processes for accreditation should be fairly routine for districts within a couple of years.

What changes should be made? The feedback districts receive after the peer review has been a topic of ongoing conversation. Some districts want an "improvement priority" to be assigned by the team. This was not done with the pilot visits, and we may not implement one in the future. The goal is to help districts focus on improving their overall system, including processes. There isn't likely to be one single indicator that will improve the entire system. As we give the new process time to work, we may revisit the concept of an "improvement priority" in the future.

What did districts say about the new process? The feedback WDE has received is quite positive. The changes have been well-accepted by districts. There seems to be agreement that the integration of statute and research is a logical approach to evaluation of districts.

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education
From: Kari Eakins, Chief Policy Officer
Shelly Andrews, SSOS Program Manager
Date: May 15, 2019
Subject: Response to SBE Adm. Committee Questions

Meeting Date: May 23, 2019

Item Type: Informational

The Statewide System of Support (SSOS) was established by the State Board of Education in 2015 in collaboration with the Wyoming Department of Department (WDE) and the System continues to evolve and improve. The SSOS is led by a WDE cross-divisional team that works collaboratively to design and implement a statewide system of support which effectively utilizes both state and federal resources.

The Administrative Committee of the State Board of Education posed a series of questions that have been addressed in the attached document. The information will be presented at the May meeting. The SSOS Guidebook has been included for reference.

Statutory Reference(s):

- W.S. 21-2-204 (h)

Supporting Documents/Attachments:

- Response to Questions from SBE Administrative Committee May 2019
- Statewide System of Support Guidebook

Wyoming Department of Education
Statewide System of Support Information
May 15, 2019

Response to questions posed by the State Board Administrative Committee:

1. What opportunities have been available for schools?

Statewide training including all Marzano and Solution Tree sessions focusing on assessment, instruction, leadership, and collaborative teams are open to all schools. Data retreat and root-cause analysis training is available to the lowest performing schools, and made available to others as resources allow. The PLC at Work® Initiative is also available through an application process. The WDE sponsors up to 15 school per year. Schools that were not selected or do not apply can participate by self-paying.

2. What do we expect will happen if schools receive SSOS help?

The training will build leadership and instructional capacity in the schools. The focus is on increasing the knowledge base which supports changes in adult behavior that will result in improved leadership and teaching and learning in the schools.

3. Do we have any results?

Feedback from participants at each training is solicited by both Marzano and Solution Tree. This includes a 1 – 5 rating on content, delivery, and value of the training. The highest overall rating has been 5.0, with most ranging from 4.75 – 4.9 and the lowest being 4.61.

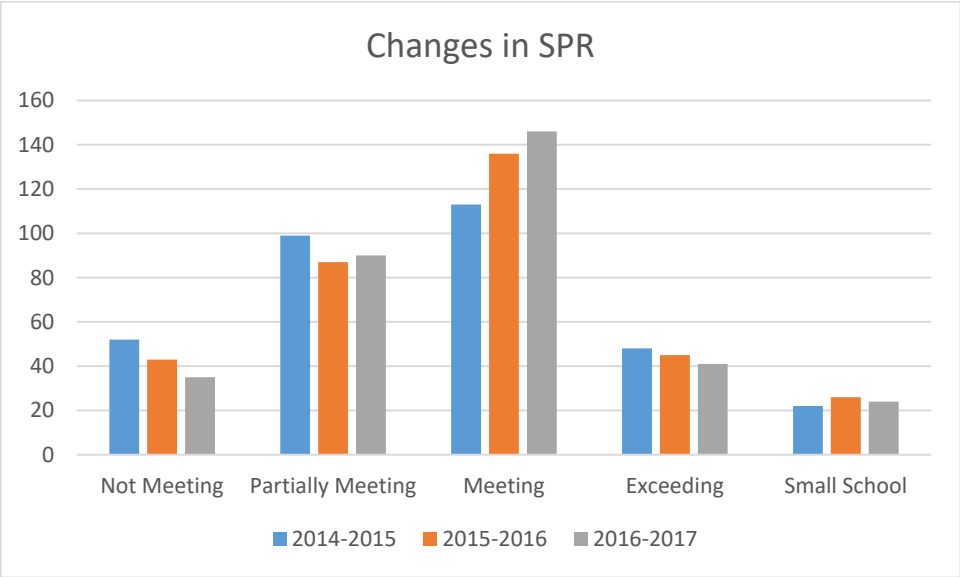
Participants include statements (teachers and administrators) that indicate an increase in knowledge base and changes in practice as a result of the training. The value of the training is further evidenced by the number of schools and districts that contract directly with Marzano and Solution Tree to bring consultants in to train the entire teaching staff.

4. Is our accountability system and the supports that are in place having the desired affect?

The WAEA is a standardized rating system that provides data on indicators identified as important in measuring the performance of schools. This has contributed to the awareness by school leadership and teachers and a focus on using data to identify areas of need. There is a broad spectrum of action being taken to identify specific gaps in performance, drilling down to the root cause, and establishing goals and strategies to improve performance. This system gives both the department and the schools a common starting point from which to work toward improvement.

5. How many schools have improved as a result of the support?

There is no way to specifically correlate an improvement in school performance with the support they have received through the SSOS. However, the following table shows the change in the school performance ratings over a three year period.



6. Are some supports optional or are they all required?

If a school is identified as a Tier I level of support, all programming is optional. If a school is identified as a Tier II level of support, if resources are available, the data retreat and root cause analysis training will be provided, but not required.

If a school is identified as a Tier III level of support, schools are required to participate in the assessment literacy and formative assessment resource development training and they are also required to participate in the data retreat and root cause analysis training. Specific differentiated support on classroom assessment and instruction is provided based on identified needs, as resources are available. Currently, the WDE is soliciting bids through the RFP process on specific supports based on a comprehensive needs assessment for our lowest performing schools.

7. How many schools achieved or made significant progress on their improvement plan goals?

The improvement plan goals are reviewed and evaluated by the accreditation team for compliance with the law. New or updated plans being submitted by schools are considered in light of what was submitted the year before, but specific data analysis to determine progress is not part of the process. However, there is evidence of significant progress on goal achievement by districts that have participated in the trainings and have reported the success of the schools.

8. How is the SSOS funded?

2017 Session Laws, Chapter 120, Section 2; Section 206, footnote #1 establishes the 2019-2020 standard budget for the statewide system of support for schools by transferring funds from three existing standard budgets within the department (Unit 1228 District Assessment System - $100,000; Unit 1231 School

Improvement - $700,000; and Unit 1252 Assessment and Related Activity - $200,000). In addition to this standard budget, Title I and Title II-A federal program funding has been made available for professional development as appropriate and as resources permit.

9. Does the State Board have a statutory mandate to take action and approve the SSOS guidebook or the supports?

21-2-204 (h) provides the language around the statewide system of support. There have been revisions to this section of law over the years and it currently reads as follows:

> *For all schools a progressive system of support and intervention to assist schools shall be established by the state board through the department. The system shall increase the ability of schools and school districts to improve achievement and growth indicator performance and expand the ability for schools and school districts within the state to continuously improve. The system shall clearly identify and prescribe the actions for each level of support, including comprehensive and targeted support and intervention.*

A brief history of the WDE and SBE collaboration and action taken by the SBE includes the following:

2015 –

- The SSOS programming and development process was an item on the SBE agenda beginning in February.
- A motion was made on June 5th to include the SSOS as an action item on the August 13 agenda.
- An action summary sheet for the SSOS was provided in the July 27 SBE information packet.
- Action was taken by the SBE on the RFP to solicit bids on developing the SSOS strategic plan; on moving forward with the WYCEL Agreement; and accepting the WASA regional PLC Workshops with Dr. Anthony Muhammad at the August 13th meeting.
- The August 13th SBE liaison memo included an overall statement about the SSOS presentations during the year and the department's request for consideration for the SSOS Framework as presented.
- Dr. Joel Dvorak was approved as the contractor hired to develop the SSOS strategic plan and implementation guide in September.
- Between September and November the establishment of a Collaborative Council was presented as part of the process and a state board member was asked to serve on the Council.

2016 –

- In January, the tiered levels of support and the logic model for the SSOS were presented to the board. Education Northwest Research group also presented information on the upcoming evaluation of the existing SSOS programming.
- In March, the SSOS comprehensive framework was presented. The board requested a focus on a change in adult behaviors and refinement of a systems approach. In April, Dr. Dvorak presented his final strategic plan document.
- At every meeting between May and November there were varying degrees of information provided on the SSOS framework, the success of the data retreats and root cause analysis trainings, and the alignment between the work of the Collaborative Council and the supports being provided to schools.

2017 -

- Chief Policy Officer presented and overall report in January including general information from Education Northwest on the SSOS program evaluation taking place.
- Education Northwest presented SSOS program evaluation report in September, and the November memo from Superintendent Balow provides an update on the WDE work with Education Northwest and the establishment of an internal SSOS team with representation from all divisions across the department.

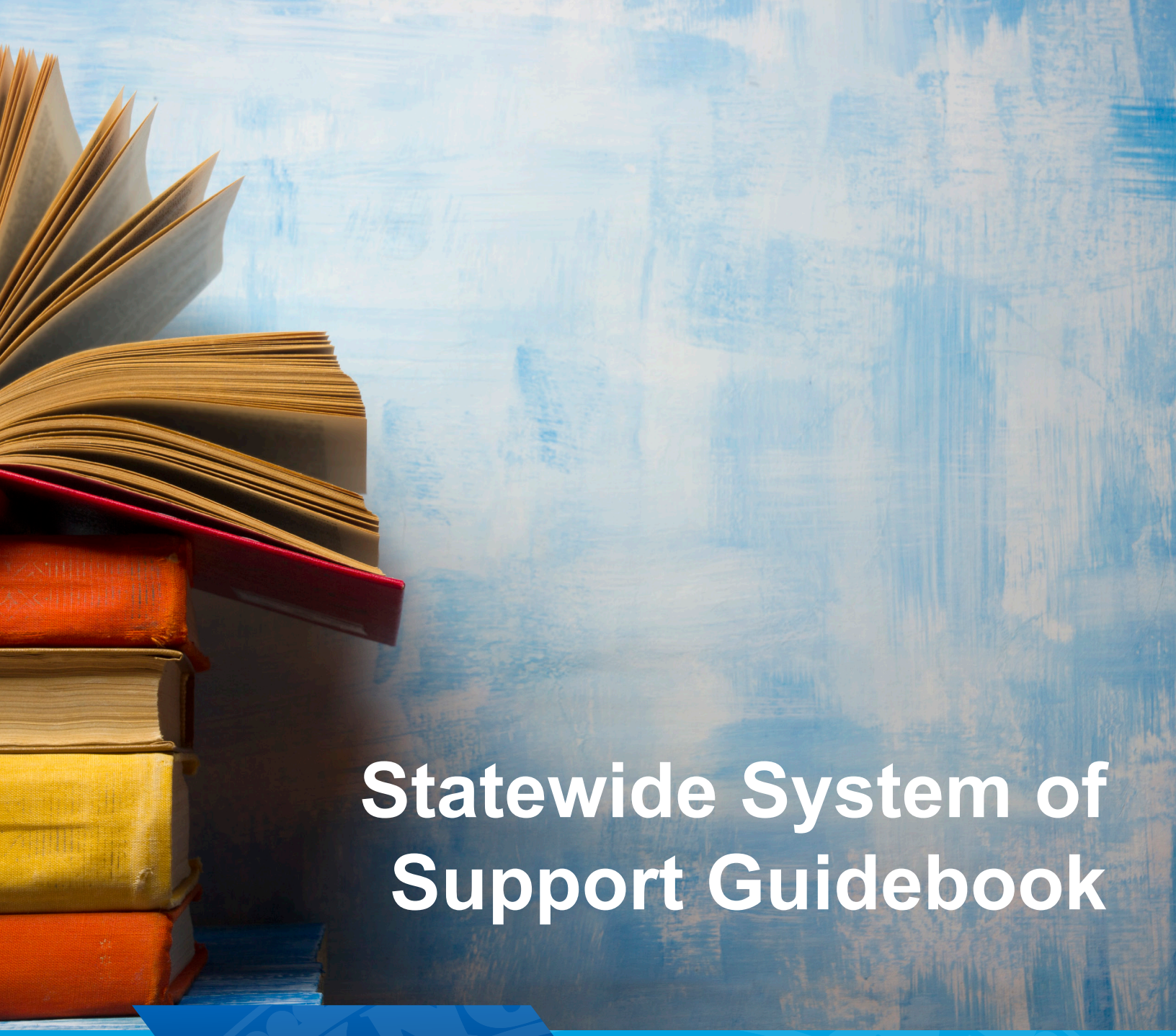
2018 –

- In October, a report on the SSOS for alternative schools was presented which included the statewide system of support for traditional schools and this was approved by the SBE.

2019 –

- In February, the SSOS Guidebook was included in the state board packet and was presented during the board meeting.

The Statewide System of Support has evolved significantly over the years. It began as a list of programs available to all schools and has developed into a system that uses data to determine the level of support needed for each school. Additional data analysis for the lowest performing schools is used to further identify need and the department will partner with districts and schools to consider resources being used and next steps to support school improvement.



Statewide System of Support Guidebook

WYOMING
DEPARTMENT OF EDUCATION

JANUARY 2019

MESSAGE FROM SUPERINTENDENT BALOW

Dear Education Stakeholders,

The vision of the Wyoming Department of Education (WDE) is to significantly increase the percentage of Wyoming students who are college, career, and military ready. To that end, the WDE strives to do everything possible to help students and districts succeed in the education process.

State and federal accountability laws provide a framework for measuring school performance and success. Both the Wyoming Accountability in Education Act and the Every Student Succeeds Act help us determine which schools need support for improvement.

This guide is designed to help schools and districts understand how the WDE uses data to differentiate schools by tiers of support and why those tiers exist. This guide explains the approach for addressing the needs of different schools, as well as the protocol for placing schools into tiered levels. It also lays out the five primary pillars of school effectiveness designed by the Statewide System of Support team. The resources and information in this guide provide background on how each key program or resource that the WDE offers fits into these five primary pillars, which are crucial for student success.

I believe in our schools, our educators, and our students. It is my hope that this guide will be a resource as we all work together to meet the needs of our students, our districts, and every Wyoming community.

Sincerely,

Jillian Balow
State Superintendent of Public Instruction

PURPOSE OF THIS GUIDEBOOK

The Wyoming Accountability in Education Act (WAEA) establishes performance ratings for all public schools. It identifies schools using a range of performance, from those at the highest levels (Exceeding Expectations) to those that are underperforming (Not Meeting Expectations). Additionally, the Every Student Succeeds Act identifies school for different areas of support.

The Wyoming Statewide System of Support (SSOS), established by Wyoming Statute §21-2-204(h), is designed to support schools at all levels by matching the intensity of each school's need to an array of programs and resources that will assist with the implementation of effective practices. Just as schools support learners who demonstrate multiple and varied needs, the SSOS supports schools by differentiating services and serving as a partner in achieving improved outcomes for all students.

The SSOS is led by a Wyoming Department of Education (WDE) cross-divisional team that works collaboratively to design and implement a statewide system of support which effectively utilizes both state and federal resources. This guidebook is designed to provide information about SSOS programs, services, and resources, and will continue to evolve as the WDE responds to identified needs across the state.

SSOS MODEL

In 2018-19, the WDE will identify appropriate tiered levels of support and intervention for each Wyoming school based on a comprehensive screening protocol. The WDE will administer five pillars of support, wherein the agency can take an increasingly active support role with districts and schools demonstrating the most intense and persistent needs.

SCREENING PROTOCOL

TRADITIONAL SCHOOLS

In 2018-19, the WDE will adopt a statewide comprehensive screening protocol to determine each traditional school's tiered level of support need. Each data set described below will be considered in this process of determining an appropriate tier of support need for each school. This information will be used to prioritize services and resources in support of schools, as seen in Appendix A.

Indicator One: *WAEA School Performance Report (SPR) designation.* The WAEA SPR depicts an annual measurement of school performance. The current year SPR and the previous year's results serve as the first screening measures for each school. Generally, schools that are Not Meeting Expectations have a higher need for support than schools that are Partially Meeting Expectations. In turn, Partially Meeting schools have greater needs than schools that are Meeting and Exceeding

Expectations. Those schools with multiple years of Not Meeting Expectations or Partially Meeting Expectations are deemed to have even higher levels of support need.

Indicator Two: *Every Student Succeeds Act (ESSA) designation.* In accordance with the Every Student Succeeds Act (ESSA) §1111(d) requirements, schools may be identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). An Average Indicator Category Score (AICS) will be calculated to identify these schools. The CSI designation is primarily for Title I Schools; all schools regardless of Title status can be identified as TSI. However, the traditional school screening protocol will prioritize CSI, TSI, and non-Title I schools with similar AICS values into a higher level of support.

Indicator Three: *Special Education designation.* The WDE's Special Education Programs team monitors the implementation of the Individuals with Disabilities Education Act (IDEA) through a Results Driven Accountability (RDA) system. Within this federal law, Part B Performance and Compliance Indicators are considered for review at the district level. The traditional school screening protocol will give priority to schools, in part, based on districts identified for monitoring of selected indicators. The RDA places a greater emphasis on performance indicators and results in a district-level designation that describes the needs of each district.

The comprehensive screening protocol functions as a decision-tree and is illustrated in Appendix A.

ALTERNATIVE SCHOOLS

For alternative schools, a school's performance as defined by the Alternative School Accountability Model will be used to determine the tier level in which each alternative school in the state will fall. The school's overall performance rating, in combination with the number of years a particular rating is observed, will be considered in identifying the appropriate tier level. Those schools with multiple years of Not Meeting Expectations or Partially Meeting Expectations are deemed to have higher levels of support need. This information will be used to prioritize services and resources in support of alternative schools.

The alternative school protocol is illustrated in Appendix B.

SMALL SCHOOLS

In order to receive a WAEA School Performance Report (SPR) designation [Indicator One], and the Every Student Succeeds Act (ESSA) designation [Indicator Two], a school serving grades three through eight must meet the minimum number of students on both the achievement and growth indicators. High schools must meet the minimum number of students on both achievement and graduation indicators. Small schools that do not meet these minimum number of students, undergo a small school review process. This small number of schools (2017-18 = 19 schools) will be considered on an individual basis.

THREE-TIERED LEVELS

Wyoming Statute §21-2-204(h) directs the development of a "progressive multi-tiered system of support and intervention to assist schools" that is appropriate for both traditional and alternative schools. The screening protocol (described above) for traditional schools, and as modified for alternative schools, effectively categorizes all schools into a tiered level of support need. These designations will guide the WDE as it adapts the posture of support that best meets the needs of each school. The goal is to develop a partnership with each school to build capacity, as well as to refine the progressive system of support that will appropriately address both traditional and alternative school needs.

Tier I schools are those which have very little need for external support. With basic guidance and some support from the state, they generally perform according to expectations. Programming currently in place at this statewide level is deemed to be appropriate for both traditional and alternative schools designated as Tier I.

Tier II schools are those that have a moderate need for external support. These schools typically have clear areas of strength with intermittent performance challenges. The primary focus for current SSOS Tier II programming relates to understanding WAEA school data, using it to identify the root cause of low performance on indicators within the model, and developing school improvement plan goals and strategies to address the low performance. This Tier II support is appropriate for both traditional and alternative schools.

Tier III schools have a higher intensity of need, which is typically indicated by multiple measures in which they persistently struggle to meet the needs of their students. Tier III supports are specifically differentiated based on an individual school's identified need. Currently, the differentiated support provided to individual schools has focused on classroom instructional strategies, classroom assessment, data analysis, and root cause identification for small schools and districts. These differentiated supports will continue to evolve and develop based on need and resources available.

The alternative school accountability model includes additional indicators of performance, and the support provided to these schools will be modified as appropriate to address the unique needs of these students.

Appendix C illustrates the intensity of support for each tier, as well as the adaptive postures of the WDE.

PILLARS OF SUPPORT

The SSOS Model designates five pillars of support based on the three-tiered system. For those schools with the most intense support needs, the department will collaborate with school leadership teams to identify specific needs. A differentiated support plan will be developed within the parameters of available school and department resources. All programming will be aligned to assist school improvement within the areas defined by the five pillars of support.

1. CULTIVATING EXCEPTIONAL LEADERSHIP

Leaders create the conditions for others to be successful in the system by setting vision, focus, and goals that address the other pillars. The SSOS aims to cultivate effective leadership among administrators as well as collective formal and informal leadership that is distributed throughout the system.

2. IMPROVING TEACHING AND LEARNING

Addressing the school's core business (e.g., curriculum, instruction, and assessment), this pillar addresses teachers knowing what to teach, how to teach, and whom they are teaching. Teachers must know what to teach by selecting material and resources that are aligned with state content and performance standards. They must know how to teach in ways that reflect evidence-based methods, including appropriate scope and sequence. Additionally, teachers must know how to adapt their materials, resources, and pedagogy, based on whom they are teaching, in ways that are both culturally and contextually sensitive as well as differentiated by student needs. The SSOS will provide resources and programs that focus on improving teacher and leader practices around teaching and learning.

3. DEVELOPING A HIGH-PERFORMANCE CULTURE

A high-performance culture hinges on the human-centered individual and collective aspects of the school (e.g., high expectations, relationships, trust, collaboration, monitoring of teaching and learning). This also includes creating a supportive school environment as it relates to safety (physical and emotional) for students. All decisions are made in support of the goal of advancing student learning. SSOS programs will empower teachers, principals, and district leaders to engage in change processes that enhance a high-performance culture.

4. ESTABLISHING EFFECTIVE STRUCTURES & PROCESSES

This pillar includes the more technically oriented structures and standard operating procedures established in schools, including policies and allocation of tangible and intangible resources. This includes, for example, setting schedules, creating processes, and providing tools for collaboration, such as through Professional Learning Communities. The SSOS will assist schools and districts in implementing structures and processes that lead to improved teaching, learning, and leading.

5. ENGAGING FAMILIES AND THE COMMUNITY

The role of the school goes beyond the transmission of content. The role of the school is also to manifest community values within the next generation. To carry out both roles, schools must effectively engage families and their communities as leaders, partners, and allies in educating children. From working with community representatives, such as elected school boards, tribal elders, or other community leaders to creating programs that support and provide a welcoming environment for families, schools need to both serve and enlist the service of their stakeholders. The SSOS will come alongside schools and districts to empower them and their partnerships with the community.

SSOS programs and resources will be administered in relation to these five key pillars. Some programs and resources emphasize one pillar more than others, while some programs will cut across multiple pillars. The reason for this is that school change is complex. Sometimes, there is a need to target professional learning in a specific pillar, while other times it is important to amplify all the pillars at the same time.

Historically, the WDE's Statewide System of Support has operated four core programs across these pillars, targeted to different schools across tiers of need.

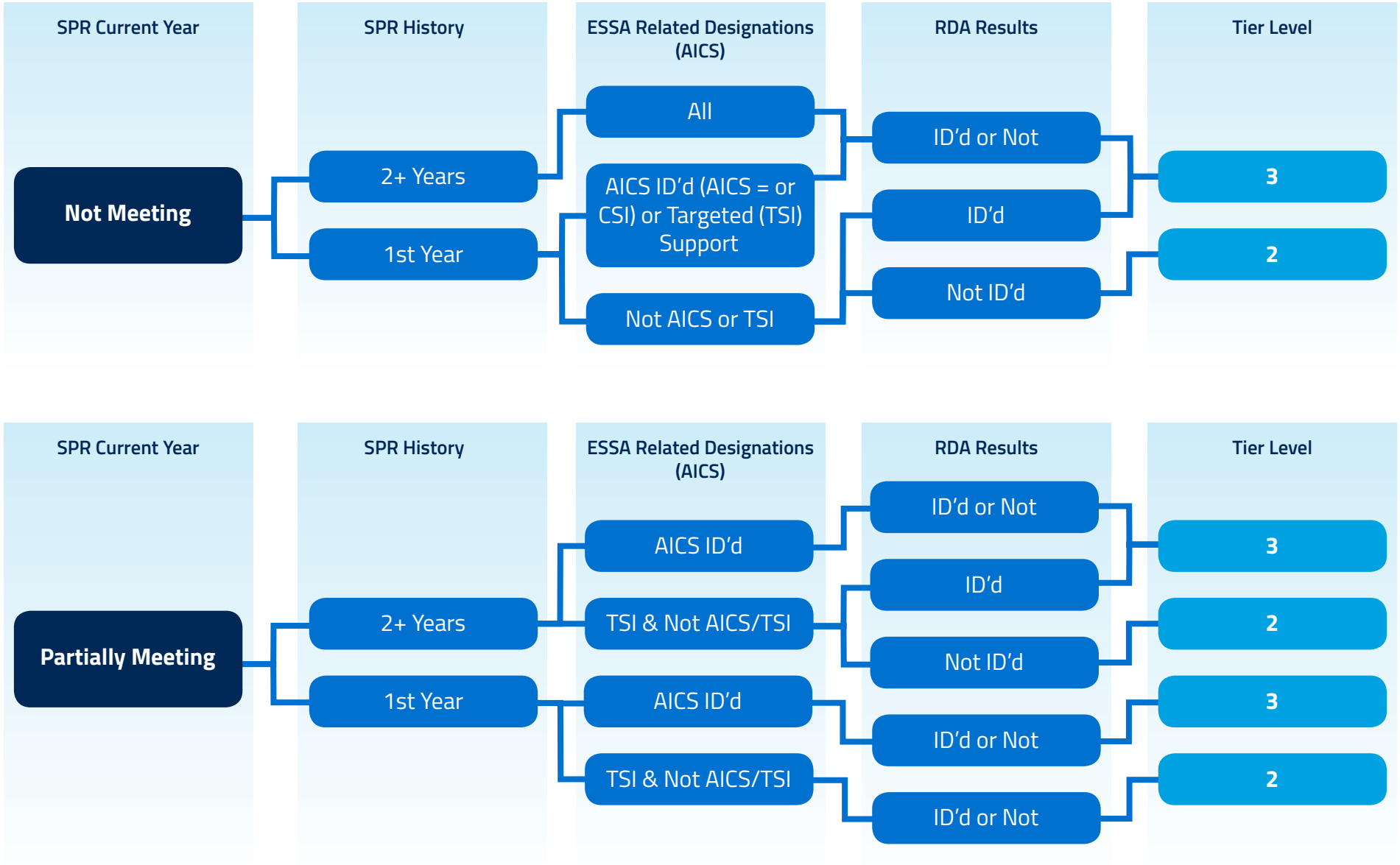
- Assessment Literacy and Formative Assessment Resource Development
- Data Retreats including Root Cause Analysis and School Improvement Plan Development
- Professional Learning Community Process Understanding and Implementation
- District and School Leadership Topic Presentation and Networking

The WDE considers all of its current state- and federally-funded programs and resources to be its complete Statewide System of Support. Appendix D includes a more comprehensive list of the programs available from the WDE, and Appendix E catalogs the resources, along with contact information and web links where available. Appendix F includes the school improvement plan requirements for WAEA and ESSA.

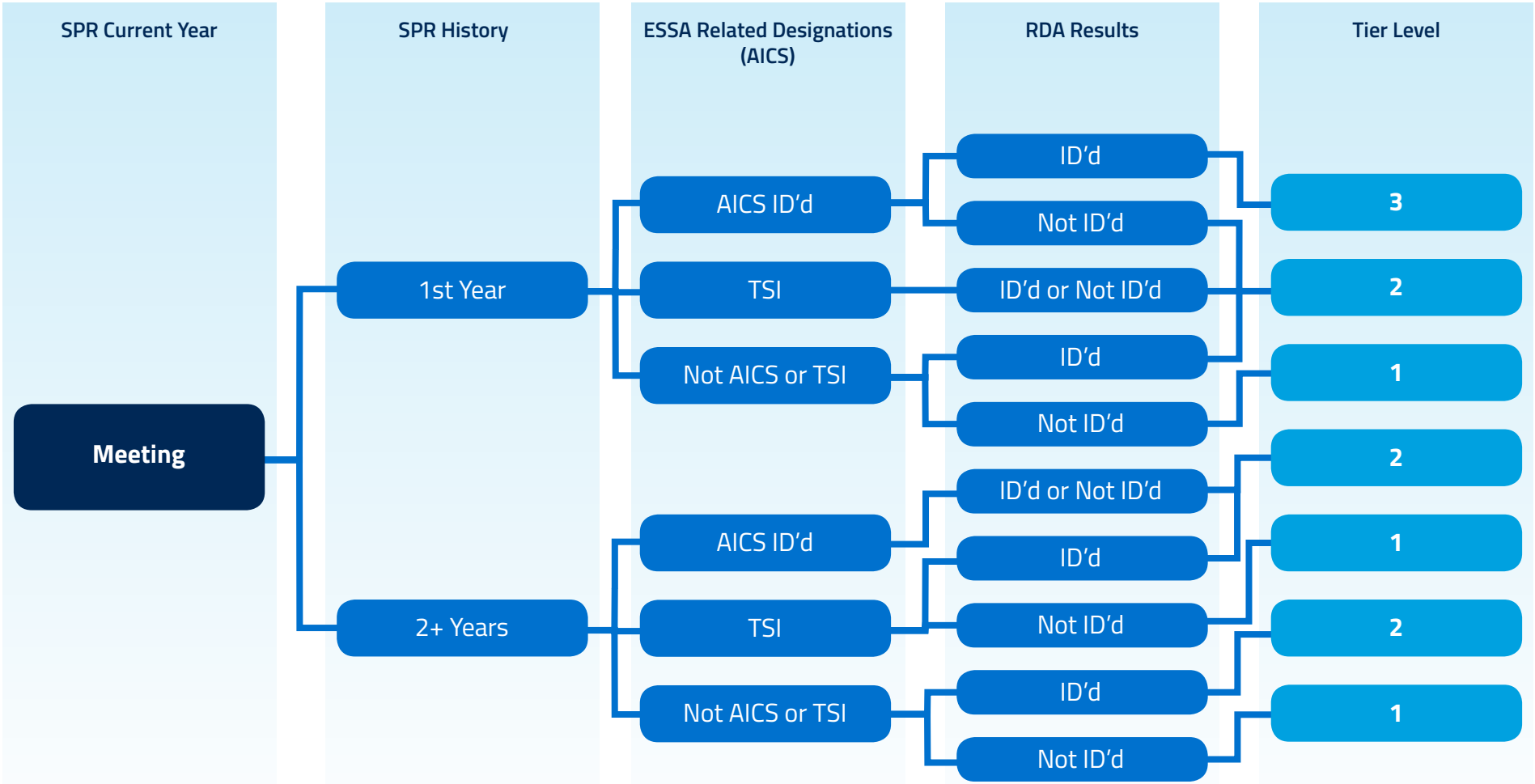
Programs and resources may support one or more Pillar of Support. This is indicated with the corresponding icon identified in the descriptions above. Most programs are open to all schools statewide, and these are identified as Tier I level of support. Programs are also designed to specifically address Tier II level support needs and/or Tier III level support needs. This is indicated by listing one or more Tier level of support (i.e., Tiers I, II, III). Please contact the person listed next to each program if you have questions about any of the programs or resources.

Additional information is also available on the **WDE website**.

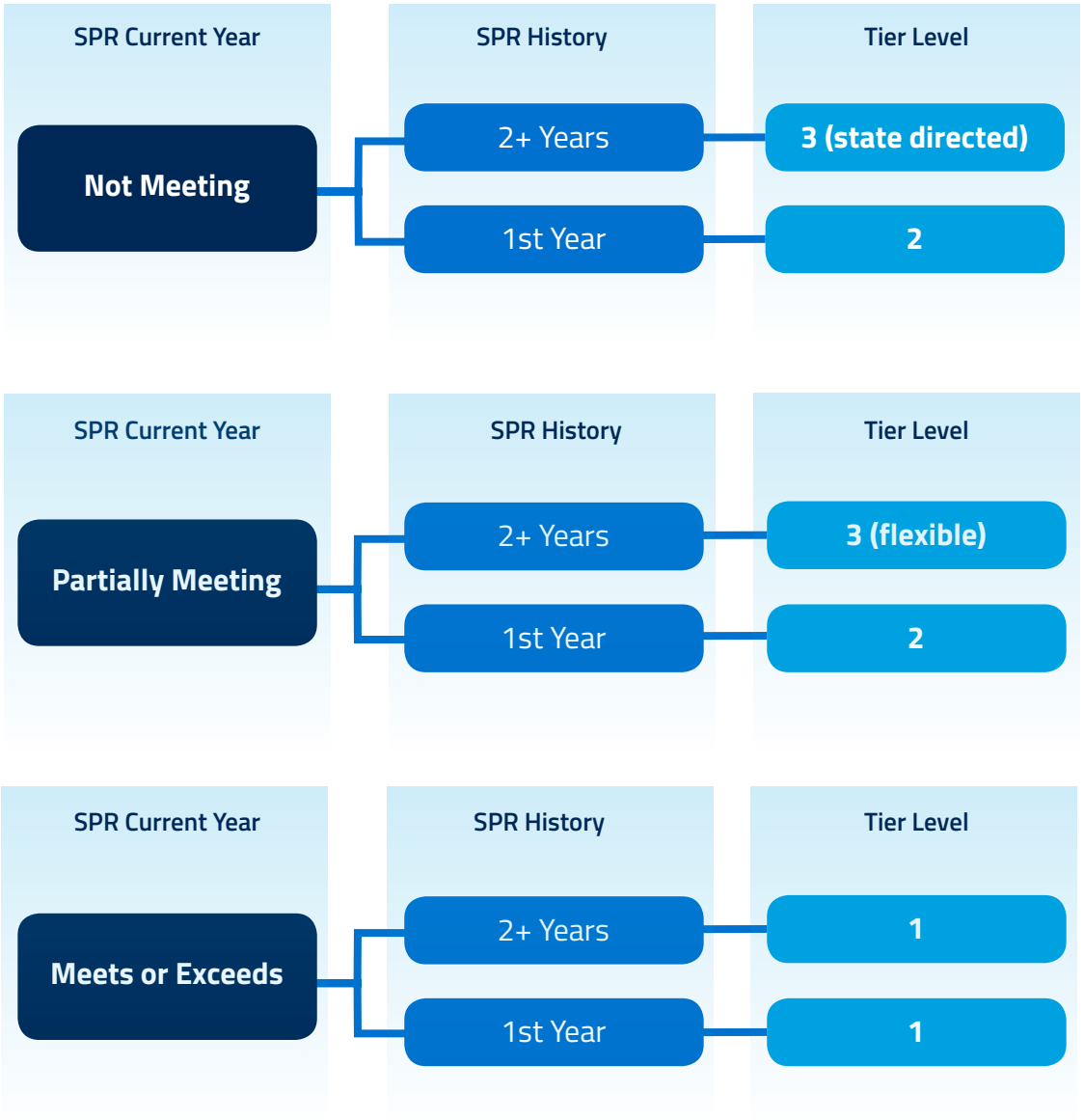
Appendix A: Screening Protocol for Traditional Schools



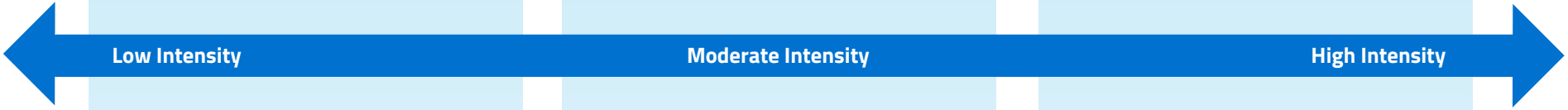
Appendix A: Screening Protocol for Traditional Schools



Appendix B: Screening Protocol for Alternative Schools



Appendix C: Adaptive Postures - Intensity of Support



Tier I

Statewide services open to all schools. The current program support focuses on improving teaching and learning.

WDE posture:
School acts autonomously with the WDE providing resources for continued success.

Tier II

Identified groups of schools for participation. The current program support focuses on best practices in assessment and school data analysis.

WDE posture:
The WDE provides targeted resources and support to schools with defined parameters including priority access to support programs.

Tier III

Specifically identified individual schools for support. These services are determined based on individual school need. A differentiated plan of support is developed.

WDE posture:
The WDE collaborates directly with school leadership teams to analyze school data, processes, and resources to develop a differentiated plan of support. The WDE may become increasingly prescriptive in providing supports and resources based on progress toward school improvement.

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
Tiers I, II, III	**Marzano - Phase I & II Assessment Literacy and Formative Assessment Development** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. This is a two-day intensive training on assessment literacy, formative assessment, and the development of proficiency scales. This program is open to all schools. Intended audience: District staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Marzano - Phase III The New Art and Science of Teaching** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. The focus of this intensive training is high-quality classroom instruction. A two-day training in the fall, and a two-day training in the spring (4 days total). A one-year subscription to an on-line resource (Marzano Compendium of Instructional Strategies) is provided to participants. Completing Phases I & II beforehand is helpful, but not required. Intended audience: District staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Marzano - Phase IV Standards-Based Grading** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. Participants attending this one-day training will learn the what, why and how of proficiency scale development; how to create or refine quality classroom-based assessments; ways to figure meaningful grades; and how to connect standards-based grading to the bigger picture. This program is open to all schools in the state. Participation in Phases I & II, and Phase III prior to participation in Phase IV is recommended, but not required. Intended audience: district staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Marzano - Phase IV Proficiency Scales for Exceptional Learners** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. Participants attending this one-day training will explore three groups of exceptional learners; gain enhanced understanding of how to determine appropriate accommodations and modifications based on proficiency scales; and discover how to offer accurate information about achievement to exceptional learners and their parents. This program is open to all schools in the state. Participation in Phases I & II, and Phase III prior to participation in Phase IV is recommended, but not required. Intended audience: district staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781

KEY

- Cultivating Exceptional Leadership
- Improving Teaching and Learning
- Developing a High-Performance Culture
- Establishing Effective Structures & Processes
- Engaging Families and the Community

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
Tier III	**Marzano - Differentiated Support** Marzano expertise utilized through this support is centered on the development of proficiency scales to support teaching and learning of content and performance standards to mastery, assessment development to ensure alignment with curriculum and instruction, and the use of instructional strategies in the classroom for effective teaching and learning by all students. The support will be based on an individual school's identified need and will be prioritized through collaboration between the school, the consultant, and the WDE.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Solution Tree - PLC At Work™ - Statewide Training** Four one-day intensive trainings on implementing the PLC process, using the Solution Tree PLC At Work program. Topics include culture, singletons, leadership, and RTI at Work™. Intended audience: District leadership (superintendent, curriculum and assessment directors,) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Solution Tree - PLC At Work™ Initiative - Cohorts** Schools are chosen for this program through a competitive application process. Up to 15 schools are selected each year, and a five-member leadership team is identified to lead this work within the school. This intensive Solution Tree program spans an entire school year and includes an on-site needs assessment, three two-day leadership implementation academies, web-based coaching, and four days of statewide training covering topics from the PLC At Work program, with emphasis on data compiled from schools' participation in the PLC At Work survey. Participation in this program funded by the state is by application/selection. This program is also made available to an additional 24 schools (five-member teams) at the expense of the school or district.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tier III	**Solution Tree - PLC At Work™ - Differentiated Support** Solution Tree expertise is centered on the PLC at Work process and as such will be the foundation of the support provided. The support will be based on an individual school's identified need and could range from leadership and governance, school culture, and improving teaching and learning.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers II, III	**WDE - Data Analysis and School Improvement Planning** This program is designed to support improved teaching and learning (Pillar #2), and the development and establishment of effective structures and processes (Pillar #4). School improvement teams led by the building principal will benefit from this two-day workshop. The agenda includes a drill down into WAEA school data, a root cause analysis process, and the development of School Improvement Plan goals and strategies to support the urgent facts identified through this process. This training is required of all schools not meeting expectations.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
 Tiers I, II, III	**WDE – Educational Leadership Network** This program will focus on current and relevant topics facing both district and building leadership. This will be provided in 90 minute Zoom sessions once per week by state education experts. Sample topics will include: 1) developing a collaborative culture; 2) school and district best practices; 3) professional learning community support from district school boards; 4) the superintendent's role in supporting professional learning communities. Intended audience: district leadership and staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
 Tiers I, II, III	**Data Based Individualization (DBI)** wyominginstructionalnetwork.com Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. This document introduces and describes the DBI process and how it can be used to support students who require intensive intervention in academics and/or behavior. DBI is the state selection innovation to support the Systemic State Improvement Plan (SSIP).	**Special Education Programs** Thom Jones thom.jones@wyo.gov 307-777-5674
 Tiers I, II, III	**Multi-Tiered Systems of Support Framework (MTSS)** wyominginstructionalnetwork.com Multi-Tiered Systems of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. The Wyoming MTSS project is funded through the State Professional Development Grant (SPDG).	**Special Education Programs** Thom Jones thom.jones@wyo.gov 307-777-5674
 Tiers I, II, III	**Positive Behavioral Interventions and Supports (PBIS)** This program is a prevention-oriented framework for school personnel to organize evidence-based practices, improve the implementation of those practices, and maximize academic and social behavior outcomes for students. The WDE-supported training and follow-up coaching is designed to support school teams in their implementation of a school-wide PBIS system. School teams generally include administrators, teachers, PBIS coaches, counselors, paraprofessionals, and others.	**Special Education Programs** Gail Eisenhauer gail.eisenhauer@wyo.gov 307-777-8909
 Tiers I, II, III	**SpEd Director Mentoring/Coaching (New Director's Academy)** SpEd Director Mentoring/Coaching is designed to communicate with first and second year Special Education Directors and school districts determined to be in the "Needs Intervention" status. Mentors will perform district visits and attend central meetings to assist and support first and second year directors and their school districts.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
Tiers I, II, III	**UW ECHO** This program is a lifelong learning and guided practice model that revolutionizes education and exponentially increases workforce capacity to provide best practices. The project is led by expert teams who use multi-point videoconferencing to conduct virtual clinics with community providers. UW Project ECHO hosts virtual clinics in Behavior Supports, Early Childhood, School Leadership, Autism/Autism for Families, and Secondary Transition.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320
Tiers I, II, III	**Native American Education Conference** This conference is designed to support engaging families and communities, improving teaching and learning, and developing a high culture of performance. Teachers, principals, districts, tribes and community members may benefit from this two-day conference, which includes over 60 workshops with a focus on suicide prevention skills, understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes, cultural sensitivity for educators and other adults who impact Native American students, instructional and learning needs of Native American students, emotional and social needs of Native American students, successful transitions for students between school levels, empowering youth to develop leadership skills and choose healthy lifestyles, promoting understanding, building relationships and generating ideas for engaging families and the community in education of the whole child.	**Standards & Assessment** Rob Black rob.black1@wyo.gov 307-777-3747
Tiers I, II, III	**STAR Conference** This conference offers federal grant technical assistance to teachers, principals, superintendents, and other school and district personnel via training, resources, and technical assistance on federal grant compliance. Programs include: ELL education, neglected and delinquent student education, homeless education, improving the academic achievement of the disadvantaged, teacher and leader training needs, after-school programs, and student support and academic enrichment grants. This resource is for school districts with identified needs who require training, particularly federally-funded programs.	**School Support** Jessica Binning jess.binning@wyo.gov 307-777-6208
Tiers I, II, III	**Week of Academic Vision and Excellence Conference (WAVE)** The Week of Academic Vision and Excellence Conference (WAVE) is an annual conference that brings together national and state leaders in education to share knowledge and expertise on best practices, quality instruction, regulations and law requirements.	**Special Education Programs** Deb Montoya deb.montoya@wyo.gov 307-777-7708

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
Tiers I, II, III	**ACCESS - English Learner Toolkit** The Office of English Language Acquisition's (OELA) English Learner (EL) Toolkit was published in 2015 as a companion to support the 2015 Dear Colleague Letter produced by the U.S. Department of Education, Office for Civil Rights, and the Department of Justice, outlining legal obligations for ELs. The English Learner Toolkit helps state and local education agencies help ELs by fulfilling these obligations and helping ensure that English Learners and immigrant students attain English proficiency and achieve academic success.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
Tiers I, II, III	**ACT - OpenEd Educator Instructions** This resource offers information from a variety of publishers, including: Flocabulary, NASA, Khan Academy, Crash Course, GeoGebra, PBS, and others. Intended audience: students, parents, teachers, and principals.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**ACT - OpenEd Student Instructions** This resource offers instruction on how to personalize the user interface on OpenEd. Intended audience: students, parents, teachers, principals.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**ACT - Understanding Your WorkKeys Scores** This resource explains types of scores and reports. ACT® WorkKeys® National Career Readiness Certificate® assessments (Applied Math, Workplace Documents, Graphic Literacy) have both Level and Scale Scores. These types of scores indicate an ability to perform more complex skills as the scores increase. ▪ Level Scores are often used in hiring and advancements decisions. They are based on ACT WorkKeys job profiles which are a snapshot of the skills needed for a particular job. ▪ Scale Scores are used by educators to track growth in skills over time. They aren't used for hiring or advancement decisions. The Scale Score Interpretation Guide (PDF) helps to explain what the score is, how it can be used, and how it was developed.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**ACT - Using Your WorkKeys Scores** This resource shows how ACT® WorkKeys® scores can help job seekers and students, including using the scores on resumes or applications and giving employers the National Career Readiness Certificate® number or unique web address to verify a certificate.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568

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Appendix E: SSOS Resources

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Tiers I, II, III	**Edmodo** This resource supports teachers and administrators by providing an opportunity to interact in statewide professional learning communities offering a place to view available professional development opportunities, a forum to ask questions, and a chance to share lessons and best practices. There are 12 different groups (one for each content area). This resource is on a free Edmodo platform and is moderated by the WDE.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506
Tiers I, II, III	**Standards Newsletter** This resource is designed to support teachers and administrators by updating them on professional development activities available at the state and national levels. It covers all subject areas and is produced monthly, except during the months of June and July. This resource is free and is produced by the WDE standards team.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506
Tiers I, II, III	**Understanding Student Growth** This resource offers an explanation of how student growth percentiles indicate the amount of growth a student made in a testing subject over the course of one year, relative to their academic peers. The student growth percentile allows us to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if she is not yet meeting standard. Intended audience: students, parents, teachers, schools, districts.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers II, III	**SPECIAL EDUCATION PROGRAMS - Family Engagement** Family Engagement is the deliberate, systematic inclusion of families in all activities and programs that promote and reinforce children's learning, development and wellness in multiple settings. It is based on respectful relationship and collaborative communication between schools and families and embraces families as equal partners, advocates and decision makers for their student.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320
Tiers I, II, III	**SPECIAL EDUCATION PROGRAMS - K-3 Early Literacy Guidance** The K-3 Early Literacy Guidance is to provide information, resources, guidance, and support to schools, families, and caregivers in order to better understand early literacy. The K-3 Literacy Guidance is designed around W.S. 21-3-401 and provides information for the identification and remediation of reading difficulties, including dyslexia.	**Special Education Programs** Thom Jones thom.jones@wyo.gov 307-777-5674
Tiers I, II, III	**SPECIAL EDUCATION PROGRAMS - Results Driven Accountability (RDA)** As part of Individual Learning's general supervision requirement, the division will monitor LEA's for both compliance and results-driven accountability. This will primarily support student outcomes but also families, teachers, administrators, and related service providers.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
Tiers I, II, III	**WIDA - Grades 1-12 EL Determination Flowchart (W-APT)** This flowchart assists teachers, instructional facilitators and other school personnel with determining whether students in grades 1-12 are eligible to receive English Learner services. Intended audience: teachers, schools, districts.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
Tiers I, II, III	**WIDA - Pre-K EL Determination Flowchart (W-APT)** The purpose of this flowchart is to assist teachers, instructional facilitators and other school personnel with determining whether a Pre-K or Kindergarten student is eligible to receive English Learner services. Intended audience: teachers, schools, districts.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
Tiers I, II, III	**WIDA - Wyoming English Learner Guidebook** This guidebook sets forth the conditions and methods for identifying, serving, and reporting, to the Wyoming Department of Education (WDE), a student as an Active English Learner (EL) or as a Monitor Status Year 1 or 2 student. This reporting is used to determine eligibility for the Wyoming Funding Model and Federal Title III – EL funding. Only Active ELs (those currently identified as Active ELs based on this guidebook) are eligible for Federal Title III – EL funding. Students that are Active ELs, and those that are in the federally mandated two years of Monitor Status, are eligible for state funding through the Wyoming Funding Model. Intended audience: teachers, parents, schools, and districts.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
Tiers I, II, III	**WY-ALT - Fact Sheet** This resource is designed to support those involved with the WY-ALT assessment by improving understanding of the assessment, leading to better test administration. This fact sheet helps those who work with this special population double check their understanding of the test prior to administration.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
Tiers I, II, III	**WY-ALT - Family FAQ** This resource supports families involved with students with the most significant cognitive disabilities by improving their understanding of the WY-ALT assessment. By addressing possible misunderstandings and providing information to parents, this resource helps families prepare their children for optimal performance on the assessment.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
Tiers I, II, III	**WY-ALT - FAQ** This resource is designed to improve understanding of the WY-ALT assessment, leading to better administration of the assessment by addressing possible misunderstandings. By offering this question and answer document, those who work with this special education population may double check their understanding of frequently addressed topics for alternate assessments.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
Tiers I, II, III	**WY-ALT - Online Reporting System Guide** This user guide describes the features of the Online Reporting System (ORS), a web-based system that provides score reports for each student who takes the Wyoming Alternate Assessment (WY-ALT). Intended audience: teachers, instructional facilitators, curriculum directors, other school personnel.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
Tiers I, II, III	**WY-ALT - Participation Guidelines** These guidelines are intended for teachers, curriculum directors, and members of the student's IEP team to determine if a student is appropriate to take the alternate assessment.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
Tiers I, II, III	**WY-TOPP - FAQ for Teachers** This resource is designed to improve understanding of the assessment for families with students in grades 3-10, leading to better home preparation for the assessment by addressing possible misunderstandings and providing information. By offering this question and answer document, families who have students within this population may double check their understanding of frequently addressed topics for the summative assessment.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
Tiers I, II, III	**WY-TOPP - Acceptable Use Modular and Interim Assessment Items** This resource outlines both acceptable and non-acceptable uses of WY-TOPP modular and interim assessment items.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
Tiers I, II, III	**WY-TOPP - Accommodations and Accessibility Manual WY-TOPP** This resource provides comprehensive guidance for WY-TOPP accessibility and accommodations.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**WY-TOPP - AIR Ways Reporting User Guide** This resource offers guidance on how to access the tools, as well as functionality of the assessment tool, AIR Ways. It is designed to support teachers, building coordinators, district coordinators, and other staff with report viewing capabilities within the assessment system at www.wyoassessment.org in order to make instructional adjustments throughout the year.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**WY-TOPP - Artificial Intelligence Scoring for WY-TOPP Webinar** This webinar provides information on artificial intelligence scoring for the WY-TOPP assessment. Intended audience: teachers, instructional facilitators, principals.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
Tiers I, II, III	**WY-TOPP - Assessment Best Practices** This resource provides an outline of practices intended to prepare students and building personnel for secure and successful statewide assessment administration. Intended audience: teachers, test administrators, principals, building coordinators, districts test coordinators.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**WY-TOPP - Assessment Blueprints and Writing Rubrics** This resource is designed to support schools, particularly building coordinators and teachers, in determining to what extent each content area is being assessed. It may also be used to examine what measures they should be looking for from the assessment. The rubrics afford individuals the capability to see what the expectations look like at various performance levels. This document was created by WDE and AIR, through the assessment contract, to provide a blueprint and framework for building the assessment.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506
Tiers I, II, III	**WY-TOPP - Braille Requirements Manual** This resource is designed to support those administering the WY-TOPP using Braille. Test Administrators and teachers of blind or visually impaired students may use this resource to help make assessment administration mimic the Braille testing environment as closely as possible. This resource was created by AIR and WDE through the WY-TOPP assessment system contract.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
Tiers I, II, III	**WY-TOPP - DESMOS Calculator Webinar (video)** The webinar provides instruction on the functions and uses of the DESMOS online calculator as it relates to the WY-TOPP assessment. Intended audience: teachers, principals, and other personnel who provide direct student support.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
Tiers I, II, III	**WY-TOPP - FAQ for Parents** This resource is designed to improve understanding of the assessment, leading to better administration of the assessment by addressing possible misunderstandings. By offering this question and answer document, those who work with the assessment can double check their understanding of frequently addressed topics for the summative assessment.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
Tiers I, II, III	**WY-TOPP - Lexiles and Quantiles** This resource offers information, based on a student's performance, as to his or her level of education in math (quantiles) and reading level (lexiles). Information provided by the summative assessment, or captured by other educational tools that collect quantiles and lexiles, can be put into a site to help determine educationally appropriate materials to help further a student's education. This is provided by the WDE, through the contract with AIR, for the state assessment system.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
Tiers I, II, III	**WY-TOPP - Modular Previewing System User Guide** This resource offers guidance on how to access the tools, as well as functionality of the viewing tool, at www.wyoassessment.org It is designed to support teachers, building coordinators, district coordinators, and other staff with item reviewing capabilities within the modular assessment system.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**WY-TOPP - Performance Level Descriptors** PLDs give teachers, parents/guardians, and students more information about the typical skills and knowledge a student demonstrates on state assessments in each performance level (Below Basic, Basic, Proficient, and Advanced). PLDs are linked to state-adopted content standards and are used as guides by standard-setting committees as they make recommendations for the scores needed to achieve performance on statewide assessments.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**WY-TOPP - Technical Specifications for Manual Online Testing** This resource is designed to support Technology Coordinators in their efforts to ensure that the technology is set up, ready for test administration, and their machines are capable of handling the assessments. This document provides details surrounding the technical requirements of the assessment. Personnel familiar with these specifications can troubleshoot testing situations to further ensure quality data.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**WY-TOPP - Test Security PowerPoint Slides** The Test Security Webinar provides information on how to keep test items secure and to ensure test reliability on the statewide assessments. Intended audience: WY-TOPP Test Administrators.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
Tiers I, II, III	**WY-TOPP - Training Tests** This resource offers an opportunity to work within the student's platform for testing. This resource may be used by students to gain security and grow their understanding of functionality. It may be used by parents to help them understand the look and feel of the assessment in order to support their child. It may be used by the school to support the student and get a feel for what they may see when trying to test a student. This resource was created in order to allow for trials and for student accessibility to the platform. This resource was created by funds from the assessment system contract with AIR.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
Tiers I, II, III	**WY-TOPP/ACCESS - Quality Assurance Checklist** This resource offers an explanation of the documents, procedures, and settings that must be in place for viable testing to occur. This includes security alongside good practice. It also allows the school to know in advance the criteria which those who observe their testing will be using to analyze its effectiveness. This resource was developed by the WDE to ensure quality testing and proper procedures are taking place.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296

Appendix F: School Improvement Plan Requirements

Plan Requirements	**Wyoming Accountability in Education Act** W.S.21-2-204(h)(v-viii)	**ESSA Comprehensive Support and Improvement (CSI)** 1111(d)(1)(B)	**ESSA Targeted Support and Improvement (TSI)** 1111(d)(2)(B)
Developed by:	School	District	School
Improvement goals based on:	WAEA Indicators	ESSA Indicators	Subgroup Performance
Interventions include:	Evidence-based improvement strategies	Evidence-based improvement strategies	Evidence-based improvement strategies
Resources	Justification for resources identified in the plan	Identifies inequities	
Link to district's improvement plan page submitted to:	State	State	District
Improvement plan approval by:	District (and local board for "Not Meeting" schools), State	School, District, and State	District
Monitoring or assistance provided by:	District/Representative	State	District

Note: Schools submit one improvement plan that meets all applicable state and federal requirements.

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education

From: Dicky Shanor, Chief of Staff
Julie Magee, Director of Accountability

Date: May 13, 2019
Subject: Chapter 3 Rules
Meeting Date: May 23, 2019

Item Type: Informational

The State Board of Education is responsible for taking action on various items throughout the year. In most cases, the Board will hear an action item at an initial meeting and then vote in a subsequent meeting. The initial meeting provides the Board the opportunity to hear the topic, ask questions, and collect public comment. This initial reading is referred to as a 1st Reading. The subsequent reading, or 2nd Reading, is when the Board will take action.

In a couple of cases, statute or rules dictate specific timelines that impact both the Board and local school districts. In those instances, the Board will take action during the 1st Reading.

The State Board of Education will hear the proposed action timeline at its May meeting.

Statutory Reference(s):

- W.S. 21-2-304

Supporting Documents/Attachments:

- SBE Action Items

State Board of Education Action Items

Discussion action items *are included in the meeting packet and are reviewed by the State Board of Education. Discussion on these items takes place at the next available meeting following the packet review (1st Reading). Action on these items is taken at a subsequent meeting (2nd Reading).*

Action Item	1st Reading	2nd Reading
Election of SBE Officers	January/February	February/March
SBE Coordinator Duties/Contract	March/April	April/May
SBE Meeting Schedule (July 1 – June 30)	March/April	April/May
SBE Budget	May/June	June/July
Charter School Applications/Renewals (when applicable)	May	June
Charter School Waiver Requests (when applicable)	May	June
SBE Strategic Plan	Fall	Fall
SBE Policies & Governance	Fall	Fall
BOCES/BOCHES Agreements (when applicable)	Varies	Varies
District Boundary Waivers (when applicable)	Varies	Varies
SBE Rules Promulgation	Varies	Varies
SBE Legislative Reports (other than informational)	Varies	Varies
Legislative Topics (session & interim)	Varies	Varies
Request for Proposals (RFPs)	Varies	Varies
SBE Contracts	Varies	Varies
Vocational Education Topics	Varies	Varies
Other SBE Programs as appropriate	Varies	Varies

Same-day action items *are included in the meeting packet and are reviewed by the State Board of Education (1st Reading). Action is taken at the next available meeting following the packet review.*

Action Item	1st Reading
Accreditation of Districts *Districts are notified by March 1st of deficiencies impacting their accreditation status. Districts have until May 1st to rectify deficiencies. Accreditation recommendations are shared with the SBE in June. Districts are accredited from July 1 – June 30.* (Chapter 6 Rules)	June
Alternative Schedules *Districts may submit an alternative schedule request anytime between January 1 and May 1.* (Chapter 21 Rules)	March & May

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education

From: Kari Eakins, Chief Policy Officer
Laurie Hernandez, Director of Standards and Assessment Division

Date: May 15, 2019

Subject: 2019 Standards Review for the Content Areas of Math Extended, Physical Education, Health, and Fine & Performing Arts

Meeting Date: May 23, 2019

Item Type: INFORMATIONAL

Surveys - Call for Participants, Educator Input, and Community Input

On April 1, the WDE Standards Team released, through **Superintendent's Memo 2019-051**, both a Call for Participants and a Community Input survey for mathematics extended content and performance standards. These are the standards for students with the most significant cognitive disabilities. This committee will work from the general 2018 Mathematics Content Standards to extend the standards, to make them more accessible for these students. They will produce standards that will help articulate to parents, teachers, and the general public, the expectations for students with significant cognitive disabilities.

On April 8, the WDE Standards Team released, through **Superintendent's Memo 2019-054**, two surveys to collect educator feedback on the 2012 Health/2014 Physical Education (PE) Standards and the 2012 Fine & Performing Arts Standards (F&PA). In these surveys, educators are able to select specific grade levels, view and select specific benchmarks on which to comment for each grade

level/band, and openly give feedback. The surveys will close on May 19, 2019.

At the same time, WDE announced, through a Press Release, a Call for Participants for the three Standards Review Committees (Math Extended, Health/PE, and F&PA) and released Community Input Surveys asking the following two questions:

1. Why are xxx Standards important for students, teachers, and parents?
2. What do you want the xxx Standards review committee to know as they start the review process?

Community Input Collected

WDE received Community Input for the four content areas through four regionals meetings and online.

April 23, 2019 **4:00-8:30 p.m.**	**Saratoga -** Carbon County School District #2 Administrative Building 315 North 1st St.	**Math Extended - 3** **Health/PE - 1** **F&PA - 0**
April 30, 2019 **4:00-8:30 p.m.**	**Casper -** Natrona County School District #1 Central Services Facility 970 N Glenn Rd.	**Math Extended - 0** **Health/PE - 0** **F&PA - 0**
May 1, 2019 **4:00-8:30 p.m.**	**Gillette -** Campbell County Educational Service Center 1000 W. 8th St.	**Math Extended - 0** **Health/PE - 1** **F&PA - 0**
May 16, 2019 **4:00-8:30 p.m.**	**Pinedale -** Sublette County School District #1 Administrative Building 665 N Tyler Ave	**Math Extended -** **Health/PE -** **F&PA -**
Online All surveys close on May 19, 2019.	Math Extended Health/PE Fine and Performing Arts	**Math Extended - 1** **Health/PE - 0** **F&PA - 9**

Committee Work

The Math Extended Committee will meet for an introductory webinar on June 4, 2019 and face-to-face for a three-day meeting from June 12-14, 2019 in Cheyenne. The

committee will have approximately 16 special education teachers, 4-6 math teachers, and 2-3 parents.

The PE/Health and F&PA committees are scheduled to meet face-to-face for three days on August 15-17, 2019 in Casper. The PE/Health and F&PA committees will have 38-42 members which will include parents, business and community members, and both K-12 and post-secondary educators.

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2019 Standards Review for Math Extended, Physical Education/Health, and Fine & Performing Arts

State Board of Education
May 23, 2019

WDE Consultants

WYOMING
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Laurie Hernandez, M.Ed.
Director of Standards & Assessment
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Overview

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- Call for Participants
- Educator Input Surveys
- Regional Community Input
- Timeline for Math Extended
- Timeline for Health/PE and F&PA

Communication Timeline

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- **April 1 - Math Extended Standards**
  - Call for Participants
  - Community Input
- **April 8 - Health/PE and F&PA**
  - Call for Participants
  - Collect Educator Input
  - Community Input

All surveys close on May 19th.

Standards Review Committee Meetings

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- **June 12-14 - Math Extended Standards Review Meeting in Cheyenne**
  - ~ 16 SPED Teachers, 4-6 Math Teachers, and 2-3 Parents
- **August 15-17 - PE/Health and F&PA Standards Review Meeting in Casper**
  - 38-42 Members (including Parents, Business and Community Members, and Educators from both K-12 and post-secondary.

Educator Input Surveys for Health/PE and F&PA

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- Educators are able to select specific grade levels, view and select specific benchmarks on which to comment for each grade level/band, and openly give feedback.
- The survey comments will be shared with the standards review communities, to keep in mind when making decisions.

Regional Community Input

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April 23, 2019 **4:00-8:30 p.m.**	**Saratoga** - Carbon County School District #2 Administrative Building 315 North 1st St.	**Math Extended - 3** **Health/PE - 1** **F&PA - 0**
April 30, 2019 **4:00-8:30 p.m.**	**Casper** - Natrona County School District #1 Central Services Facility 970 N Glenn Rd.	**Math Extended - 0** **Health/PE - 0** **F&PA - 0**
May 1, 2019 **4:00-8:30 p.m.**	**Gillette** - Campbell County Educational Service Center 1000 W. 8th St.	**Math Extended - 0** **Health/PE - 1** **F&PA - 0**
May 16, 2019 **4:00-8:30 p.m.**	**Pinedale** - Sublette County School District #1 Administrative Building 665 N Tyler Ave	**Math Extended -** **Health/PE -** **F&PA -**
Online All surveys close on May 19, 2019.	Math Extended Health/PE Fine and Performing Arts	**Math Extended - 1** **Health/PE - 8** **F&PA - 10**

Community Input Questions

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1. Why are XXX *(content name)* Standards important for students, teachers, and parents?
2. What do you want the XX *(content name)* Standards review committee to know as they start the review process?

Community Input

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- The survey results will be shared with the standards review communities, to keep in mind when making decisions.

Math Extended Standards (MES)

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Extended standards, for students with the most significant cognitive disabilities, are:

- clearly linked to grade-level academic content standards
- promote access to the general curriculum
- reflect professional judgment of the highest expectation possible

Role of the Math Extended Stand. Review Committee (MESRC)

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- To examine and revise, as necessary, write (re-write), & align Math Extended standards to the 2018 Math Content and Performance Standards
- Create a set of standards with content and knowledge applications for students with the most significant cognitive disabilities.
- Produce standards that will help articulate to parents, teachers, and the general public, expectations for students with significant cognitive disabilities.

MESRC Selection

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- Number of members (20)
- Structure of Committees
  - ➢ Content Area Considerations (Special Education)
  - ➢ Ensure diversity of Content Committees
    - – Large school / Small school
    - – Veteran / Rookie educators
    - – All corners of the state + central
    - – Grade levels – alignment through the years (K-12)
  - ➢ Content Experts
    - – School District Personnel
    - – University and Community College Personnel
  - ➢ Wyoming Citizens
    - – Parents/Grandparents

MESRC Selection

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Members	Grade Band Subgroups
2-4	Grade Level SPED Teachers
1	Grade Level Content Teacher (usually from original committee)
1	District Administrator (CD, Principal, Supt.)
1	Higher Education Content Professor (UW, CCs)
1	Parent

Standards Review Process Considerations for Health/PE and F&PA

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- Review the Current Content Standards (WYCPS)
- Consider any Revisions (Applying up-to-date Research)
- Consider any National Content Standards
- Consider Other Exemplary States' Standards
- Align/Integrate with other Wyoming Content Standards (e.g., math, science, ELA, C&VE, ...)

Standards Committee Options

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1. Keep the Current (20XX) Wyoming XX Content & Performance Standards (WYCPS) as is
2. Revise the Current WYCPS for XX
3. Adopt an already created set of XX Standards (nationally or another state's)
4. Revise/borrow from other created XX Standards
5. Create a set of XX Standards from multiple documents
6. Create a brand new set of XX Standards

Content Committee Selection

WYOMING
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- Number of members (40)
- Structure of Committees
  - ➢ Content Area Considerations (F&PA)
  - ➢ Ensure diversity of Content Committees
    - – Large school / Small school
    - – Veteran / Rookie educators
    - – All corners of the state + central
    - – Grade levels – alignment through the years (K-12)
  - ➢ Content Experts
    - – School District Personnel
    - – University and Community College Personnel
  - ➢ Wyoming Citizens
    - – Parents/Grandparents
    - – Business & Industry Members
    - – Retired, Community Members

Standards Committee Selection

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Members	Grade Band Subgroups
2-4	Grade Level Content Teachers
1	Lower Grade Level Content Teacher
1	Upper Grade Level Content Teacher
1-2	Specialty Teachers (SPED, EL)
1-2	District Administrator (CD, Principal, Supt.)
1-2	Business & Industry Representative
1-2	Higher Education Content Professor (UW, CCs)
1-2	Parent(s)

Questions on Standards Review Process

WYOMING
DEPARTMENT OF EDUCATION

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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WYOMING
DEPARTMENT OF EDUCATION

MEMORANDUM

To: State Board of Education
From: Julie Magee, Director of Accountability
Elaine Marces, Education Consultant
Date: May 23, 2019

Subject: Alternative Schedule Requests for 2019-20 & 2020-21

Meeting Date: May 23, 2019

Item Type: Action: __xx__ Informational: _____

Background:
Wyoming Statutes 21-2-304(b)(viii) and 21-4-301 allow school districts to apply for a waiver from the 175 student-teacher contact day requirement. Districts may request approval for an alternative schedule for up to two school years by submitting to the WDE 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 17, 2018, districts were invited to submit their application materials by May 1, 2019 in order to be heard and approved by the State Board during 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	Length of Waiver	School Names	Student/ Teacher CONTACT Days For 2019-2020	Student/ Teacher CONTACT Days For 2020-2021	Teacher CONTRACT Days For 2019-2020	Teacher CONTRACT Days For 2020-2021	4 day school week
Albany County School District #1	1 year	Whiting High School	151	N/A	172	N/A	Yes
Albany County School District #1	2 years	Rock River Schools	150	150	172	172	Yes
Converse County School District #1	1 year	Douglas Primary Douglas Intermediate Douglas Upper Elementary Douglas Middle Douglas High	168	N/A	178	N/A	No
Converse County School District #1	1 year	Dry Creek Elementary Walker Creek Shawnee Elementary White Moss Agate	150	N/A	170	N/A	Yes

Fremont County School District #2	1 year	All Schools	160	N/A	170	N/A	Yes
Fremont County School District #24	2 years	All Schools	170	170	180	180	No
Johnson County School District #1	2 years	Kaycee	147	147	160	160	Yes
Lincoln County School District #2	1 year	Cokeville Schools	153	N/A	162	N/A	Yes
Lincoln County School District #2	1 year	Star Valley Schools	164	N/A	170	N/A	No
Sweetwater County School District #1	2 years	Farson Eden Elementary School Farson Eden Middle School Farson Eden High School	145	145	155	155	Yes
Weston County School District #7	1 year	All Schools	150	N/A	169	N/A	Yes

Information Only: The following school districts have submitted their intent to continue their previously approved alternative schedule for 2019-2020:

- Fremont County School District #6
- Natrona County School District #1
- Uinta County School District #4
- Uinta County School District #6

WYOMING SCHOOL BOARDS ASSOCIATION

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WSBA 2019 Associate Dues Invoice

April-19

Wyoming State Board of Education
122 W 25th St Ste E200
Cheyenne WY 82002

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Associate Member Dues for 2019	$600.00

Please pay 2019 Dues no later than June 30, 2019. Thank you!

I certify under penalty of perjury that this voucher and the items included therein for payment are correct and just in all respects.

Brian Farmer

Brian Farmer, Wyoming School Boards Association

THANK YOU FOR ALLOWING WSBA TO SERVE YOUR SCHOOL!

To: State Board of Education Members

From: SBE Administrative Committee

Topic: Renewal of Coordinator Position

The Administrative Committee has met several times to review the performance of SBE Coordinator Tom Sachse. The Committee has noted the outstanding job that Tom has done on behalf of the board and the students of Wyoming. We are unanimous in recommending that his contract be renewed for the 2019-2020 term.

Suggested Motion:

I move that Tom Sachse's At Will Employee Contract (AWEC) be renewed for the period of July 1, 2019 through June 30, 2020.

WYOMING STATE BOARD OF EDUCATION
March 21, 2019
2371 Hickory Street
Casper

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Superintendent Balow, Ryan Fuhrman, Bill Lambert, Kathryn Sessions, Forrest Smith, Max Mickelson, Debbie Bovee, and Dan McGlade.

Members absent: Nate Breen, Sandy Caldwell, Dr. Dean Ray Reutzel, and Robin Schamber.

Also present: Kylie Taylor, WDE; Dr. Thomas Sachse; Michelle Panos, WDE; Julie Magee, WDE; Mackenzie Williams, AG; and Randall Lockyear, AG.

March 21, 2019

CALL TO ORDER

Chairman Wilcox called the State Board of Vocational Education to order at 9:01 a.m.

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

APPROVAL OF AGENDA

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

Dr. Michelle Aldrich and John Bole from the WDE updated the board on the state reports and Perkins V Transition Plan, Dr. Aldrich indicated the WDE would bring the full transition plan back to the board in April for their action.

The State Board of Vocational Education adjourned at 9:38 a.m.

Chairman Wilcox called the State Board of Education to order at 9:39 a.m.

New board members, Bill Lambert and Debbie Bovee took the oath of office.

Sue Belish proposed to remove the Treasurer's Report from the Consent Agenda so the board could discuss.

Max Mickelson 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 Treasurer's Report, seconded by Ryan Fuhrman; the motion carried.

Sue Belish moved to approve the February 2019 minutes, seconded by Max Mickelson; the motion carried.

Presentation from 2018-19 Wyoming Teacher of the Year, Valerie Bruce

State Superintendent's Update

Superintendent Balow congratulated the new board members on their appointment to the SBE. Superintendent Balow updated the board on the confirmation of the updated state education plan that was approved by the U.S. Department of Education. The plan is in fulfillment of the Every Student Succeeds Act.

Coordinator's Report

SBE Coordinator, Tom Sachse, began his report with a legislative update and summary of how the General Session went. Tom indicated there might be some bills that come up in the future that will be of interest to the board.

Tom reviewed the basket of goods report that was presented at the board's February meeting, Tom asked the board to reflect on the standards promulgation process and consider whether and how to move forward given the system as it currently stands.

The Coordinator's report ended with a review of section one of the Administrative Procedures. The board was presented this section of the Administrative Procedures in February to be voted on during their March meeting.

SBE COMMITTEE UPDATES

Communications Committee

Ryan Fuhrman informed the board that the committee is continuing to work on guest blog posts and said the blog post from Dana Wyatt has received a lot of positive praise.

Administrative Committee

Sue Belish indicated the information from the administrative committee meeting was in the packet in her summary.

DISCUSSION ITEMS 1

Committee Assignments

Chairman Walt Wilcox presented an overview of the board committees and where there are gaps because of departing board members. Chairman Wilcox asked the board to look at the committees and to let him know via email or phone which committee(s) they would like to join.

Alternative Schedules

Julie Magee, WDE, presented the Alternative Schedules memo on behalf of Elaine Marces. Julie gave an overview of the Wyoming Statutes that allow school districts to apply for a waiver from the 175 student-teacher contract day requirement. Districts may request approval for an alternative schedule for up to two school years by submitting to the WDE an application that includes educational objectives, a calendar, and 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.

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Certified Personnel Evaluation Systems

Shelley Hamel, WDE, presented on approving district leader evaluation systems to the board. Districts electing to adopt an evaluation system based locally-designed evaluation standards require approval from the SBE. Early February, districts provided the WDE with general information about their leader evaluation systems. Information to approve the leader evaluations from districts and charter schools who based their systems on locally-designed evaluation standards, was presented to the board to be voted on.

ACTION ITEMS 1

Administrative Procedures Part One

Sue Belish moved to approve the Administrative Procedures part one as presented, seconded by Max Mickelson; the motion carried.

Alternative Schedules

Sue Belish moved to approve all schools in Campbell #1, Carbon #2, Crook #2, as well as Little Snake River Valley Schools in Carbon #1, Laramie #2, Lusk Elementary and Middle School, Niobrara High School, and Lance Creek Elementary School in Niobrara #1, all schools in Sheridan #1 and Sheridan #3 to operate on a four-day school week for the 2019-20 school year. Schools in Johnson #1 for split four/five-day weeks, and all schools in Sublette #1 for a schedule with early release on Fridays, seconded by Superintendent Balow; the motion carried.

Early Learning Resolution

Superintendent Balow moved to approve the Early Learning Resolution as presented, seconded by Sue Belish; the motion carried.

Certified Personnel Evaluation Systems

Max Mickelson moved to conditionally approve the leader evaluations from districts and charter schools who based their systems on locally-designed evaluation standards, seconded by Sue Belish; the motion carried.

Max Mickelson abstained from voting for Sweetwater #1, Ryan Fuhrman abstained from voting for Sheridan #2, Bill Lambert abstained from voting for Weston #1, and Forrest Smith abstained from voting for Park #1.

DISCUSSION ITEMS 2

Basket of Goods

After SBE Coordinator, Tom Sachse, presented his paper, “Thoughts on Basket of Goods and Services: Finding Equity and Quality in Wyoming’s Public School Content Standards.” Chairman Wilcox suggested a motion to establish a committee of practitioners to undertake this work; Bill Lambert moved to establish a committee of practitioners to undertake Basket of Goods work, seconded by Debbie Bovee, Kathryn Sessions opposed, Forrest Smith not on the line; the motion carried.

Computer Science Survey Results

Laurie Hernandez, WDE, and members from the WDE Standards Division, presented the comments collected from both surveys and the regional hearings on the draft Computer Science Standards. There were 151 responses collected, 128 were through the online survey and 23 were during the regional

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hearings. A total of 50 people attended the regional hearings, of which 14 gave verbal comments and 12 provided written comment.

ACTIONS ITEMS 2

Computer Science Standards

Superintendent Balow moved to postpone promulgating the draft Computer Science standards for a month and engage the committee, with appropriating money from the SBE budget to fund the committee to apply changes brought forth by the board and include Ryan Fuhrman in committee discussions and decisions, seconded by Ryan Fuhrman; after a roll call vote, the motion failed.

Max Mickelson moved to promulgate the draft Computer Science Standards, seconded by Superintendent Balow; after a roll call vote, the motion failed.

Superintendent Balow moved to postpone promulgating the draft Computer Science standards and engage the committee, with appropriating $25,000 from the SBE budget to fund the committee to apply changes brought forth by the board and include Ryan Fuhrman in committee discussions and decisions, seconded by Bill Lambert; the motion carried.

CLICK HERE FOR COMPUTER SCIENCE STANDARDS AND BASKET OF GOODS PUBLIC COMMENT

NEXT MEETING

The board's next meeting will take place in Riverton on April 25, 2019

The State Board of Education adjourned at 6:05 p.m.

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WYOMING
STATE BOARD
OF EDUCATION

Date: May 12, 2019

To: State Board of Education

From: Tom Sachse

Subject: Action Item

Background: At the board's April meeting, Parts 2 and 3 of the Administrative Procedures document were presented for information. They now need to be formally approved.

Changes since Information: No changes were made to either section since your last meeting.

Recommendation: I recommend the state board adopt Administrative Procedures Parts 2 and 3 as presented.