

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

September 23, 2015 Lakeside Lodge 99 Forest Service Road Pinedale, Wyoming		
9:00 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes August 6, 2015 & August 13, 2015 Minutes 	Tab B
	<ul style="list-style-type: none"> • Budget Request 	Tab C
	Discussion/Action:	
	<ul style="list-style-type: none"> • <u>Accountability Committee Report</u> 	Tab D
	<ul style="list-style-type: none"> • <u>October 15th Report</u> <ul style="list-style-type: none"> ▪ Assessment Task Force Report- Scott Marion ▪ Professional Judgment Panel Report- Mike Flicek ▪ District Assessment System Update ▪ Content and Performance Standards ▪ Exemption Request ▪ System of Support- <ul style="list-style-type: none"> (1) Strategic Planning Update (2) Internal Capacity & Evaluation ▪ Duties Prescribed by Law (Admin Committee) 	Tab E
		Tab F
		Tab G
		Tab H
		Tab I
		Tab J
		Tab J.I
		Tab J.II
		Tab K
	<ul style="list-style-type: none"> • <u>Advisory Committee</u> 	Tab L
	Other issues, concerns, discussion, public comment	
September 24, 2015 Lakeside Lodge 99 Forest Service Road Pinedale, Wyoming		
Visit to Sublette County School District #1		
10:00 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Roll Call 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab M
	<ul style="list-style-type: none"> • Minutes March 17, 2015 	Tab N

	<ul style="list-style-type: none"> Perkins Grant Award Notice with Performance Improvement Plan 	Tab O
	Adjourn	
	Action Items: <ul style="list-style-type: none"> <u>Administrative Committee Report</u> <ul style="list-style-type: none"> NASBE Grant/Board Policy Review Permanent Position <u>Communication Committee Report</u> <ul style="list-style-type: none"> Communication Strategic Plan 	Tab P Tab Q Tab R Tab S
	Discussion Items: <ul style="list-style-type: none"> <u>WDE Reports</u> 	
	Adjourn Business Meeting	
	Discussion Items: <ul style="list-style-type: none"> <u><i>Our Kids: The American Dream in Crisis</i> by Robert Putnam</u> Book Study <u>State Board of Education Goal Setting</u> 	Tab T
September 25, 2015 Lakeside Lodge 99 Forest Service Road Pinedale, Wyoming		
8:00 a.m.	Discussion Items: <ul style="list-style-type: none"> <u>Definition of a High School Graduate</u> <u>Collaborative Work</u> <u>Legislative Agenda</u> 	Tab U Tab V
	Wrap Up and Lunch	



WYOMING

State Board of Education

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PETE GOSAR
Chair, Laramie

KATHY COON
Vice Chair, Lusk

KEN RATHBUN
Treasurer, Sundance

JILLIAN BALOW
State Superintendent

SUE BELISH
Ranchester

NATE BREEN
Cheyenne

HUGH HAGEMAN
Fort Laramie

RON MICHELI
Fort Bridger

SCOTTY RATLIFF
Riverton

JIM ROSE
Ex-Officio, CCC

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Meeting overview

I am so looking forward to three days in Pinedale. Chelsie has done a great job of finding us accommodations, and we have some time planned where we can just visit and talk about issues pertinent to the board's work. However, we also have a very full business agenda. I'm hoping to stick closely to our agenda, so we don't cut into our "retreat" time.

I hope we can complete our business sections of the agenda and stay on track to spend time just talking about some important issues facing the board with regard to our future direction.

Travel safely to Pinedale, and we'll see those of you who are flying on Wednesday morning.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: September 23, 2015

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the September 23, 2015 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

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

COMMENTS:

Wyoming State Board of Education Agenda

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: September 23, 2015

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on August 6, 2015 and August 13, 2015

SUPPORTING INFORMATION ATTACHED:

- Minutes of August 6, 2015
- Minutes of August 13, 2015

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
August 6, 2015
Teleconference

Wyoming State Board of Education members present: Pete Gosar, Jillian Balow, Nate Breen, Kathy Coon, Kathryn Sessions, Scotty Ratliff, and Walt Wilcox

Absent: Ken Rathbun, Sue Belish, Hugh Hageman, Ron Micheli, Jim Rose and Belenda Willson

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Oaks, WDE; Kathy Scheurman, WEA; and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 7:32 a.m.

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

PODER ACADEMY REQUEST FOR WAIVER OF STATE LAW REQUIREMENTS

Mackenzie Williams, SBE Attorney, presented information on Wyoming Charter School Laws. Mr. Williams referred to the memo he shared with the Board members, and that his official recommendation is in that memo.

Pete Gosar shared that he asked the academy to withdraw its request, and they did not. He also noted that if the Board does not take action on this item, then it is as if the request is approved.

Nate Breen recused himself from the vote, as a member of Laramie CSD #1 Board of Trustees there is a conflict of interest.

Walt Wilcox, moved that the Board deny the state law waiver request from PODER Academy based on the Board lacking legal authority to grant waivers of the particular state law requested, seconded by Kathy Coon; the motion carried.

PUBLIC COMMENT

Kathy Scheurman, WEA, expressed her concern that PODER Academy would waive anything under the teacher employment act.

The State Board of Education adjourned at 7:42 a.m.

WYOMING STATE BOARD OF EDUCATION
August 13, 2015
Wyoming Oil & Gas Commission
2211 King Blvd, Casper Wyoming

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, Dicky Shanor, proxy for Jillian Balow, Scotty Ratliff, Kathryn Sessions, Walt Wilcox, Belenda Wilson, Kathy Coon, Sue Belish, Nate Breen, Hugh Hageman, and Jim Rose

Members absent: Ron Micheli

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Dan Espeland, Converse CSD #1; Kevin Mitchell, Park CSD #1; Jay Curtis, Park CSD #16; Joel Dvorak; Mark Stock, UW; Laurel Ballard, WDE; Rob Bryant, WDE; Laurie Hernandez, WDE; Mike Cosenza, WDE; Mackenzie Williams, SBE Attorney.

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 1:20 p.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Belenda Willson moved to approve the minutes from the July 27, 2015 meeting, seconded by Nate Breen; the motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer Ken Rathbun presented the Treasurer's report to the Board, discussed the line items that have non-sufficient funds and the remedy with a budget revision. Belenda Willson moved to approve the treasurer's report for the period ending July 31, 2015, with a balance of \$351,576.16, Kathy Coon seconded; the motion carried.

RESTRUCTURING PLANS

Aspen Elementary in Uinta CSD #1, Somer Moore, Principal, presented the school's restructuring plan. Kathryn Sessions moved to approve the restructuring plan as presented, seconded by Sue Belish; the motion carried.

Ft. Washakie Middle School in Fremont CSD #21, restructuring plan was presented by Terry Evert, Superintendent of Fremont CSD#21. Ken Rathbun moved to approve the restructuring plan for Ft. Washakie Middle School, seconded by Walt Wilcox; the motion carried.

STATEWIDE SYSTEM OF SUPPORT

Brent Young, WDE liaison, presented Tab M in the packet and discussed with the Board that he could present the system as a whole or break it into pieces for approval. It was determined the system of support would be presented in individual sections. Kevin Mitchell, Jay Curtis, and Mark Stock presented with Mr. Young.

RFP on Strategic Plan:

Sue Belish moved that the Board approve the RFP for a strategic plan to include the additional three pieces: evaluation, needs assessment and monitoring. Nate seconded. Sue wanted to clarify that this expense is \$120,000 with the deliverable date in March. Pete Gosar requested that the deliverable be moved up to January or February. The motion carried

WYCEL Agreement

Dicky Shanor, proxy for State Superintendent, moved to approve the WyCEL Leadership Development Plan and budget, Walt Wilcox seconded; the motion carried.

WASA Regional Professional Learning Communities

Kathryn Sessions moved to approve the WASA regional professional learning communities with Dr. Anthony Muhammad, seconded by Dicky Shanor, proxy for State Superintendent; the motion carried.

RFP for Technical Assistance

Kathryn Sessions moved to approve the proposed RFP for technical assistance/district coach for local districts, seconded by Dicky Shanor, proxy for State Superintendent.

After discussion, it is requested that the RFP be brought back to the Board after it has been flushed out some and the duties are more clearly defined.

The motion failed.

Tribal Education Initiative

Brent Young asked the Board for permission to begin the RFP process for a Tribal Liaison.

Nate Breen moved that the WDE would present a RFP on a Native American Liaison at the next meeting, seconded by Dicky Shanor, proxy for State Superintendent.

After further discussion, Nate Breen withdrew the motion at the pleasure of the Board.

Pete Gosar, asked Brent Young to work on RFPs for technical assistance and on a Tribal Liaison.

Ken Rathbun, added that he would like to see the WDE bring recommended RFPs as soon as possible.

CERTIFIED PROFESSIONAL EVALUATIONS

Laurel Ballard, WDE, gave background information to the Board on the previously presented certified professional evaluations systems and meeting the requirements in Chapter 29 on Wyoming Department of Education Rules and Regulations. Ms. Ballard requested that the Board approve the evaluations systems presented in the Board packet.

Sue Belish moved that the State Board of Education approve the revised Certified Personnel Evaluation Systems for Platte CSD #1 and Snowy Range Academy, seconded by Kathy Coon; the motion carried.

DRAFT RULES ON DISTRICTS REQUEST FOR ACCOUNTABILITY DETERMINATION

Joy Mockelmann, SBE contractor and Mackenzie Williams, SBE Attorney, presented the draft rules on school level performance ratings, to the Board. Ms. Mockelmann gave background on the State Board being required to write draft rules and mentioned that the work has been harder to do than she anticipated. Joy Mockelmann and Mackenzie Williams described the need for the rules.

Dicky Shanor, proxy for State Superintendent, moved to adopt the rules as proposed with the correction of typing errors and that the rules be merged into Chapter Three of the Wyoming Department of Education Rules and Regulations regarding Rules of Proactive and Procedures for Contested Case Proceedings, Kathy Coon seconded; the motion carried.

OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

The Board discussed the possibilities of needing a budget change. It was determined that the Treasurer and WDE will have a meeting, and will report out at the next meeting.

Pete Gosar polled the Board for interest in taking the state plane to Pinedale.

Nate Breen moved to adjourn the State Board of Education August 13th, 2015 meeting, seconded by Ken Rathbun.

The State Board of Education adjourned at 6:57 p.m.

The next meeting will be September 23-25, 2015 in Pinedale.

DRAFT



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CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Budget request

Kenny, Pete, and I received information from WDE about the next biennial budget request. We were asked to go through our budget and determine the amounts we want to submit as our budget needs.

Chelsie and I met with Brent and Trent Carroll from WDE to go over our current budget and to review the projections for the next biennium. Kenny was on the phone during that meeting, and Kenny and I talked by phone for nearly an hour about the budget request.

We determined that we do not need to ask for additional funds, so our task was to work with the projected budget amounts and move them around to meet the board's needs.

You will find in your packet the spreadsheet depicting our budget requests. I will go over the budget with you in person and explain our thinking. Basically, most of it amounts to moving dollars into "in-state travel," which is the area in which we are coming up short in the current budget. There's nothing too tricky or complicated here, but I do think we can make the best sense of it in person.

You all have not approved this budget request in the past (or even reviewed it); but the administrative committee took a peek at it and thought it would be best to go over it with the whole board and get an approval of the request. So you'll be asked to approve this request for funds in the next biennium.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: September 16, 2015

ISSUE: 2017-2018 Biennial Budget Request

AUTHORITY: WDE has asked us to complete the request to be submitted as part of their overall budget.

BACKGROUND/HISTORY:

In the past, the WDE has generated the state board's budget request. During the preparation for the last biennium, Pete, as treasurer, met with the WDE staff to work on the budget request. This board has not previously approved the budget request.

This year, the WDE sent Kenny, Pete, and Paige the budget information along with a request to craft a proposed budget. There is no request to increase funding. The proposal is within the parameters of our former budget. Paige, with Kenny's help, will go through the particulars of the budget at the meeting.

FUNDING: NA

IMPLEMENTATION AND SUSTAINABILITY: NA.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to approve the submission of the State Board of Education 2017-2018 budget request.

SUPPORTING INFORMATION ATTACHED: Excel budget request worksheet.

PREPARED BY: *Paige Fenton Hughes*
Paige Fenton Hughes, Coordinator

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

Section 2. Standard Budget Request

Part B. Expenditure Breakdown

200 SERIES-Supportive Services

Code	Description	15/16 Amount	17/18 Amount
0203	Utilities	-	
0204	Communications	7,240.00	
0207	Employee Professional Development & Training	29,610.00	\$50,000.00
0208	Advertising & Promotion	2,000.00	
0221	In-State Employee Travel	129,415.00	\$180,000.00
0222	Out-of-State Employee Travel	29,898.00	\$30,000.00
0227	Non-State Employee Travel	-	
0231	Office Supplies, Printing, Reproduction & Stationery	1,575.00	\$3,500.00
0234	Food & Food Service Supplies	6,905.00	\$2,500.00
0236	Educational & Recreational Supplies	672.00	\$600.00
0240	Intangible Assets	-	
0241	Office, Warehouse, Institutional & Household Equipment & Furnishings	-	
0242	Data Processing & Other Computer Equipment	1,391.00	\$2,500.00
0251	Real Property Rental	-	\$2,500.00
0271	Awards-Prizes	2,384.00	\$1,000.00
0290	Maintenance Agreements-Computer systems, computer hardware and software	-	
TOTAL 200 SERIES		\$211,090.00	\$272,600.00

900 SERIES-Contract Professional Services

Code	Description	15/16 Amount	17/18 Amount
0901	Contract Services	\$271,091.00	\$208,190.00
TOTAL 900 SERIES		\$271,091.00	\$208,190.00



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CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Accountability and October 15 report

We will start out with a quick report/overview from the accountability committee. The committee had an opportunity to briefly review the sections of the October 15 report to LSO that have to do with either accountability or assessment (which is most of the report, actually!). So you'll notice that the bulk of our work on the first day is taking a peek at each section of the October 15 report to LSO, hearing information about that section, and then having an opportunity to provide feedback. There is a high probability that we will have to have a teleconference between October 1 and October 15 so you can see the final draft of the October 15 report before it is submitted.

We will start off with a presentation from Dr. Scott Marion, consultant to the LSO, who has, with Dr. Joseph Martineau, facilitated the assessment task force over the past few months. As you know, their task was to come up with a recommendation for the WDE to use as the basis to write and issue an RFP for a new statewide assessment. I say new because the recommendation will not be to stay with what we have. That option has been eliminated. Scott will be in Pinedale to spend some time talking with you about the work of the task force and the recommendations that will come from that work. He will then take your input back to the task force during an October 1 webinar; and then as a result of that conversation, draft the final report to be included in our October 15 report to LSO.

The report that is in your packet is not a final draft. It is what Scott is calling a "partial" draft. Please review it carefully because this will really be our only chance to interact with him in person about the provisions of the report.

STATE BOARD OF EDUCATION



Wyoming State Board of Education
Accountability and Assessment Committee Call
3:00 PM, September 14, 2015

- 3:00 PM Review of issues related to accountability/assessment
 PJP and Beck's report
 Assessment Task Force Report
 District Assessment System Update
 Exemption Request
 System of Support

 These are the items related to this committee that will appear on our agenda in Pinedale. Paige just gave a quick overview.
- 3:10 PM Update from Scott Marion on Assessment Task Force and report
 Five of 6 sections pretty well drafted, will have a draft in the packet
 Scott provided an overview of the thinking of the task force in forming recommendations
 Not an endorsement for any product, but do not want a stand-alone Wyoming test
 Scott answered questions of the committee
- 3:30 PM Overview of PJP and Beck's report
 Mike Flicek will be in Pinedale to review model changes
 Process for making those changes will be reviewed at October meeting
- 3:45 PM District Assessment System update will be provided by Deb Lindsey and Shelly Andrews
 Paige just explained to the committee that this section will be a review of what has been done as far as providing guidance to and supporting districts in transitioning to the new DAS requirements
- 3:55 PM Exemption Request
 This has been completed for a couple of months, but will part of our report.
- 4:00 PM System of support
 Joel Dvorak received the contract for the planning
 Brent provided an update on program evaluation and other system of support work being done internally at the WDE
- 4:20 PM Other issues/concerns/discussion

Wyoming's Statewide Assessment System: Recommendations from the Wyoming Assessment Task Force

Compiled By

Joseph Martineau, Ph.D. and Scott Marion, Ph.D.
National Center for the Improvement in Educational Assessment

Draft September 15, 2015

October 2015

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EXECUTIVE SUMMARY

The Wyoming Assessment Task Force conducted its work over the period of four months. It considered issues with the existing state and district assessment systems, and developed intended uses (Section 2) and intended outcomes (Section 3) for a new Wyoming comprehensive assessment system to address their concerns.

The Task Force identified several critical issues. These included the following:

- The general incoherence of results coming from the myriad of assessments.
- The amount of testing time required by the combination of state summative assessments, interim assessments, and district assessment systems.
- The general absence of timely, instructionally and programmatically useful results from the myriad of assessments.
- Confusion about the content standards that should be taught in Wyoming schools.
- The quality of district assessment systems and the level of assessment literacy of Wyoming educators.

The recommendations in this report address those critical concerns, as well as various other issues identified in Section 3 of this report. This executive summary addresses only the recommendations relevant to critical issues listed above. A narrative description of the complete recommended new assessment system is given in Section 4. A complete, detailed listing of recommendations is given in Section 5. Background information on the types of assessment and appropriate uses are given in Section 1.

Incoherence among Various Assessments

To address this concern, the Task Force recommended that the state-provided interim assessment be tied directly to the state summative assessment, and that it include the same format and types of tasks as included in the summative assessment. This would be accomplished by requiring vendors to bid an interim assessment tied directly to the summative assessment they bid.

To address issues of coherence between district assessment systems and state-provided assessments, the Task Force recommended that the district assessment systems be built to the same content standards as the state assessments.

Amount of Testing Time

To reduce the amount of testing time required of students, the Task Force recommended that use of the interim assessment no longer be required. It recommended that the state-provided interim assessment be provided as a service to districts for which adoption is appropriate within their district assessment systems. It further recommended substantial flexibility for districts in the timing and manner of using state-provided interim assessments for districts that adopt it to maximize the usefulness of the interim assessment for each district. Because the state-provided interim assessment will be tied directly to the state summative assessment, and tied directly to the official Wyoming state standards, districts will have a considerable incentive to adopt it because it will be likely to provide useful information.

The Task Force further recommended that a strict limit be placed on the amount of time that may be devoted to responding to state summative assessments: it recommended that required testing time be no more than *one percent* of the required instructional hours for a given grade level. This limit provides enough time to allow for high-quality assessment of complex knowledge and skills *and* to restrict testing time to a reasonable level.

Finally, the Task Force recommended that the Department of Education work with a group of stakeholders to provide flexibility in the amount of time for each testing session in the summative assessment to help schools and districts to minimize disruptions to daily instruction.

The Need for Timely Results Useful for Important Educational Decisions

The Task Force indicated that a balance is needed between taking the state summative assessment as late as possible in the instructional year and returning the results in time for use in school improvement activities, such as evaluating the effectiveness of and adjusting interventions, curriculum, and programming during the summer months. This, in essence, requires giving the test later and getting the results back sooner (a difficult task).

To address this need, the Task Force recommended that the assessment be moved fully online to expedite assessment scoring and the return of results. It recommended that the test be moved closer to the end of the school year, and that the results be returned by the beginning of August each year when educators typically return for school improvement activities.

The Task Force recognized past problems with online assessment in the state, and provided a comprehensive set of recommendations for assuring that the transition to online assessment is smooth. Key among these recommendations is that schools, districts, and the state be given until the spring of 2018 to implement the new state summative assessment. Without this lead time, a successful, smooth transition will be unlikely.

The Task Force also indicated a need for balancing the use of complex items types on the interim assessment (to assure the measurement of complex knowledge and skills) with the need for near immediate reporting. To address this need, the Task Force recommended that reporting on the interim assessment can take up to one week from a student completing the interim assessment to assure that the results remain relevant to instruction. To make this feasible, the Task Force recommended that any complex item types that preclude reporting within a week of test completion not included on the interim assessment.

Finally, the Task Force recognized the importance of high-quality, transparent reports useful for making educational decisions. It recommended that a rigorous report development process be put in place to target reports to the various audiences (e.g., students, parents, teachers, administrators, policymakers, and the general public) of state assessment to address each audience's critical needs while minimizing the possibility of misinterpretation. To improve the accessibility of appropriate reports, the Task Force also recommended that a high-quality, easily navigable, dynamic reporting system be developed to house the reports for each audience. To serve the same purpose, the Task Force also recommended that state data systems be enhanced to allow for each individual educator to obtain access to reports only for students he or she is currently responsible for, and to be able to track the group progress of students he or she was previously responsible for. The Task Force also

recommended that this system be developed to host local assessment results as a service to local districts so that high-quality reports of local assessment results can be displayed and compared with state assessment results.

Achieving Clarity on the Content to be Learned and Taught

The Task Force indicated that the use of the ACT for high school accountability has caused confusion about the standards to be taught in Wyoming high school (the ACT college readiness standards or the official Wyoming state standards).

To address this confusion, and to provide more freedom to Wyoming's high school Juniors and Seniors, the Task Force recommended creating a split between assessment in grades 3-10 and assessment in grades 11-12. The Task Force recommended that assessments built to measure the Wyoming state standards be administered in grades 3-10, but not beyond, and that the grade 10 test be added to the criteria for Hathaway scholarship eligibility. In order to maintain the benefits of a college entrance examination and to provide greater flexibility to Juniors and Seniors in pursuing individualized college and/or career pathways, the Task Force further recommended that grades 11 and 12 be reserved for college entrance, work skills, Advanced Placement, International Baccalaureate, and other specialized testing. It also recommended that to better match individual students' interests, each 11th grader be required to take *either* a college entrance assessment or a work skills assessment.

The Task Force also indicated that the restriction of state summative assessment to multiple choice questions has also caused confusion because it is difficult to measure the complex knowledge and skills described in the Wyoming state standards with only multiple choice questions.

To address this confusion, the Task Force recommended that any type of test question appropriate to measure the Wyoming state standards be used on state-provided assessments, so long as time limits on state testing can still be met when including such complex question types.

Finally, the Task Force recommended the inclusion of Writing in the Language Arts assessment to signal that the Wyoming state standards addressing writing are important in the state, and to improve both the learning and instruction of writing for Wyoming students.

Improving the District Assessment Systems and Assessment Literacy

The Task Force identified improving local district capacity, educators' assessment literacy, and educators' knowledge of appropriate data use for educational decision-making as critical to improving the quality of district assessment systems. The Task Force made several recommendations to address these issues including the inclusion of a rigorous review of district assessment systems in accreditation, the state hiring or contracting with an expert in interim and summative assessment to be a consistent presence on accreditation visits, the provision of high-quality formative feedback from the assessment experts to districts to help them improve their systems, and the state supporting (but not directing) local districts or consortia of districts in providing professional learning activities to both teachers and administrators around classroom and district assessment.

The Task Force's recommendation to tie interim assessments directly to the state summative assessment is also likely to improve the quality of district assessment systems in the districts for which inclusion in the district assessment system is appropriate.

Finally, the Task Force's recommendation to develop a high-quality dynamic reporting system allowing for visualizing local district assessment results and comparing them with state assessments will also improve the usefulness of district assessment systems.

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SECTION 1: APPROPRIATE CHARACTERISTICS AND USES OF ASSESSMENT

Introduction

In 2015, the Wyoming Legislature passed Enrolled Act 87, authorizing the State Board of Education to evaluate Wyoming's current state assessment system and the creation of the Wyoming Assessment Task Force. Specifically, Section 6 of the act authorizes:

The state board shall assemble a task force to assist with the assessment review and evaluation. The task force shall be comprised of representatives of small and large school districts and schools from all geographic regions of the state and shall at minimum include representatives from district and school administration, school district assessment and curriculum program administrators, elementary and secondary school teachers, school district board members, state higher education representatives, member of the Wyoming business community and parents of children enrolled in Wyoming public schools.

The twenty-four task force members¹ met seven times between June 1 and October 1, 2015. Three of these meetings were held in person, one of which was for two full days, and the remaining four meetings were held as webinars. This report presents the results of the task force deliberations. Before moving to the discussion of the task force recommendations, we first present in this section of the report some critical definitions and background assessment information on the appropriate characteristics and use of assessment.

We begin by defining two broad categories of assessment use: (1) *high-stakes accountability uses* and (2) *lower-stakes instructional uses*. Stakes may be high for students, teachers or administrators, or schools and districts. For students, test scores may be used for making high-stakes decisions regarding grades, grade promotion, ability grouping, graduation, admission to postsecondary education or training, and scholarships. For educators, student test scores may formally or informally factor into periodic evaluations used to inform important employment decisions in classrooms, departments, schools and districts. In addition, students, teachers and administrators are affected by high-stakes uses of test scores in school and district accountability: identification as a school or district in need of intervention often leads to involuntary interventions intended to correct poor outcomes.

Lower-stakes instructional uses of test scores for teachers and administrators include informing moment-to-moment instruction; self-evaluation in teaching a unit and adjusting subsequent plans accordingly, evaluating one's own instructional effectiveness; and evaluating the success of a curriculum, program, or intervention.

As described above, within the *high stakes accountability* and *lower stakes formative* categories of use, there are many potential uses. The multiple appropriate uses of the various types of assessment introduced below may fall into both broad categories.

Types of Assessments and Appropriate Uses

¹ There were 26 original members, but two members resigned during the course of the project due to other commitments.

While there are several possible categorizations of assessment by type, this section of the report reviews only one particularly relevant to the work of the Task Force: the distinction among *summative*, *interim*, and *formative* assessment². In this report, the three types of assessment are always discussed in this order *except for* defining them below. They are defined below in the order formative, summative, and interim because interim assessment is defined in relation to both formative and summative assessment.

This section provides definitions of the three types of assessment and outlines the appropriate uses of data gathered from them. Appropriate uses are underlined for emphasis. These definitions are critical to understanding what each type of assessment can and cannot do. Appendix B provides an at-a-glance summary of the typical characteristics, appropriate uses, and examples of each type of assessment.

Formative Assessment

Formative assessment has also been called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (p. 3).

The core of the formative assessment process is that it takes place during instruction (i.e., “in the moment”) and under full control of the teacher to support student learning while it is developing. This is done through diagnosing on a very frequent basis where students are in their progress toward learning goals, where gaps in knowledge and skill exist, and how to help students close those gaps. Instruction is not paused when teachers engage in formative assessment. Formative assessment covers fine-grained learning targets that are often the focus of a single unit of instruction.

Formative assessment is not a product, but an instruction-embedded process tailored to monitoring the learning of and providing frequent targeted feedback³ to individual students. Effective formative assessment occurs frequently, covering small units of instruction (such as part of a class period). If tasks are presented, they may be targeted to individual students or groups. There is a strong view among some scholars that because formative assessment is tailored to a classroom and to individual students that results cannot be meaningfully aggregated or compared.

Data gathered through formative assessment have limited to no use for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this: (1) if carried out appropriately, the data gathered from one unit, teacher, moment, or student

² In defining formative, interim, and summative assessment, this section borrows from three sources (Perie, Marion, Gong, & Wurtzel, 2007; Michigan Department of Education, 2013; Wiley, 2008).

³ See Sadler (1989).

will not be comparable to the next; (2) students will be unlikely to participate as fully, openly, and honestly in the process if they know they are being evaluated by their teachers or peers on the basis of their responses; (3) for the same reasons, educators will be unlikely to participate as fully, openly, and honestly in the process; and (4) the nature of the formative assessment process is likely to shift in such a way that it can no longer optimally inform instruction.

Because there is considerable confusion about what formative assessment is, further definition and four vignettes⁴ describing formative assessment in action are given in Appendix A to clarify the meaning using concrete ideas. The first two vignettes are also presented in condensed form in the one-page summary of formative, interim, and summative assessment in Appendix B.

Summative Assessment

Summative assessments are generally infrequent (e.g., administered only once to any given student) and cover major units of instruction such as semesters, courses, credits, or grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period. The prototypical assessment conjured by the term "summative assessments" is given in a standardized manner statewide (but can also be given nationally or districtwide) and is typically used for accountability or to otherwise inform policy. Such summative assessments are typically the least flexible of the various assessment types. Summative assessments are also used for testing out of a course, diploma endorsement, graduation, high school equivalency, and college entrance. Appropriate uses of such standardized summative assessments include school accountability, district accountability, curriculum evaluation, program evaluation, and informing policy-makers in high-level decision-making. Depending on their alignment to classroom instruction and the timing of the administration and results, they may also be appropriate for grading.

Less standardized, but no less summative, assessments are also found in the majority of middle- and high-school classrooms. Such assessments are typically completed near the end of a semester, credit, course, or grade level. Common examples are broad exams or projects intended to give a summary of student achievement of marking period objectives, and figure heavily in student grading. Such assessments tend to be labeled "mid-terms," "final projects," "final papers," or "final exams" in middle and high school grades. Elementary school classrooms also have similar summative assessments but these do not have a consistent label in elementary grades. Classroom summative assessments may be created by individual teachers or by staff from one or more schools or districts working together.

Summative assessments tend to require a pause in instruction for test administration. They may be controlled by a single teacher (for assessments unique to the classroom), groups of teachers working together, a school (e.g., for all sections of a given course or credit), a district (to standardize across schools), a group of districts working together, a state, a group of states, or a test vendor. The level at which test results are comparable depends on who controls the assessment. They may be comparable within a classroom, across a few classrooms, within a school, within a district, across a few districts, within a state, or across multiple states.

⁴ Informed by Wiley (2008).

Appropriate uses of such summative assessments include student grading in the specific courses for which they were developed. If designed well, they can also be used to adjust curriculum, programming, and instruction the next time the large unit of instruction is taught; and to serve as a post-test measure of student learning. If the assessments are well-designed and a carefully- and well-defined set of rules is in place for appropriate administration, scoring, and use of results they may also be reasonably used for accountability.

Interim Assessment

Many periodic standardized assessment products currently in use that are marketed (or otherwise labeled) as “formative,” “benchmark,” “diagnostic,” or “predictive” actually belong in the interim assessment category. They are neither formative (they do not facilitate moment-to-moment targeted analysis of student learning, frequent feedback to students and teachers, or timely adjustment of instruction) nor summative (they are not intended to provide a broad summary of achievement of course- or grade-level learning objectives tied to specific state content standards). In contrast to formative assessment

Many interim assessments are commercial products and rely on fairly standardized administration procedures that provide information relative to a specific set of learning targets—although not always tied to specific state content standards—and are designed to inform decisions at the classroom, school, and/or district level. In some cases, interim assessments may be controlled at the classroom level to provide information for the teacher, but unlike formative assessment, the results of interim assessments can be meaningfully aggregated and reported at a broader level. However, the adoption and timing of such interim assessments are likely to be controlled by the school district. The content and format of interim assessments is also very likely to be controlled by the test developer. Therefore, these assessments are considerably less instructionally-relevant than formative assessments in that decisions at the classroom level tend to be *ex post facto* regarding post-unit remediation needs and adjustment of instruction the next time the unit is taught.

Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments. These may include common mid-term exams and other periodic assessments such as quarterly assessments.

Standardized interim assessments may be appropriate for a variety of uses, including predicting a student’s likelihood of success on a large-scale summative assessment, evaluating a particular educational program or pedagogy, identifying potential gaps in a student’s learning after a limited period of instruction has been completed, or measuring student learning over time.

There are three other types of interim assessments currently in use beyond the “backward looking” interim assessments described above. All are “forward-looking.” One useful but less widely used type is a pre-test given before a unit of instruction to gain information about what students already know in order to adjust plans for instruction before beginning the unit (teachers may do these pre-instruction checks on a more frequent, formative basis). Such forward-looking assessments may be composed of pre-requisite content or the same content as the end-of-unit assessment. A second type of forward-looking assessment is a placement exam used to personalize course-taking according to existing knowledge and skills. Finally, a third type of forward-looking assessment is intended to predict how a student will do on a summative assessment before completing the full unit of instruction. The usefulness of this type of interim assessment is debatable in that it is unlikely to

provide much instructionally relevant information and there is often other information available to determine who is likely to need help succeeding on the end of year summative assessment.

A Note on Classroom Assessment and Accountability

If considerable resources are provided to support classroom-level formative, interim, and summative assessment, there may be a reasonable question as to whether funds are being invested wisely. One temptation may be to hold educators, schools, and/or districts accountable for results on classroom assessments, but such uses are inappropriate for formative and interim assessment, and great care is needed when using classroom summative assessments in such ways. Rather than holding schools and/or teachers accountable for student data gathered from classroom interim and formative assessment, the investment could be evaluated instead by:

- Monitoring the *quality* of formative, interim, and summative classroom assessment practices *rather than outcomes* based on those assessments in such a way that encourages collaboration.
- Requiring teachers and administrators to attend high-quality professional development (PD) on best practices in classroom assessment.
- Monitoring the *degree and quality of administrator support* for teachers to collaborate and improve their formative, interim, and summative classroom assessment practices *rather than outcomes* based on those assessments.

If student *data* from formative or interim classroom assessment are used for educator or school accountability, implementation is likely to be corrupted, and beneficial instructional effects of the investment are likely to be lost.

SECTION 2: DESIRED CHARACTERISTICS AND USES

Introduction

With the background of appropriate characteristics and uses of assessment from Section 1, it is possible to have a coherent presentation of the desired characteristics, uses, and outcomes of assessment as developed by the Task Force.

The Task Force considered that assessment design is always a case of optimization under constraints⁵. In other words, there may be many desirable purposes, uses, and goals for assessment. However, they may be in conflict. Any given assessment can serve only a limited number of purposes well. Finally, assessments always have some type of restrictions (e.g., legislative requirements, time, cost, etc...) that must be weighed in finalizing recommendations.

Task Force members initially were asked to ignore constraints, and identify their desired purposes and goals for assessment and their desired uses of assessment data. Subgroups of Task Force members noted their highest priority uses, and then reviewed the work of other subgroups, asking clarifying questions. After each subgroup's highest priority uses and purposes were reviewed, each individual panelist identified their three highest priorities. The full task force then discussed possible patterns emerging from the activity.

In general, Task Force members desire a Wyoming assessment (system) that is capable of serving the following broad purposes:

- Provide instructionally-useful information to teachers and students (with appropriate grain-size and timely reporting)
- Provide clear and accurate information to parents and students regarding students' achievement of and progress toward key outcomes, such as progress toward meeting grade-level standards and progress toward readiness for post-secondary education and/or career training
- Provide meaningful information to support evaluation and enhancement of curriculum and programs
- Provide information to appropriately support federal and state accountability determinations

Top priority uses and characteristics that were similar were consolidated. In consolidating, important differences in each contributing uses/characteristics were incorporated into the consolidated description. Appendix B provides more detailed information regarding this prioritization activity.

An important outcome of this activity is that no single type of assessment (formative, interim, or summative) is applicable to all of the high-priority desired uses and characteristics. In fact, formative assessment is uniquely able to support two uses/characteristics and summative assessment is uniquely able to support three uses/characteristics. The same is true for level of assessment: classroom-level and state-level assessment are each uniquely able so support three uses/characteristics.

⁵ See Braun (in press).

These outcomes of the Task Force's work indicate that in order to accomplish the full set of uses and characteristics, **a system of assessments** would be required that span the range of assessment type (formative, interim, and summative) and assessment level (classroom, district, and state). This can be accomplished by combining state and local assessments in a way that they create a coherent system that eliminates unnecessary assessment and provides a consistent picture with complementary characteristics and uses.

A Statewide Summative Assessment or an Assessment System?

As stated above, a single assessment is incapable of meeting the various high-priority characteristics and uses identified by the Task Force. In order to do so, all three types of assessment may be necessary. However, in the same way that a pile of bricks does not make a house, a collection of assessments at the classroom, school, district, and state level is not necessarily a coherent assessment system capable of meeting multiple intended uses⁶.

It is clear that the Task Force desires to respect local control, maintain the autonomy of individual educators, and provide educators appropriate professional development and ongoing support. Designing a comprehensive assessment system within statutory constraints that also meets the desires listed above is difficult and complex, but not impossible. **Based on these considerable difficulties and complexities, the Task Force was faced with a decision: Recommend a single statewide summative assessment to fulfill statutory requirements or a comprehensive assessment system.**

The Task Force first voted to explore the possibility of a comprehensive assessment system (with a few members expressing reluctance and reserving judgment). After further discussion in later meetings, **Task Force members unanimously voted to make recommendations for a comprehensive assessment system.** As a prelude to the specific recommendations, Task Force members identified issues with the existing state, interim, and district assessments that should be addressed in developing recommendations. They also developed intended outcomes based on those issues. Those issues and intended outcomes are presented in Section 3. A narrative summary of the Task Force recommendations for addressing those issues and achieving the intended outcomes is provided in Section 4. Detailed recommendations to assist in developing a request for proposal (RFP) and in evaluating bids are provided in Section 5. Changes to policy necessary to allow for implementation are presented in Section 6.

⁶ See Coladarci (2002).

SECTION 3: INTENDED OUTCOMES

Introduction

In developing recommendations for a new state summative assessment, the Task Force deliberated on issues it intended to address in three areas: state summative assessment, interim assessments, and district assessment systems. The issues identified by the Task Force include the following:

Issues to Be Addressed

Interim Assessment

The Task Force identified incoherence between the existing state assessment and the various interim assessments currently in use as an issue. It is important for the state and interim assessments to provide consistent information about individual students and groups of students to assure that difference seen in the results are not simply artifacts of differences between the tests in terms of format, quality, and content coverage.

State Summative Assessment

Timing and Stability

- The state summative assessment is administered too early in the year to reflect a full year of instruction, and on the flip side results sometimes come too late for use in school improvement activities such as program and curriculum evaluation. The assessment needs to be administered later in the year *and* results need to be returned in time for use in school improvement.
- The use of state test scores for school improvement activities is tenuous because the test or the cut scores on the test change too often. The state assessment needs to remain stable for many years to allow for analysis of policies, programming, and curriculum over time.
- Comparing results from Wyoming state assessment to other states is not possible because the assessment is unique to Wyoming. It is important that Wyoming be able to compare its results with other states with similar content standards to inform state and local policy.

Test Quality

- The quality and usefulness of student achievement and growth reports needs to be improved, given the high-stakes use of state test results. It is important that the state assessment include high-level tasks representative of the kind of teaching we expect from Wyoming educators and learning we expect from Wyoming students.
- It is important for the test to represent both the depth and breadth of the Wyoming state content standards. Multiple-choice-only tests are inadequate in that they signal that Wyoming puts a priority on easy-to-measure knowledge and skills.

Concerns about Appropriate Use

- Educators need adequate professional development in appropriate uses of state assessment data and appropriate preparation for success on the assessment. Teachers need confidence that they can appropriately use state assessment data to improve their own practice.
- Educators need adequate professional development in appropriate uses of state assessment data and appropriate preparation for success on the assessment. Teachers need confidence that they can appropriately use state assessment data to improve their own practice.
- Current use of ACT goes beyond what is appropriate. The ACT is a college entrance examination that is built to measure ACT's college readiness standards. It was not developed to measure the Wyoming state content standards. As such, it is inappropriate to use the ACT as the sole accountability assessment in high school. The use of college entrance assessment scores should be limited to the use for which it has been validated: predicting college success.
- The use of ACT as the sole high school accountability assessment has resulted in confusion about what the high school learning targets are: the official Wyoming state standards or the ACT college readiness standards? Wyoming high school educators need the high school learning targets to be clear in order to appropriately align their instruction to one set of learning targets.

District Assessment Systems

While Wyoming districts have been responsible for developing local assessment systems for a long time, there has been little review of the technical quality of such assessment systems. The Task Force recognized the need for improving the quality of district assessments to increase their usefulness in informing local decisions and for documenting student learning of the basket of goods. The following three general issues were identified:

- Varying levels of coherence of district assessment systems with the state assessment and with interim assessments, leading to confusion in conclusions drawn from the various assessments.
- Varying degrees of quality of district assessment systems.
- Inadequate local capacity to develop and validate high-quality local assessment systems.
- Inadequate evaluation and quality control of local assessment systems.

Intended Outcomes of a Comprehensive Assessment System

Based on desired characteristics and uses of assessment developed in Section 2 and on issues identified above, the Task Force developed intended outcomes of a new Wyoming Comprehensive Assessment System in several broad areas, as shown below.

Integrating Assessment and Instruction

- Prioritize the Wyoming state content standards in a transparent way so that educators clearly know what knowledge and skills will be included on the test and that the complete set of test-eligible content is feasible to teach in the allotted instructional time.

- Improve day-to-day integration of assessment with instruction by encouraging both teacher-level collaboration and material administrative support for initial and ongoing professional development and collaboration at the state, district, and school levels.
- Provide teachers and administrators with timely data on individual students' strengths and weaknesses, and their current and predicted future achievement of desirable outcomes.

Improving Student and Parent Engagement

- Assist students (and their parents) to become more engaged in their own education through a greater knowledge of their strengths and weaknesses and their current (and likely future) achievement of desirable outcomes by providing daily feedback from formative assessment and periodic evaluative data from interim and summative assessment.

Achieving Alignment, Coherence, and Stability

- Achieve alignment of curriculum, instruction, and assessment with the officially adopted Wyoming state standards in every district to ensure that every Wyoming student is provided a high-quality opportunity to learn the “basket of goods.”
- Achieve coherence of local, interim, and state assessments.
- Achieve stability of local and state assessments to allow for a single-minded focus on improving instruction rather than adapting to new assessments.

Improving Student Academic Achievement and Growth

- Better inform educational policy improvement by providing high-quality data, stable across many years, to high-level policymakers.
- Hold schools and districts appropriately accountable for better measured and more desirable student outcomes.
- Provide valid data to local administrators in order to adjust programs and curriculum to target areas of weakness.

Improving the Quality of Assessment

- Improve the quality of district assessment systems.
- Expand beyond multiple choice to include other types of tasks on the state assessment better suited to measuring high-level knowledge and skills.
- Convey to all Wyoming education stakeholders that high-quality writing is a valuable skill that must be effectively taught and learned in Wyoming public schools.

Enhancing the Grade 11 and 12 Experience

- Limit state-required, standards-based, accountability testing to grades 3-10.
- Reserve testing time in grade 11 and 12 for individualized college entrance, work readiness, Advanced Placement (AP), and International Baccalaureate testing.

- Provide freedom in grades 11 and 12 to encourage universal development and use of individualized pathways through a Career & Technical Education (CTE) program and/or college preparation program.
- Provide freedom in grades 11 and 12 for dual enrollment programs strengthen high school ties to community colleges and universities.
- Provide freedom in grades 11 and 12 to smooth students' transitions from high-school to postsecondary education and/or training
- Provide freedom in grades 11 and 12 for students to obtain valuable certificates by the time of graduation.
- Improve equity in options available to all high-school students regardless of location by providing grade 11 and grade 12 options in all Wyoming high schools.

Section 4 provides an overview of the system recommended by the Task Force. Section 5 provides detailed recommendations. Sections 4 and 5 are presented separately because it is difficult to get a coherent picture of what the assessment system would look like from the various detailed recommendations.

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SECTION 4: NARRATIVE RECOMMENDATIONS FOR A COMPREHENSIVE ASSESSMENT SYSTEM

Introduction and Context

Wyoming stakeholders have determined that they want an assessment system that will serve multiple purposes and uses, including documenting Wyoming student academic achievement and growth rates as well as supporting local instructional and program evaluation needs. A thoughtfully-designed system of state, local, and classroom assessment will be necessary to achieve these goals. Such a system will yield high-quality data from all levels of the education system to support a variety of purposes. The Task Force strongly supported minimizing redundant assessments while maximizing coherence of the results. The Task Force prioritized the following broad purposes for the Wyoming Assessment System:

- Producing instructionally-useful information for teachers and students,
- Providing clear and accurate information to parents and students regarding students' achievement of and progress toward key outcomes,
- Producing meaningful and useful information for school administrators and policymakers to support evaluation and enhancement of curriculum and programs, and
- Providing appropriate information to support state and federal accountability determinations.

This section of the report describes the Task Force's recommendations for a Comprehensive Wyoming Assessment System, attempting to "paint a picture" of an assessment system that blends high-quality state assessment results with results from local assessments to support the multiple purposes described above. Wyoming's educational system, in spite of the centralized funding model, is notably local control. Therefore, the Assessment Task Force recommends an approach to assessment that supports the multitude of uses described above, but that strongly values and improves the quality of locally-generated information.

The assessment system recommended by the Task Force is comprised of statewide, standards-based summative assessments in English language arts, mathematics, and science, a set of interim assessments intentionally linked with the summative assessments, district assessments designed to ensure that students have had an opportunity to learn the "basket of goods," and formative assessment practices controlled at the school and classroom levels. The Task Force supported having summative assessments that can accurately measure deeper levels of student thinking, but to do so as efficiently as possible so that the summative assessment does not occupy an oversized place in the overall system. The Task Force emphasized that formative assessment is exclusively a local endeavor, but welcomed developing state-district collaboration to support local or regional professional learning opportunities. Finally, the Task Force recognized that the perceived and actual usefulness of any assessment system is limited by the quality of the data and reporting capabilities. While the Wyoming Department of Education has made significant strides in capitalizing on modern data visualization techniques to facilitate accurate interpretation of the school accountability results (WAEA), more work is required to developing a reporting structure that enhances the utility of the results from the various assessments while minimizing potential misinterpretations.

Proposed Wyoming Assessment System

The Wyoming Assessment Task Force recommends designing and implementing an assessment system that relies on local assessment results to provide rich information to support instructional and evaluative decisions (such as curriculum and program evaluation), while relying on state summative assessments to support accountability decisions. This is done by focusing on improving assessment practice, quality of data produced, and the data generated by four main components:

1. **Classroom formative assessment** practices designed and implemented by teachers to inform moment-to-moment monitoring of student learning, inform immediate adjustment of instruction, and provide high-quality feedback to engage students in monitoring and furthering their own learning.
2. The **district assessment system** used to document students' opportunity to learn the "basket of goods" can take many forms ranging from district-selected or -created end-of-course summative to assessments to end-of-unit or similar interim assessments that are aggregated over the course of a year to produce determinations of student performance in specific courses/grades.
3. **State-supported interim assessments** in state-tested content areas are designed to provide checks on student performance a few times during the school year and/or provide feedback on how well students have learned key clusters of academic knowledge and skills. The Task Force recommends that as part of the contract for state summative assessment, the state also contracts for an interim assessment tied to the summative assessment that local districts may choose to use **as part of district assessment systems**.
4. **State end-of-year or end-of-course summative assessments in grades 3-10** designed to support state school (and perhaps district) accountability decisions, serve program evaluation needs at local, regional, and state levels, and to audit local assessment results.

The common learning targets for student that the assessment system must measure are the Wyoming content standards in each of the nine required content areas. One of the ways in which coherence is designed into the comprehensive assessment system is to ensure that all components of the system are tied to specific standards in each content area.

Classroom Formative Assessment

The Wyoming Assessment Task Force acknowledged the critical importance of classroom formative assessment practices for improving student learning, but emphatically argued that other than briefly discussing formative assessment in this report, the Task Force should remain relatively silent on recommendations related to formative assessment. Task Force members noted formative assessment is the purview of districts (actually, schools and classrooms) and for the most part should not be considered a state program. The Task Force, however, acknowledged that it would make sense for the state and districts (perhaps organized regionally) to partner in providing high-quality professional development to support increasing and improving local formative assessment practices.

District Assessment System

Wyoming, in response to State Supreme Court decisions and legislative mandates, requires districts to document that all Wyoming students have had an opportunity to learn the "basket of goods," a term used to describe the knowledge and skills as represented as Wyoming content standards in nine content areas. A comprehensive assessment system must address how the state will monitor student learning of this basket of goods. The combination of district assessment systems and state

summative assessments in English language arts, mathematics, and science are required to meet these mandates. The legislature and State Board of Education have had quality assurance requirements for district assessment systems in place for more than 15 years. In spite of this history, the Task Force members expressed concern about the effectiveness of these requirements (for improving systems) and the utility of the feedback and supported provided to districts for improving their assessment systems.

The Task Force noted that district assessments play multiple roles, contingent upon the intended uses in the respective districts. Districts have designed a variety of district assessment approaches to best meet local needs and work within the constraints of local assessment capacity. District summative assessments are expected to be aligned to the relevant Wyoming content standards in the given grade level or course, but the specific assessment approach may vary considerably across districts. For example, districts may choose to use single, large-scale tests at the end of a grade or grade span or they may rely on multiple unit-based assessments that are tied to the applicable Wyoming content standards. In another example, district assessments may serve both an auditing function for individual teachers' understanding of their students' learning, and a signaling function of the kinds of knowledge and skill that should be prioritized in daily instruction and classroom assessment.

Even so, Task Force members expressed frustration that in spite of the mandate that districts design and implement local assessment systems in at least nine content areas, there was little clarity regarding the state-required purposes and intended uses of these systems, except to require such systems. As explained in previously in this report, assessments work best when designed for a specific intended use (in fact, we argue that is the only way that assessments are useful) and if the intended purposes and uses of the district assessment systems are vague, the utility of the results will be limited. Many districts have taken matters into their own hands and designed assessment systems that meet specific, local needs. This may be appropriate, but it makes it difficult to outline specific quality criteria if the assessments across districts are designed for considerably different purposes. The Task Force strongly recommended having common requirements regarding the indicators of assessment quality, but supported local flexibility regarding the specific assessment designs and uses. The Task Force also thought it might be more appropriate to consider flexibility in design and use to be a privilege for schools and districts performing well on the school accountability system. On the other hand, the Task Force thought the requirements for district assessments should be tighter when schools within a district have low accountability scores. Further, WDE could be authorized to require districts with schools receiving low accountability scores to receive training on assessment literacy and to learn how to use assessment results to support improvement efforts. In this case, district assessments should be designed to provide more fine-grained information than the state assessment.

There was interest among some legislators, as expressed in Enrolled Act 87, in using district or other local assessments for state and/or federal accountability purposes while reducing the amount of statewide summative testing. However, the Task Force declined to move in that direction at this time. Task Force members were concerned that meeting the quality requirements necessary for district assessments to serve accountability uses could overwhelm district personnel. After examining the data and reviewing the existing literature, the Wyoming Assessment Task Force recommends that, at the current time, district assessment results should not be used as part of school accountability determinations. The Task Force acknowledged that such a stance may relegate district assessment results to a lower status than the state assessment. At the same time, Task Force

members were concerned that it was not practically feasible to dramatically improve the quality of district assessments in the short term so they could be used as accountability indicators.

However, the Task Force recognized the need for improving the quality of district assessment through the use of multiple strategies including increasing the assessment expertise of those tasked with reviewing district assessments as part of district accreditation processes and to foster local assessment expertise through state support of district assessment consortia, whether regionally or statewide.

Interim Assessments

The Wyoming State Legislature has required and paid for the implementation of a common interim assessment program for all Wyoming school districts. The State supported two administrations of the interim assessment each year—fall and spring—but many districts paid to support the winter administration of the interim assessment. While many district leaders found value in the commercially-selected interim assessment products, using them for a variety of purposes including documenting within-year growth and identifying students in need of remediation, there was some concern expressed by the Task Force members that it was difficult to coherently interpret the results of the interim assessments in light of the summative assessment expectations because the two assessments were designed to measure different learning targets and in different ways.

The major recommendation coming from the Wyoming Assessment Task Force regarding the interim assessment was that the State should require the development of an interim assessment system based on the same assessment framework and tied to the same learning targets as the state required summative assessment. Districts may choose to adopt the state-provided interim assessments and would have local control over how they would administer and use the interim assessment results. Districts would have the option of purchasing/developing an interim assessment system not tied to the state assessment system, but such districts would be responsible for the costs of the interim assessment.

This is a critically-important recommendation, but the Task Force also made additional recommendations regarding the specific interim assessment design in order to help inform WDE's procurement process. A key consideration for interim assessment design is whether the assessments are "forward-looking," "backward-looking," or a "mini summative assessment" design. Forward-looking are assessments provided prior to instruction to gain an understanding of student readiness for learning new concepts and skills. Conversely, backward-looking assessments are those that are designed to help educators and students know how well students learned material that had been taught, generally recently taught. Backward-looking interim assessments can be designed as modules to evaluate student learning of discrete aspects of grade level content (e.g., numbers and operations). Mini-summative designs are those where each instance of the interim assessment (2, 3, or 4 or more times each year) is design to replicate the summative assessment blueprint⁷. Such mini-summative interim assessment designs are often used for evaluating student growth throughout the year because they are intended to be on the same scale (often a vertical score scale). On the other hand, there is a

⁷ A test blueprint is generally in the form of a matrix where the content categories (e.g., standards, objectives) to be tested are represented on one axis and the level of cognitive demand (in the form of process skills or depth of knowledge) required is represented on the other axis. The cells then document the number of test items or score points for each content category by each level of cognitive demand that can be expected to appear on the test.

substantial body of research indicating that vertical scales are not necessary for documenting student progress. Many Task Force members indicated that it is important for interim assessments to “predict” end-of-year summative assessment performance and thought that the mini-summative designs was the best way to meet this need. However, the technical facilitators (Martineau and Marion) pointed out that it would be relatively easy to create prediction equations for almost any pair of assessments that are reasonable well correlated.

Task Force members were intrigued by having a set of modules, tied to key aspects of grade-level content, as the potential interim assessment design. In order to keep costs within check, the modules would be focused on a limited number of the major concepts of the discipline (e.g., 3-5 modules) and designed so that districts could administer the modules when and where they fit best within each district’s curriculum. The modules offer promise for providing feedback to educators and students on more narrowly-specified sets of knowledge and skills rather than on the broader set of content associated with a mini-summative design. Such modules could also effectively serve an auditing function for district assessments, which should be designed to measure similar knowledge and skills. Finally, a modular approach to interim assessment offers the potential for simultaneously reducing the time associated with the summative assessment and generating more instructionally-useful information for educators. Because this possibility may seem counterintuitive, additional explanation is provided in the footnote at the bottom of this page⁸.

⁸ Subscores serve as achievement reports on subsets of the full set of knowledge and skill represented by a total score. For example, many English language arts summative assessments produce a total score for English language arts, subscores for at least reading and writing, and often finer-grained subscores for topics such as informational and literary reading. Similarly, a mathematics test typically yields an overall math score and potential subscores in topics such as numbers and operations, algebraic reasoning, measurement and geometry, and statistics and probability. One of the greatest challenges in current large-scale summative assessment design is to create tests that are no longer than necessary to produce a very reliable total score (e.g., 5th grade mathematics) while yielding adequately reliable subscores to help educators and others gain more instructionally-relevant information than gleaned from just the total score.

Unfortunately, there is a little known aspect of educational measurement (outside of measurement professionals) that large-scale tests are generally designed to report scores on a “unidimensional” scale. This means that the 5th grade math test, for example, is designed to report overall math performance, but not to tease out differences in performance on things like geometry or algebra because the only questions that survive the statistical review processes are those that relate strongly to the total score of overall math. If the test was designed to include questions that better distinguish among potential subscores, the reliability (consistency) of the total score would be diminished. There are “multidimensional” procedures that can be employed to potentially produce reliable and valid subscores, but these are much more expensive to implement and complicated to ensure the comparability of these subscores and the total score across years. The National Assessment of Educational Progress (NAEP) is the one example of a well-known assessment designed to produce meaningful results at the subscore level, but NAEP has huge samples to work with and more financial resources and psychometric capacity at its disposal than any state assessment. In other words, it is not realistic at this time to consider moving away from a unidimensional framework for Wyoming’s next statewide summative assessment, which means that the subscores will unfortunately be much less reliable estimates of the total score than useful content-based reports. This is true for essentially all commercially-available interim assessments as well so that in spite of user reports that they like assessment X or Y because it produces fine-grain subscores useful for instructional planning, any differences in subscores are likely due to error rather than anything educationally meaningful.

In spite of this widely-held knowledge by measurement professionals, every state assessment designer knows that they need to produce scores beyond the total score otherwise stakeholders would complain they are not getting enough from the assessment. Recall that producing very reliable total scores is critical for accountability uses of statewide assessments and, all things being equal, the reliability is related to the number of questions (or score points) on a test⁸. Therefore, most measurement experts recommend having at least 10 score points for each subscore with to achieve at least some minimal level of reliability, so that statewide summative tests tend to get longer to accommodate subscore reporting. Therefore, one way to lessen the time required on the statewide summative assessment is to focus the summative assessment on reporting the total score and use the optional modules for districts that would like more detailed and accurate information about particular aspects of the content domain.

In order to achieve this goal, it may be necessary to customize an existing assessment to some degree. Given the recommendations that follow about not using a custom-designed large-scale summative assessment in Wyoming, existing assessments would need to be capable of a degree of customization without the loss of the benefits that an existing assessment offers. This will likely be possible by 2018. Another potential benefit that such an approach offers is the possibility of further reducing the amount of student time devoted to state summative assessment⁹.

The Task Force also discussed types of questions that should appear on the interim assessments. The members knew that using selected-response items (e.g., multiple-choice) to populate the interim assessments would allow for instant reporting and would keep costs down. However, the Task Force recommended that interim assessment questions reflect the types of questions found on the large-scale summative assessment designed to probe students' deep understanding of critical content and skills. However, the Task Force also strongly recommended that the interim assessment scores must be returned to schools within one week of the completion of the test. This tradeoff would allow for questions that might take a little longer to score than instant multiple-choice items, but might not allow for the full array of extended-response tasks.

Finally, the Task Force issued recommendations around existing and future accountability requirements associated with the interim assessments. The Task Force recommended that requiring districts to implement assessments in order to conduct evaluations of specific programs could easily become unwieldy and result in a hodgepodge of assessments instead of the coherent system that the Task Force is promoting. The Bridges program is a case in point. While well-meaning, the notion of requiring the use of interim assessments administered early in the school year to evaluate the Bridges program has the effect of making the "state" assessment a twice per year event and, most importantly, may miss important aspects of the Bridges program. It is generally assumed that a fall interim assessment allows for calculation of change in students' scores from spring to fall after experiencing the Bridges summer school. However Task Force members reported that Bridges funds are commonly used to implement instructional interventions other than summer school such as weekend programs throughout the school year, meaning that the usefulness of a fall interim test for Bridges evaluation is minimal. It is beyond the scope of this report to discuss alternative evaluation designs for the Bridges program. Rather, the Task Force emphasized that the legislature and other policy bodies should avoid requiring additional assessments without carefully thinking about how such assessments fit within a comprehensive assessment system.

State Summative Assessment

⁹ If districts use modular state-provided interim assessments (see previous footnote) to obtain subscores in each content area, it is not necessary for the state summative assessment to produce anything more than an overall group-level score in each content area for accountability subgroups in each school and district. Subscores provided through modular interim assessments can provide students, parents, and educators with the necessary information to summarize strengths and weaknesses for the purposes of educational decision-making (e.g., planning course-taking, ability grouping, evaluating and enhancing curriculum and programming). Overall group-level scores provided through state summative assessments can provide policymakers with appropriate scores for use in accountability. The reduction in testing time can be achieved by avoiding the need for every student to take every part of the state summative assessment. Rather than every student taking every part of the state summative assessment, each student can be strategically assigned to complete only a portion of the state summative assessment in each content area in such a manner that the entire set of content standards is addressed across each group of students. This allows for the calculation of a group-level outcome for use in accountability rather than requiring the use of complete scores for every individual student.

The Task Force indicated that the state summative assessment must comply with state and federal laws and with industry best practices, including consistency with professional standards, use of principled assessment design, and minimizing burden on local districts and students. The Task Force strongly recommends that in content areas where it is possible, the state summative assessment is used in at least one other state (preferably many states). There are two reasons for this: to allow for comparison of Wyoming educational outcomes to other states and to encourage a stable state summative assessment over time. In other words, changes to the state summative assessment should be minimized by requiring negotiation with other states and/or a vendor in order to make changes to the assessment system.

The Task Force recommended limiting testing time for responding to state-required summative assessments to no more than *one percent* of the Wyoming required instructional hours for any grade. This translates to a limit of 9, 10.5, and 11 hours of testing time for elementary, middle, and high school grades, respectively. The Task Force was *not* recommending that the full limit of hours be used, only that this should be the maximum allowable. The recommendation is intended to assure that testing time for state summative assessment is kept at a reasonable level and to assure the ability to include questions measuring high-level knowledge and skills can be included on the assessment. State tests are not timed in Wyoming so the Task Force recommended that required testing time be estimated as the amount of time needed for at least 85 percent of students to complete testing. These estimates will be improved in accuracy with experience over time.

The Task Force recommended that state, standards-based summative assessments be required in English language arts (including writing) and mathematics in grades 3-10 as well as in science in at least one grades in each of the elementary school, middle school, and high school grades. These assessments must be designed to fully measure the Wyoming content standards and to assess whether students are on track towards college and career ready outcomes. The Task Force recommends that the grade 10 state summative assessment should count as part of the Hathaway scholarship determinations to explicitly tie the scholarship to the official Wyoming content standards and to assure adequate student motivation on the grade 10 test.

The Task Force acknowledges that it is not appropriate to include all of the high school Wyoming standards on a test given in grade 10, because students still have at least two more years of school remaining. Therefore, the Task Force recommends having the Wyoming Department of Education convene a standards review committee to determine which of the Wyoming high school content standards are eligible for testing by the end of 10th grade. Because grades 11 and 12 remain important, the Task Force recommends that district assessment systems be required to cover the Wyoming high school content standards that do not appear on the state summative assessment. The Task Force noted that such prioritization could occur easily with a custom assessment program, but would have to be negotiated if the state procures a consortium, collaborative, or other existing assessment system.

The Task Force also recommends that the state continue to fund in-school administration of a college entrance examination in grade 11. However, the Task Force argued that career readiness was as important as or more important than college readiness in many parts of Wyoming. Therefore, the Task Force recommended requiring all students to participate in *either* a college entrance examination or an analogous career readiness assessment. The provision of an in-school opportunity for college entrance or career readiness testing (rather than a traditional Saturday administration) is intended to maximum number of students thinking about post-secondary opportunities.

The recommendations associated with having the last required state standards-based summative assessment at the end of 10th grade is designed to facilitate students specializing during their last two years of high school. The lack of state mandated standards-based testing in grade 11 and 12 is designed to support high schools in helping junior and senior students focus on highly individualized pathways through either college preparation (e.g., through Advanced Placement [AP], dual enrollment, or other programs) or to become “concentrators” in a specific career/technical area. It also allows for smoothing the transition from high school into college or career training by strengthening the connection between grades 11-12 and post-secondary education or training.

In order to improve reporting timelines for use in school improvement and other evaluation activities, the Task Force recommends administering state summative assessments online except in isolated situations with emergent needs for paper and pencil. Safeguards for assuring a successful transition to online testing are described near the end of this section of the report. The Task Force recommends administering the summative tests in a three-week window near, but not at, the end of the school year to maximize the amount of instructional time before the test but also assure return of results in time for summer school improvement activities and to support district program evaluation needs.

The Task Force recommends having the state summative assessments serve both an auditing function for district assessment results and a signaling function of the kinds of knowledge and skill that should be prioritized in district assessments. Therefore, while state assessments include traditional test questions targeted toward lower-level knowledge and skills described in state standards, they also include tasks requiring deeper levels of thinking as described in the state standards, even if such thinking is difficult to measure in an on-demand standardized assessment.

However, the task force is concerned that including too many performance or other extended-response tasks on the state summative assessment may lead to unacceptable testing times. Therefore, the Task Force strongly recommends that the state summative assessment visibly include the minimum number of such questions necessary to both signal the types of assessment tasks the state would like to see on classroom and district assessments and to ensure that the state assessments can provide information about student learning of the full depth of the content standards.

Supports and Conditions

To improve fidelity of implementation at the classroom, school, district, and state level, the Task Force noted that certain supports are critical.

Data and Reporting Systems

The Task Force recommends the use of a comprehensive assessment system to maximize the coherence of information produced from the various assessment tools. However, without a well-designed and implemented reporting system, the hopes for a comprehensive assessment system will fall well short. The world of data visualization have opened up exciting new possibilities for placing useable information in the hands of users in ways they can easily understand. Noted measurement expert Ron Hambleton quips that score reports are the only ways in which assessment designers communicate with stakeholders, yet it is often the last thing attended to in design deliberations. Therefore, the Task Force strongly recommends that Wyoming devote the resources necessary to

produce a high-quality digital reporting system that capitalizes on modern data visualization techniques and facilitates accurate assessment interpretations while minimizing opportunities for misconceptions. Such a reporting system could be bid along with the state assessment RFP, but the Task Force is aware that such systems would likely come from more specialized vendors. The Task Force commended WDE's efforts in reporting the results of WAEA, but wanted to go much further to help users understand the assessment results and potential educational implications of the scores.

The Task Force recognized that sophisticated reporting techniques are still limited by the nature of the information necessary for improving educational opportunities. The state assessment results, as discussed above, are necessarily large-grained. Therefore, an ideal reporting system would integrate state assessment and accountability results, interim assessment scores, and local (district and classroom) information into a coherent picture of student learning. It would also include the capacity to house actual student work samples for understanding student learning over time in terms of the content and quality of their work. There are obvious privacy and capacity issues to work out in a system that allows for uploading local assessment results. These issues would need to be worked out with stakeholders to assure comfort with and effective use of the system.

Assessment Literacy

Having high-quality and intuitively useable reporting systems is a big step towards improving assessment literacy. Unfortunately, this is probably not enough. The Task Force recognized WDE's current efforts to promote formative assessment practices, but the Task Force recommended expanding the state's efforts for promoting assessment literacy and effective assessment practices. It is beyond the scope of this report to fully outline approaches for meeting these goals, the Task Force recommends implementing a thoughtful approach or set of approaches to improve local assessment practices and products (e.g., classroom and district assessments).

Evaluation

Finally, the state should contract for an ongoing evaluation of (1) the quality of the state assessment; (2) the degree to which intended outcomes are being achieved; (3) the degree to which anticipated and unintended consequences have been observed and minimized (for the unintended, negative consequences); and (4) after three to five years, a summary report including potential improvements to the system to address any issues identified.

Ensuring a Successful Transition

The Task Force recommends a multi-year transition strategy to ensure a successful transition to online state summative assessment and high-quality interim assessment systems. **Allowing the full three years from the time of acting upon these recommendations is critical to assuring that the transition is successful.** The first all-online administration of the state summative assessment will take place in the spring of 2018 and the transition must be smooth. The Task Force recommends a comprehensive set of safeguards to assure a smooth transition, as follows:

1. Schools and districts will be notified as soon as possible that they must be ready for online assessment in spring of 2018.
2. The state will contract as soon as possible for a high-quality comprehensive technology infrastructure audit for the state as a whole and for every school and district. The state audit

will at a minimum cover adequacy of the state internet backbone. District audits will at a minimum cover adequacy of available bandwidth, stability of connections to the state backbone and/or other networks. School audits will at a minimum cover adequacy of available bandwidth, stability of connections to district/state systems, adequacy of wireless school network capacity, adequacy of the number of devices capable of administering the assessment, and the adequacy of the operating systems used on those devices.

3. The state contractor will work with each school district to assist in performing the audit (including fully conducting the audit if necessary) to assure a consistent application across all districts.
4. The state contractor will produce a report for the state as a whole (including a summary of district and school reports), each district (including a summary of each school report), and each district. The report will identify specific gaps in technology infrastructure in each report and identify minimum actions that must be taken to close those gaps.
5. All appropriate state agencies that will support school technology infrastructure should pledge their support for preparing all schools for online assessment by spring 2018 and clearly describe what forms their support will take.
6. At least ten months in advance of the first online administration, all schools, districts, and the state contractor will conduct a simultaneous load test simulating all of Wyoming's students logging on and taking the test simultaneously to attempt to "break" the system. Any breaks or near breaks in the system as a result of the load test will be used to increase capacity in any areas necessary before the first administration.
7. A paper and pencil option must be available to address isolated emergent needs that cannot be resolved in a reasonable amount of time to allow for online testing.
8. Schools should have reasonable flexibility on scheduling testing within the test window to accommodate the use of online assessment with a limited number of devices (e.g., the length and number of test sessions for each student).
9. Students should be provided with adequate experience in the classroom using the same or very similar devices as those that will be used for the tests. This should include at a minimum specific focus on navigating a screen and keyboarding. The Department of Education should gather a workgroup of educators to develop guidelines for providing adequate experience.

The next section of this report offers more detailed recommendations that should assist the Department of Education in developing a request for Proposals (RFP) and evaluating bids for a new Wyoming Comprehensive Assessment System.

SECTION 5: DETAILED RECOMMENDATIONS

Introduction

The following detailed recommendations were put forward by the Task Force with the understanding that they should generally not be written into statute or rule, except for the modification of existing statute and rule currently prohibiting the enactment of these recommendations. These recommendations should instead be embodied in a Request for Proposals (RFP) to be issued so that vendors can bid on providing the services required to implement the system. This understanding is important in that it allow for minor adjustments as necessary. However, it would be reasonable to require reasonable compliance with these recommendations where it is feasible to do so and where an unanticipated compelling reason to choose a different course does not arise.

Classroom Formative Assessment

The Wyoming Assessment Task Force acknowledged the critical importance of classroom formative assessment practices for improving student learning, but emphatically argued that other than briefly discussing formative assessment in this report, the Task Force should remain relatively silent on recommendations related to formative assessment. Task Force members noted formative assessment is the purview of districts (actually, schools and classrooms) and for the most part should not be part of the “state” comprehensive assessment system. The Task Force, however, acknowledged that it would make sense for the state and districts (perhaps organized regionally) to partner in providing high-quality professional development to support high-quality local formative assessment practices.

District Assessment System

As the major issues identified with district assessment systems are uneven quality and uneven coherence with state assessment, several recommendations address quality control and information flow:

- To facilitate information flow between district and the state, a two-way data exchange should be implemented. Flowing from the state to the district, state-level data are transmitted to local district electronic systems, where teachers and administrators can access individual and aggregate state, local, and classroom data for their students. Flowing from district systems to the state are district-level standards-based designations from district summative assessments. These links can also be used to audit district-level standards-based designations and identify districts with local assessment systems that may need improvement. The Department of Education will need to work with stakeholders to develop protocols for data exchange and security to ensure student privacy and the appropriate use of local data for audits.
- District data systems should be developed to house samples of students’ work along with scores for each of the required standards and skills to document learning of the basket of goods.
- The state should contract with a vendor with experience in high-quality interim and summative assessment including performance tasks and projects to measure high-level

knowledge and skills. This vendor should fill two roles: (1) provide district and school personnel with statewide professional development in developing high-quality interim and summative assessments, and (2) for districts that request assistance in developing or refining local systems, provide that assistance on a cost optional basis.

- To improve quality and assure consistency of reviews, the state should contact with one or more qualified professionals to perform audits of district assessment systems as a part of the accreditation process.
- The state should incentivize and/or support collaborative efforts among districts to improve the quality of locally-developed assessment tasks and the quality of data use for informing educational decisions. This could be modeled after the WY BOE Assessment Activities Consortium. This could include hosting for educator to obtain access to intact assessments, banks of high-quality tasks and test questions, and appropriate professional development on using the resources.

Because considerable improvements in district assessment systems would be required to support high-stakes use, the workgroup recommends NOT using the district assessment results as an indicator in WAEA at this time.

Interim Assessment

Governing Principles

The Task Force recommends that the state support an interim assessment system to encourage consistency across the state. The use of interim assessments should be governed by the following principles:

- To reduce required testing time, districts should not be required to administer any interim assessments, but may choose to integrate interim assessments into its district assessment system if integration is appropriate¹⁰.
- Districts choosing to integrate the state-provided interim assessment into their district assessment systems would not be responsible for the cost of the assessment. Districts choosing to administer a different interim assessment would do so at their own expense.
- The interim assessment supported by the state should be coherently tied to the state summative assessment system in terms of learning targets, format, and design to assure a consistent experience for educators across both state summative and interim assessment.

¹⁰ Requiring districts to implement assessments in order to conduct evaluations of specific programs could easily become unwieldy and result in a hodgepodge of assessments instead of the coherent system that the Task Force is promoting. The Bridges program is a case in point. While well-meaning, the notion of requiring the use of interim assessments administered early in the school year to evaluate the Bridges program has the effect of making the “state” assessment a twice per year event and, most importantly, may miss important aspects of the Bridges program. It is generally assumed that a fall interim assessment allows for calculation of change in students’ scores from spring to fall after experiencing the Bridges summer school. However Task Force members reported that Bridges funds are commonly used to implement instructional interventions other than summer school such as weekend programs throughout the school year, meaning that the usefulness of a fall interim test for Bridges evaluation is minimal. It is beyond the scope of this report to discuss alternative evaluation designs for the Bridges program. Rather, the Task Force emphasized that the legislature and other policy bodies should avoid requiring additional assessments without carefully thinking about how such assessments fit within a comprehensive assessment system

- To achieve competitive pricing and coherence, the interim assessment should be procured as part of the summative assessment RFP process.
- Interim assessments should provide a check on the big ideas associated with the grade level learning targets to provide an outside audit of the district assessment results.

Two “Flavors” of Interim Assessment

Because each district assessment system is uniquely designed to meet local needs, the Task Force recommended that the state-provided interim assessment should be provided in two forms to allow for maximum flexibility in use.

- A “mini-summative” version in which the interim assessment is a shorter version of the end-of-year state summative assessment (e.g., the interim assessment blueprint is representative of the summative assessment blueprint, but results in a shorter test¹¹). This allows for monitoring students’ growth within a school year on an overall content area and for predicting student performance on the end-of-year summative test.
- A module-based version in which the blueprint of the summative assessment is broken into 3-5 subsets of content categories, and each interim assessment module measures only one subset. Each module should allow for at least two subscores to be reported within the subset. This allows for measuring achievement of mid-sized units of instruction.

Flexibility

To meet varying needs in the different district assessment systems, the Task Force recommended considerable flexibility in timing and use of interim assessments as desired for various purposes as deemed appropriate by districts, schools, and/or teachers, including, but not limited to:

- Module-based unit pre-test for planning and differentiating instruction.
- Module-based unit post-test for measuring achievement of module content¹².
- Module-based unit post-test for identifying remedial needs.
- Module-based unit test for predicting achievement on the end-of-year summative test.
- Module-based unit interim assessment for measuring student growth on module content.
- Mini-summative on prior-grade content for a new student without prior test scores.
- Mini-summative for predicting achievement on the end-of-year summative test.
- Mini-summative for measuring student growth on the full content area.

Item and Task Types

The Task Force recognized the importance of the interim assessment mirroring the summative assessment as much as possible to assure that complex knowledge and skills are measured on both. The Task Force also recognized that near-immediate reporting is needed to maximize the usefulness

¹¹ A test blueprint is generally in the form of a matrix where the content categories (e.g., standards, objectives) to be tested are represented on one axis and the level of cognitive demand (in the form of process skills or depth of knowledge) required is represented on the other axis. The cells then document the number of test items or score points for each combination of content category and level of cognitive demand that can be expected to appear on the test.

¹² This use could reduce educator workload in creating end-of-unit, mid-term, and or final exams for grading purposes.

of interim assessment. The inclusion of complex item types (see **Alignment to the Wyoming State Standards** on page 34) means that human scoring may be required, which increases the time between completing an assessment and reporting. To address this conflict, the Task Force recommends the following compromise:

- Interim assessment results should be returned no more than one week after completion of an assessment.
- All items types used on the summative assessment should also be included in the interim assessment as long as they do not preclude returning interim assessment results in no more than one week.

State Summative Assessment

Governing Principles

Assessment quality is of critical importance if it is to be appropriately used to inform educational decision. To assure that Wyoming is able to procure a high-quality assessment, the Task Force recommends the following:

- To avoid loss of negotiating power and ability to meet Wyoming's needs, assessment products should not be named in statute, rule, or policy. Nor should statute, rule, or policy so tightly define requirements that only one product is qualified.
- The technical quality of the assessment should be well-documented according to research and/or best practices as referenced by some or all of the following:
 - Principled assessment design (e.g., *Evidence Centered Design*¹³, *Knowing What Students Know*¹⁴)
 - Universal Design for Learning¹⁵
 - The AERA/APA/NCME *Standards*¹⁶
 - CCSSO/ATP *Best Practices* for Statewide Assessment¹⁷
 - Applicable state and federal law and regulation
 - Federal peer review requirements

Standards-Based Assessment vs. College/Career Entrance Assessment

To address confusion about the official Wyoming state standards in high school, to maintain the benefits of a college entrance examination, and to provide greater freedom for Juniors and Seniors to pursue individualized pathways, the Task Force recommends that a distinction be made between assessment up to grade 10 and assessment after grade 10 as follows:

- Assessment after Grade 10.

¹³ Mislavy & Riconscente (2006).

¹⁴ Pellegrino, Chudowsky, & Glaser (2001).

¹⁵ Thompson, Johnstone, & Thurlow (2002).

¹⁶ APA, AERA, & NCME (2014).

¹⁷ CCSSO & ATP (2013).

- Reserve grade 11 and 12 for college entrance, work skills, Advanced Placement, and International Baccalaureate assessment. Do not add standards-based state summative assessment in grade 11 or 12.
- Do not use grade 11 and 12 assessments for school accountability purposes to provide schools incentives to help upper level high school students develop highly individualized pathways through a career and technical education program or a college preparation program.
- Require grade 11 students to take *either* a college entrance examination or a work skills examination. This should be administered in school on a regular school day.
- The Department of Education should be provided with funding for a contract to provide students with detailed information about their career/college interests and development of individualized high-school pathways.
- Assessment in Grades 3-10
 - Require standards-based, state summative accountability assessment in grades 3-10.
 - The Department of Education should be provided with funding for a contract to conduct studies to develop predictive relationships between the grade 9 and 10 assessments and the college readiness and work skills assessments.
 - To ensure both (1) student motivation on the grade 10 test, and (2) alignment of the Hathaway scholarship criteria with the official Wyoming content standards, include the grade 10 assessment in the criteria for Hathaway scholarship eligibility, with opportunities to retest in grades 11 and 12¹⁸.

Testing Time

In combination with eliminating the requirement to use a state-provided interim assessment, the Task Force recommends limiting the amount of time that may be required for state summative assessment.

- Limit actual testing time for state-required summative assessment to no more than 1% of the required instructional hours for a given grade level (based on Chapter 22 of Wyoming Department of Education rules, this is a maximum of 9, 10.5, and 11 hours of testing time for elementary, middle, and high school, respectively)¹⁹.
- “Actual testing time” means the time that students are actually responding to assessment tasks (not additional time used for test preparation, breaks, gathering students, logging students, or reading test instructions)²⁰. Because Wyoming state assessments are not timed, “actual testing time” should be based on estimated testing time needed for 85% of students to complete the test. These estimates should be updated annually based on actual test administration.

Test Timing and Test Windows

¹⁸ There are several ways in which this may be accomplished. The Task Force was particularly interested in an approach in which students may demonstrate qualification on the grade 10 assessment, the college entrance assessment, or the work skills assessment. Whether such an approach is appropriate will need to be determined once concrete plans for high school assessment have been put in place through a competitive bidding process.

¹⁹ Required testing time may be less than these limits.

²⁰ This definition of “actual testing time” is provided to avoid district-to-district variation in the time devoted to activities wrapped around actual testing.

In order to balance maximizing the amount of instructional time before state summative assessment, typical end-of-year school activities, and the need to receive results in time for school improvement activities, the Task Force recommends the following:

- State testing should occur during a three- to four-week testing window which is the same for every grade, with the last allowable testing day being in the first half of May.
- All aggregate reports (other than statewide aggregate reports) should be available by August 1 to facilitate school improvement activities (with consideration that in the first year of any new program, reports are likely to be delayed).
- Acting within the constraints of the first bullet in this list, the Department of Education should survey districts to set for each year a first allowable and last allowable testing day. If possible, start and end times should be later to maximize instruction before assessment, but should also consider typical year-end school activities and the time needed to return data to schools in time for use in school improvement activities.
- Acting within the constraints of the first bullet in this list, the Department of Education should work with a committee of stakeholders to finalize testing windows (e.g., the first and last allowable testing days each year) and to address local needs for flexibility in scheduling assessment activities²¹. If possible, start and end dates should be later to maximize instruction before assessment, but should also consider typical year-end school activities and the time needed to return data to schools in time for use in school improvement activities. This committee of stakeholders should include school and district staff with two sets of responsibilities: (1) calendaring, and (2) managing state assessment activities..

Content Coverage

To ensure compliance with federal law and to signal the importance of the core content areas of Language Arts (including Writing), Mathematics, and Science, the Task Force recommends the following:

- Require assessment of Language Arts and Mathematics in every grade.
- Require coverage of Writing (as a part of Language Arts) in *at least* one grade each in the elementary, middle, and high school grade spans. If it is possible to do so within the limits for testing time, include writing in each of grades 3-10.
- Require coverage of Science in *at least* one grade each in the elementary, middle, and high-school grade spans.
- To clearly identify what content is eligible to appear on the grade 10 test in each content area, the Department of Education should facilitate a standards review committee with the charge of specifying which of the Wyoming content standards are expected to be taught and learned by end of grade 10. The committee should be composed of K-12 content specialists, district curriculum directors, and higher education content specialists. Any remaining high-school content should be covered in district assessment systems.

Alignment to the Wyoming State Standards

²¹ For example, allow for flexibility in length of test sessions to coincide with the length of class periods (to avoid unnecessary disruption of daily instructional activities).

In order to eliminate confusion about the official Wyoming state standards in high school, and to signal the importance of complex knowledge and skills described in the Wyoming state standards, the Task Force recommends the following:

- The grade 3-10 assessments should be aligned to the depth and breadth of Wyoming’s state content standards, including complex knowledge and skills that are not easily measured.
- The assessment should include both multiple choice items and more complex item types better suited to measuring more complex knowledge and skills (e.g., enhanced multiple choice, technology enhanced items, short constructed response, extended constructed response, performance tasks). However, the number of more complex item types included in the assessment must allow for meeting the testing time limits.
- To avoid market restriction, vendors proposing “naked” writing tasks should not receive lower scores in determining whether they are qualified bidders. However, after qualified bidders have been identified, vendors bidding writing tasks that are embedded in a text-based response should receive extra credit over vendors bidding naked writing tasks²².

Moving Assessment Online

The Task Force recommends that test administration be moved fully online to expedite return of assessment results and the use of data in school improvement activities (such as evaluation and adjustment of instructional approaches, curriculum, and programming). However, given Wyoming’s problematic history with online assessment, the transition *must* be smooth. Several safeguards will be put in place to assure a smooth transition, listed below. The most important of these is that the new assessment system should be developed and implemented over three years. If these recommendations are acted upon quickly, a new assessment system could be in place by spring of 2018.

- Schools and districts will be notified immediately that they must be ready for online assessment in spring of 2018.
- The state will immediately contract for a high-quality comprehensive technology infrastructure audit for the state as a whole and for every school and district. The state audit will at a minimum cover adequacy of the state internet backbone. District audits will at a minimum cover adequacy of available bandwidth, stability of connections to the state backbone and/or other networks. School audits will at a minimum cover adequacy of available bandwidth, stability of connections to district/state systems, adequacy of wireless school network capacity, adequacy of the number of devices capable of administering the assessment, and the adequacy of the operating systems used on those devices.
- The state contractor will work with each school district to assist in performing the audit (including fully conducting the audit if necessary) to assure a consistent application across all districts.

²² This assumes a bidding process in which vendor bids are first scored to determine whether they meet a threshold for qualifying to provide the state with assessment services, followed by a review of the bids for a few areas in which select vendors may receive extra credit for proposing “value added” beyond the requirements of the request for proposals (RFP).

- The state contractor will produce a public report including sections for the state as a whole (including a summary of district and school reports), each district (including a summary of each school report), and each school. The report will identify specific gaps in technology infrastructure in each section of the report and identify minimum actions that must be taken to close those gaps.
- After the full set of audit reports has been produced, it may be necessary for the legislature to consider whether there are any critical, targeted funding needs to fill the identified gaps.
- All appropriate state agencies that will support school technology infrastructure should pledge their support for preparing all schools for online assessment by spring 2018 and clearly describe what forms their support will take.
- At least ten months in advance of the first online administration, all schools, districts, and the state contractor will conduct a simultaneous load test simulating all of Wyoming's students logging on and taking the test simultaneously to attempt to "break" the system. Any breaks or near breaks in the system as a result of the load test will be used to increase capacity in any areas necessary before the first administration.
- A paper and pencil option must be available to address isolated emergent needs that cannot be resolved in a reasonable amount of time to allow for online testing.
- Schools should have reasonable flexibility on scheduling testing within the test window to accommodate the use of online assessment with a limited number of devices (e.g., the length and number of test sessions for each student).
- It will be communicated often to both parents and educators that prior to taking assessments online, students should be provided with adequate experience in the classroom using devices they will take the test on. This should include at a minimum specific focus on navigating a screen and keyboarding. The Department of Education should gather a workgroup of educators to develop guidelines for providing adequate experience.

Claims that Must Be Supported for Individual Students

In order to support important educational decisions made by parents, students, and teachers, the Task Force recommends that the assessment must support the following claims for each individual student:

- How each student achieves relative to Wyoming standards, including more difficult to measure, high-level knowledge and skills.
- How each student achieves in producing high-quality writing (requires at least two extended written responses per student to support this claim).
- How each student gained in learning relative to peers.
- Student achievement and growth scores are accurate across the range of student achievement, meaning that:
 - Scores are generally free of floor or ceiling effects.
 - Scores support claims about whether novice, typical, and advanced students are being well educated.

Claims that Must Be Supported for Classrooms, Schools, Districts, and the State

In order to support important educational decisions made by teachers, administrators, policymakers, and the public, the Task Force recommends that the assessment must support the following claims for each classroom²³, school, district, and the state:

- The magnitude of achievement and growth gaps key demographic groups (e.g., sex, race/ethnicity, economic disadvantage, special education, and English learners)?
- The change in achievement and growth gaps over time.
- The percentage of Wyoming students meeting proficiency targets.
- The percentage of Wyoming students meeting growth targets adequate to remain proficient (for already proficient students) or to achieve proficiency (for not yet proficient students) within a reasonable number of years.
- Produces valid and reliable group reports (at the class, school, district, and state level) on strengths and weakness in both proficiency and growth in a small number of sub-areas of each content area. This supports school improvement activities, post hoc evaluation of instructional practices, curriculum, and programming, and high level policies. This could be accomplished using green/yellow/red light reports that show for each group the sub-areas in which a group's achievement is better than, similar to, or worse than its overall content area achievement²⁴.

Reporting

Without thoughtfully designed and useful reports, the quality of the assessment system is moot. To assure that investment in the quality of the assessment is returned, the Task Force recommends the following:

- Reports must be designed to meet the needs of the following four groups of stakeholders with similar interests:
 1. Students and parents
 2. Teachers
 3. School and district leadership teams
 4. Business community, media, State School Board, State Superintendent, Joint Legislative Education Committee, Legislature at large, Governor, and general public
- Individual student reports must be designed with stakeholder groups 1 and 2 in mind
- Aggregate reports (e.g., classroom and school reports) showing individual student data must be designed with stakeholder groups 2 and 3 in mind.
- Aggregate report showing group summary data must be designed with all four groups of stakeholders in mind.
- Unless it is possible to adequately serve the needs of multiple stakeholder groups with a single report format, each report should be developed with a format specific to each audience.

²³ For educators only to protect student privacy.

²⁴ For example, group average subscores can be compared to overall scores within a content area to identify whether in each sub-area, the group perform better than, similar to, or worse than they did in the overall content area. Each of those group average scores can also be compared to the thresholds for the different performance levels.

- The format and elements of each report should be determined by conducting focus groups and/or multiple rounds of workshopping, with a focus on the following for each report element:
 - What is the “so-what” message appropriate for the audience.
 - Clarity and transparency of the “so-what” message.
 - Approaches to minimize probable misinterpretations.
 - Consistency with AERA/APA/NCME Standards for score reporting²⁵.
- The reporting system should allow for teachers to receive dynamic individual reports for just their current students, and aggregate reports for their current and past students.
- The reporting system should allow for each audience to obtain the desired information using intuitive navigation and assistance in finding reports to answer specific questions. Report users should be able to retrieve data to answer their questions with a minimum number of clicks through guided selection of options. Where access to data is appropriate, report users should be able to easily retrieve data about achievement and growth for individual students and demographic groups at the student, classroom, school, district, and state level; with simple navigation between levels.

Avoiding an Exclusive Wyoming Assessment

In order to provide stability, cost savings, enhanced quality, and comparability of Wyoming test results to other states, the Task Force recommends the following:

- Each content area test must be used in some form in at least one other state (preferably several other states) for the following reasons:
 - Provide stability by requiring changes to the assessment to be negotiated with at least one other state and/or vendor.
 - Facilitate comparison of results from the Wyoming assessment to results from other states.
 - Reduce cost through multi-state collaboration.
 - Improve technical quality through the increased capacity and expertise in a multi-state collaboration.
- To maximize market competition, the ability to meet Wyoming’s needs, and negotiating power, recommendations in this section should be required only where there are at least two options available.

Wyoming Educator Participation in Ongoing Development

In order to improve the fit of the assessment to the Wyoming context, and to assure understanding of the assessment by Wyoming educators, the Task Force recommends the following:

- To avoid market restriction, vendors not proposing bids consistent with recommendations in this section should not receive lower scores in determining whether they are qualified

²⁵ APA, AERA, & NCME (2014).

bidders. However, after qualified bidders have been identified, vendors proposing bids consistent with recommendations in this section should receive extra credit²⁶.

- Although avoiding an exclusive Wyoming assessment means that development will already be completed, it is desirable that Wyoming educators have the opportunity to be involved in ongoing development and maintenance of the assessment. However, to avoid restricting market competition, the recommendations in this section are different in that they would not be considered a “requirement” for a successful bid but a value-added benefit that vendors would be encouraged to consider:
- Wyoming educators have substantive say in ongoing development activities including item development, item review, range-finding, and other development activities.
- Wyoming educators have the opportunity to review test questions for specific Wyoming sensitivities.
- If there are alternative test questions available to replace those flagged as problematic by Wyoming educators, WDE is able to replace the flagged questions.
- Wyoming educators are involved in scoring student responses requiring human scoring for tests completed by Wyoming students
- The Wyoming Department of Education defines and oversees Wyoming educator involvement.

Test Security

In order to avoid the considerable stress and disruption to students, educators, and families caused by test security breaches, the Task Force recommends the following:

- The Department of Education must develop a high quality policy document and associated training using industry standards on test security.
- The policy document and training must include clear policies, protocols, and guidelines to comprehensively address test security in all aspects of testing including at least the following areas:
 - Professional development
 - Prevention of test security breaches
 - Detection of test security breaches (including balancing protection for whistleblowers and minimizing the impact of malicious allegations)
 - Investigating potential security breaches
 - Protocols for evaluating evidence to make conclusions
 - Protocols for appeals of conclusions
 - Follow-up activities to a substantiated or suspected security breach
- The Department of Education’s test administration vendor must assist with test security to supplement agency capacity in each of the areas listed in the previous recommendation.
- The Department of Education’s test administration vendor must document its own security procedures throughout its processes.

²⁶ This assumes a bidding process in which vendor bids are first scored to determine whether they meet a threshold for qualifying to provide the state with assessment services, followed by a review of the bids for a few areas in which select vendors may receive extra credit for proposing “value added” beyond the requirements of the request for proposals (RFP).

Data Security and Privacy

In order to protect the privacy of individual student data and to comply with Federal student privacy law, the Task Force recommends the following:

- The vendor must document that its corporate policies on data security and privacy comply with all applicable state and federal statute and regulations, that those policies are adequately strong to prevent data security breaches, and that those policies are rigorously enforced.

Program Evaluation

In order to determine whether the State's investment in a new comprehensive assessment system is achieving the intended results, the Task Force recommends the following:

- The state should contract for an independent summary report evaluating the degree to which the intended outcomes of the state summative assessment have been realized after five years of implementation.
- The evaluation should include the following at a minimum:
 - The quality of the state assessment
 - The degree to which intended short-, mid-, and long-term outcomes are being realized
 - The degree to which anticipated unanticipated unintended consequences have been observed
 - Should this be an ongoing evaluation, or does this invite instability?
- To monitor for concerns before and after the five-year evaluation, and to make recommendations as needed, the Department of Education should empanel from this point forward a statewide assessment policy advisory committee (PAC) that meets at least twice a year. This panel should include teachers, administrators, technology coordinators, and assessment coordinators. Because stability of the state assessment is paramount, the first activity of this committee should be defining thresholds for making changes. These definitions should strongly privilege stability of the system over time, meaning that thresholds concerns about the assessment must meet before changes are made must be high.

Specialty Assessments

The Task Force focused its efforts on designing a coherent assessment system for the general student population in the content areas comprising the basket of goods. The Task Force also recognizes the importance of coherence of its recommendations in four additional specialty areas:

- Alternate assessment for students with significant cognitive disabilities
- English proficiency assessment for English language learners
- Early literacy assessment in grades K-3
- YCTA career and technical education concentrator assessments

However, the Task Force was largely composed of general educators, and recognized the need for specialists in each of these areas to make appropriate recommendations for these specialty assessments. Therefore, the Task Force recommends that in each of these three areas, the

Department of Education convene committees to review the recommendations for state summative assessment presented in this report. Those committees should then make recommendations for those assessments to be coherent with the general content area assessments by determining which of the recommendations in this report are appropriate for those assessments, which are inappropriate, which need to be modified, and to identify any additional recommendations that may be needed.

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SECTION 6: RECOMMENDATIONS FOR POLICY COHERENCE

This section of the report will list the various parts of statute and rule that conflict with the recommendations in this report, and which would need to be changed to allow for implementation of the recommendations.

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APPENDIX A: UNDERSTANDING FORMATIVE ASSESSMENT

Definition of Formative Assessment

Formative assessment has also been called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (p. 3).

In addition, Wiley (paraphrased from p. 3) lists five critical attributes of formative assessment:

1. They are based on clear articulations of learning goals as steps toward an ultimate desirable outcome.
2. Learning goals and the criteria for success are clearly identified and communicated to students in language they can understand.
3. Students are frequently provided with feedback directly linked to the learning goals and criteria for success.
4. Students engage in self- and peer-assessment against the criteria for success.
5. Students and teachers jointly own (collaborate on) monitoring student progress over time.

While the practice of formative assessment in general embodies these five attributes, not every example of formative assessment incorporates every attribute. The definition and five critical attributes are based on research linking such practices to student learning gains. The core of the formative assessment process is that it takes place during instruction (i.e., “in the moment”) and under full control of the teacher to support student learning while it is developing. Thus, formative assessment is an integral part of instruction; instruction need not be paused to engage in formative assessment. This embedded assessment is done through diagnosing on a very frequent basis where students are in their progress toward fine-grained learning targets such as those covered by a single class period. This ongoing diagnosis shows both teachers and students where gaps in knowledge and skill exist, and helps both teacher and student understand how to close those gaps.

The definition and critical attributes make clear that formative assessment is not a product, but a process tailored to the details of ongoing instruction to individual students. Effective formative assessment practices occur very frequently, covering very small units of instruction (such as part of a class period). If tasks are presented, they may vary for students depending on where they are in their learning. However, formative assessment processes often occur during regular and targeted questioning of students in small or large groups, observing students as they work in groups and/or engage in tasks. Formative assessment practices may be facilitated using certain technology and related tools. There is a strong view among some scholars that because formative assessment is tailored to the specific context of the classroom and to individual students that results cannot be

meaningfully aggregated or compared. Many of these scholars question whether the observations from formative assessment should even be scored.

Another implication is the critical importance of providing frequent feedback to individual students. Providing each student such frequent and targeted feedback develops his or her ability to continuously monitor the quality of their own work against a clear learning target. It is this targeted and frequent feedback to students that is the most crucial part of the formative assessment process²⁷.

The nature of formative assessment implies that the frequently used term *common formative assessment* is a result of confusion about the nature of formative assessment. Other types of assessment may be used formatively for periodic progress monitoring (e.g., to inform mid-course corrections or modifications to curriculum and programming), but only formative assessment as described above is capable of informing instruction on a moment-to-moment basis. Effective formative assessment is tailored to a specific instructional plan and a specific group of students at defined points in their attainment of learning targets. The critical characteristics of formative assessment practices should be common across all teachers, and tools teachers use to implement formative assessment may be common across many teachers, but formative assessment is too tailored to a unique classroom to be common.

Data gathered through formative assessment have limited to no use for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this: (1) if carried out appropriately, the data gathered from one unit to the next, one teacher to the next, one moment to the next, and one student to the next will not be comparable; (2) students will be unlikely to participate as fully, openly, and honestly in the process if they know they are being evaluated by their teachers or peers on the basis of their responses; (3) for the same reasons, educators will be unlikely to participate as fully, openly, and honestly in the process; and (4) the nature of the formative assessment process is likely to shift in such a way that it can no longer optimally inform instruction.

These implications create a distinct difference from summative and interim assessment (described below), which are intended to assess student achievement after an extended period of learning. Simply giving students an assessment in the classroom does not mean that the assessment is formative. Use of assessment evidence in a formative manner requires teachers to achieve insight into individual student learning in relation to learning targets, to provide effective feedback to students about those insights, and to make instructional decisions based on those insights. During the formative assessment process, feedback to students and student involvement is essential. Teachers seek ways to involve the student in “thinking about their thinking” (metacognition) to use learning evidence to close the gap and get closer to the intended learning target.

Because there is a great deal of confusion over what constitutes formative assessment, the next part of this appendix provides vignettes of formative assessment in practice. The four vignettes describe the work of four different educators to help readers to better understand what is meant by “formative assessment.”

²⁷ See Sadler (1989).

Vignettes of Formative Assessment in Practice²⁸

High School – Chemistry Mid-Period Check In

As part of instructional planning, a high school chemistry teacher develops both true and false statements related to a micro-unit covering a half hour in high school chemistry. Statements were strategically developed to assess whether students hold anticipated misconceptions. Following the micro-unit, students show thumbs up, thumbs down, or thumbs to the side to indicate whether each statement is true, false, or they don't know. Based on the prevalence of thumbs down and to the side, the teacher may select one of at least four options:

1. Reteach that micro-unit using a different instructional plan the next day.
2. Use pre-planned strategies to address a small number of misconceptions.
3. Strategically group students who put thumbs down or to the side with confident students to discuss their conclusions and monitor group discussions.
4. Work briefly with a one or two students needing additional assistance while the rest of the class engages in the next activity.

Middle School – English End of Period Check In

At the beginning of a seventh grade English class period, a middle school English teacher shares with her students what the three learning targets are for the day. At the end of the period, she asks each student to fill out and hand in a slip confidentially rating their attainment of each learning target in one of the following four categories:

1. I can teach this.
2. I can do this on my own.
3. I need some help with this.
4. I don't get this at all.

The teacher adjusts the next day's lesson plan by creating a simple task asking small groups of students to practice a learning target on which about half the students felt confident. The small groups are strategically selected to include students that are both confident and not confident with the learning target. She also reviews with the entire class another learning target on which few students felt confident. To do so, she asks two students to explain their approach on a specific problem. After gauging current understanding, she decides whether to instruct on that learning target again using a different strategy and different examples than the previous day.

Elementary School – Monitoring Development of Mathematical Understanding

After a successful unit on simple two-digit addition (without regrouping), an elementary school teacher wants students to learn both a regrouping algorithm and why the algorithm works. He demonstrates to his students that their current knowledge and skills are inadequate to accurately deal with two-digit addition requiring regrouping. He does this by assigning small groups of students to solve a problem either using the addition algorithm they already know or by using counting objects. In a subsequent whole-class discussion, the teacher highlights the conflicting answers and asks his

²⁸ Informed by Wiley (2008).

students to think about how place value place might explain why the groups got different answers. He then asks each small group to work on developing its own solution to the problem. After visiting and probing each group to survey current understanding and developing strategies, he asks strategically chosen groups to share their developing solutions, and builds post-activity instruction on the regrouping algorithm around them.

High School – English Capstone Project

As a capstone project for a unit on persuasive writing, a high-school English teacher assigns her students to individually write a persuasive essay incorporating each of the unit learning targets. Each student is to:

- Choose a position on a controversial topic important to him,
- Identify reliable resources for information on his position and a contrary position commonly taken on the topic,
- Summarize the arguments for both positions,
- Use the logical devices taught in the unit to argue for his position,
- Use logical tools to argue the logical superior of his position, and
- Incorporate work in all five previous steps into a coherent persuasive essay.

The teacher divides the capstone project into four subunits (with associated assignments):

1. Choosing a topic, a personal position, an opposing position, and identifying reliable resources;
2. Summarizing arguments for at least two positions on the topic;
3. Arguing for the personal position and against an opposing position on a logical basis;
4. Incorporating into a complete and coherent persuasive essay.

Along with other formative practices, the teacher spends class time making each sub-unit's learning targets explicit and instructing on them. She also uses class time on the day each assignment is due to have students peer-review each other's work, focusing on the learning targets and working on revisions. As assignments are turned in, the teacher provides formative feedback based on the learning target rather than grading each assignment. Only after providing at least one round of formative feedback on each assignment does the teacher grade the final product. She does this to ensure that the formative feedback fulfills its purpose and her evaluation of each student's performance represents what was learned by the end of the unit.

APPENDIX B: ONE-PAGE SUMMARY OF FORMATIVE, INTERIM, AND SUMMATIVE ASSESSMENT

	Formative Assessment	Interim Assessment	Summative Assessment
Characteristics	<ul style="list-style-type: none"> Facilitate effective instruction (does not pause instruction) Learning goals and criteria are clear to students Students self-/peer-monitor progress toward learning goals Students and teachers receive frequent feedback Jointly controlled by each teacher and her students Covers a micro unit of instruction Very frequent (e.g., multiple times per period) Tailored to a set of students and an instructional plan Might be comparable for a classroom, but not beyond <i>Not a product (e.g., quiz, test, bank of questions/tests)</i> 	<ul style="list-style-type: none"> Pauses instruction for evaluation Controlled solely by a teacher, school, district, or state (or by a consortium of teachers, schools...) Covers a mid-sized unit of instruction Somewhat frequent (e.g., weekly to quarterly) Administered before and/or after a mid-sized unit Based on who controls assessment, results may be comparable across students, teachers, schools, districts, and/or states A product 	<ul style="list-style-type: none"> Pauses instruction for evaluation Controlled solely by a teacher, school, district, or state (or by a consortium of teachers, schools...) Covers a macro unit of instruction (e.g., semester, course, credit, grade) Infrequent (e.g., yearly, finals week) Administered after completing a macro unit Based on who controls assessment, results may be comparable across students, ..., and/or states A product
Uses	<ul style="list-style-type: none"> Engage students in learning/metacognition through frequent feedback and self-/peer-evaluation Monitor moment-to-moment student learning Diagnose individual students' immediate instructional needs Diagnose immediate group instructional needs Immediately adjust instruction Differentiate instruction Self-evaluate micro-unit instructional effectiveness <i>Student results from formative assessment are not appropriate for use in grading or accountability; however, ratings of the quality of formative assessment practice may be appropriate for use in accountability</i> 	<ul style="list-style-type: none"> Evaluate achievement after a mid-sized unit Monitor progress within a macro-unit (e.g., semester, course, credit, grade) Corroborate formative assessment Pre-test to tailor unit instructional plans for the group and individual students Identify post-unit remedial needs Mid-course self-evaluation and adjustment of teacher classroom practices Mid-course evaluation and adjustment of school and district policies and programs Predict performance on summative assessment Grading (and possibly accountability) 	<ul style="list-style-type: none"> Evaluate achievement after a macro unit Monitor progress across multiple macro-units Corroborate interim assessment Evaluate readiness for the next macro unit After-the-fact evaluation/adjustment of broad instructional practices by individual teachers and of curriculum/programming policies by administrators Predict later student outcomes Grading and accountability
Examples	<ul style="list-style-type: none"> Following a micro-unit, students show thumbs up/thumbs down to indicate whether statements developed around anticipated misconceptions are true. Based on prevalence of misconceptions, the teacher reteaches parts of his lesson using a different instructional strategy, strategically groups students to discuss their conclusions, or works briefly with one or two students. At the end of class, students hand in a slip confidentially rating their attainment of each learning target as: (1) <i>I can teach this</i>, (2) <i>I can do this on my own</i>, (3) <i>I need some help with this</i>, or (4) <i>I don't get this at all</i>. The teacher adjusts her next-day group assignments and planned activities accordingly. 	<ul style="list-style-type: none"> Classroom unit quizzes and homework Individual and group unit projects Pre-unit exams of unit pre-requisites Pre-unit exams of unit content End of unit exams Mid-term exams Marking period exams not covering a full macro-unit Quarterly assessments District placement tests 	<ul style="list-style-type: none"> Classroom final exams, projects, and papers School or district final exams, projects, or papers District/state assessments for testing out of a credit District graduation/diploma-endorsement tests Typical state accountability tests High school equivalency tests District graduation tests College admission tests

APPENDIX C: DETAILED HIGHEST PRIORITY USES AND CHARACTERISTICS

The Task Force’s highest priority uses and characteristics are presented in detail in Table B1 below. These uses and characteristics were evaluated by the facilitators using the definitions and appropriate uses of formative, interim, and summative assessments discussed in Section 2 of this report. The evaluation also incorporates differences between classroom-, district-, and state-owned assessments to show the complexity of an assessment system that would be needed to fulfill all of the Task Force’s highest priority uses and characteristics. This evaluation is reflected in additional elements added to Table B1. Those elements identify whether each type and level of assessment has full, some, minimal, or no applicability to the use or characteristic in each row. In addition, in each row the applicability of the various types and levels of assessment to each use or characteristic is briefly explained.

Table B1. *Task Force Highest Priority Uses and Characteristics.*

Total ¹ Score	Number of Votes by Priority			Desired Uses and Characteristics of Wyoming Assessment	Applicability ²					
					Type			Level		
	1 st	2 nd	3 rd		Formative	Interim	Summative	Classroom	District	State
38	10	3	2	Provide information to parents, students, and educators regarding individual student achievement and growth within and across years, including readiness for the next level in a student's K-12 progression - Classroom formative: continuous achievement/growth/readiness data on micro-units - Classroom/district/state interim: periodic achievement/growth/readiness data on mid-sized units - Classroom/district/state summative: yearly achievement/growth/readiness data on macro-units	●	●	●	●	●	●
27	6	4	1	Provide feedback on progress toward standards to inform instruction on more than a yearly basis - Classroom formative: continuous achievement and progress data inform daily instruction - Classroom/district/state interim: periodic unit achievement & progress data informs remediation - District/state summative: interim results might be rolled up for summative determinations	●	●	●	●	●	●
16	0	5	6	Allow for comparisons within the state and across states - State interim: provides within-state comparability if adopted statewide - State summative: provides within-state comparability - State interim/summative: provides cross-state comparability if a multi-state assessment is used	○	●	●	○	○	●
13	2	2	3	Provide reliable and valid data to evaluate program/curriculum effectiveness and alignment to standards - District/state interim: can provide information to inform within- and between-year evaluations - District/state summative: can provide information to inform between-year evaluations	○	●	●	○	●	●

Total ¹ Score	Number of Votes by Priority			Desired Uses and Characteristics of Wyoming Assessment	Applicability ²					
					Type			Level		
	1 st	2 nd	3 rd		Formative	Interim	Summative	Classroom	District	State
11	3	1	0	Be student-centered (e.g., student is not a number) - Classroom formative: micro-unit diagnostic data to tailor instruction - Classroom/district/state interim: unit diagnostic data to tailor remediation - Classroom/district/state summative: macro-unit data to inform critical yearly decisions	●	●	○	●	●	●
8	0	3	2	Encourage collaboration and sharing best practices - Classroom formative/interim/summative: foster teacher collaboration on teacher practices - District/state interim/summative: foster teacher collaboration on using non-classroom data - District/state interim/summative: foster educator collaboration on curriculum/programming - Limit use of classroom assessment for evaluation to quality of practices and support for collaboration	●	●	●	●	●	●
7	1	2	0	Continually inform instruction with timely feedback - Classroom formative: continual micro-unit diagnostic data to inform daily instruction - Classroom/district/state interim: periodic unit data to inform post-unit remediation	●	○	○	●	○	○
6	1	1	1	Validly inform decisions about post-secondary education/training - State summative: likely to provide based on ties to post-secondary outcomes (onerous for a district)	○	○	●	○	○	●
2	0	0	2	Consistency over time to facilitate the intended outcomes of assessment in Wyoming - District interim/summative: stable longitudinal data can improve decision making - State interim: stable longitudinal data can improve decision making - State summative: likely to improve decision-making because of school/district accountability uses	○	○	●	○	○	●
				Number of desired uses/characteristics with unique and full applicability	2	0	3	3	0	3
				Number of desired uses/characteristics with full applicability	4	3	5	4	2	5
				Number of desired uses/characteristics with some applicability	1	4	1	1	4	3
				Number of desired uses/characteristics with unlikely applicability	0	1	2	0	2	1
				Number of desired uses/characteristics with no applicability	4	1	1	4	1	0

1. Each panelist identified one characteristic as her highest priority, second highest priority, or third highest priority. These were given scores of 3, 2, and 1 respectively. The scores were summed across panelists to give a total score for each desired use/characteristic.

2. ●, ○, ○, and ○ indicate desired uses or characteristics for which the type or level of assessment has full applicability, some applicability, minimal or unlikely applicability, and no applicability, respectively.

APPENDIX D: MATRIX SAMPLING TO REDUCE REQUIRED STATE TESTING TIME

This appendix will include additional information about a matrix sampling approach to allow for decreases in required time for state summative assessments if districts administer module-based interim assessments covering all of the content addressed by the state summative assessment.

DRAFT



WYOMING

State Board of Education

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Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Professional Judgment Panel Report

You heard from Mike Beck at our last meeting in Casper regarding the work of the PJP. If you'll recall, the PJP just concluded the day before our meeting, so you were looking at the preliminary results of their work. In your packet you'll find Dr. Beck's final report as well as additional information from Dr. Mike Flicek. Mike Flicek will be in Pinedale to review the changes in the model as well as present the final results of the standards setting completed by the PJP. Districts had a two-week window to preview their reports before they became final and public.

2014-15 PJP



**WYOMING STATE BOARD OF EDUCATION
(09/23/2015)**

**MICHAEL FLICEK, ED.D.
EDUCATION ACCOUNTABILITY CONSULTANT**

Unchanged Indicators



- **Grade 3-8 Growth**
 - Established in 2013
- **High School Achievement**
 - Established in 2014

Grade 3-8 Achievement



- **Writing Test Eliminated in 2015**
 - Cut-points established in 2014 to reflect new student performance levels **with writing included**
 - Minor adjustment to cut-points to reflect absence of writing
 - ✦ Percent of school in 2014 in each category was reviewed
 - With writing included
 - With writing excluded
 - ✦ The adjustment kept the 2014 percent of schools in each category about the same after writing was excluded

Grade 3-8 Equity



- **MGP of consolidated subgroup was the school equity score for the first time**
- **Cut-points set for this school score**

Grade 3-8



- **Assumption: Same test will be used in 2016 and 2017**
- **No changes will be needed to cut-points**

High School Growth



- **New indicator**
- **Cut-points established by PJP in 2015**
- **Cut-points should work in 2016 and 2017**

High School Equity



- **MGP of consolidated subgroup was the school score**
- **Cut-points set by PJP in 2015**
- **Cut-points should work in 2016 and 2017**

Academic Performance



- **Academic Performance Decision Table cell values were established by PJP in 2015**
- **This decision table should work in 2016 and 2017**

Graduation Indicator



- **PJP recommended removing the improvement feature**
 - Both 4 year, on-time graduation rate and extended graduation rate are reported
 - Extended graduation rate will always equal or exceed the 4 year, on-time graduation rate
- **PJP recommended keeping the target level cut-points at 80% for meets target and 90% for exceeds target**

Additional Readiness



- **Success Curriculum level was available for the first time in 2015**
 - This had an impact on the Hathaway Index
 - Hathaway index is one of three parts of additional readiness
 - Therefore, PJP set new additional readiness target level cut-points for additional readiness

High School Changes in 2016



- **Aspire instead of PLAN and EXPLORE for grade 9 and grade 10 tested readiness tests**
 - Academic Performance
 - ✦ We should be able to compute growth
 - ✦ Cut-points for all three academic performance indicators may work in 2016 and 2017
 - The tested readiness index will need to be revised to reflect Aspire instead of PLAN and EXPLORE
 - Cut-points for additional readiness may still work in 2016 and 2017

PJP in 2016???



- The PJP may not be needed in 2016
- If a PJP is needed the scope of work would be limited
- We will not know until after we receive the test results from the 2016 ACT suite of tests in late July or early August

2015 Results – Participation Rate Applied



	3-8 schools	high schools	all schools
Exceeding	16%	9%	15%
Meeting	35%	51%	37%
Partially Meeting	33%	22%	33%
Not Meeting	15%	18%	15%

- 39 schools were unclassified.
 - 17 unclassified schools were alternative schools
 - 22 unclassified schools were small schools
 - 19 small schools were grade 3-8
 - 3 small schools were high schools

Summary

Results of the 2015 Wyoming Professional Judgment Panel's Meetings & Recommendations for the State's School Accountability Program

Michael D. Beck
BETA, Inc.

Abstract

The Wyoming Professional Judgment Panel (PJP) met on 10-12 August in Casper to make recommendations concerning the state's school accountability program. The meeting had three primary objectives:

1. To recommend school-based standards for the several **Performance Indicators** identified in most-recent version of the School Performance Rating Model (Flicek, 2015a);
2. To use these established Performance Indicator standards in a "body of work" approach to set recommended **School Performance Levels** for all Wyoming schools, both schools housing students in Grades 3-8 and High Schools;
3. To discuss and agree to wording of the School Performance Rating **performance-level descriptors** defining each of the four possible school accountability ratings, separately for schools serving Grades 3-8 students and those serving High School students.

At the completion of the meetings, the PJP had accomplished each of above objectives. They carried out the process of establishing school performance standards for each of the Performance Indicators for both Grades 3-8 and High School, used these results to recommend School Performance Levels (SPLs), and reviewed and confirmed new Performance Level Descriptors for the school accountability program to be operational for the 2015-16 school year.

Recommendations of the PJP are summarized in the accompanying attachments. Resulting individual school accountability ratings for each Wyoming school building were generated by Mike Flicek and data-analysis colleagues from the Department of Education using the final PJP recommendations. The PJP recommendations and the impact of same were presented on 13 August to the State Board of Education, which approved the PJP recommendations. A summary of those school ratings is also attached.

Summary of PJP Meetings

The PJP met in Casper for three days in mid-August for the purpose of establishing the cutscores for the Wyoming School Performance Ratings. **Appendix A** lists all PJP committee members who attended the sessions. Because most PJP members had participated in sessions in previous years in which substantively identical activities were conducted, it was decided by the consultant for the activities in cooperation with the Coordinator for the State Board of Education to revise the training activities accordingly. The four new members of the PJP were asked to attend a one-half day training and orientation session on 10 August; attendance at this pre-session was optional all “returning” PJP members, as the content of this activity was limited to training in the PJP responsibilities, the general process of setting performance standards, and an overview of the school performance rating model. Two PJP members who had participated in previous years’ activities chose to attend portions of the pre-session. All PJP members then attended sessions on 11 and 12 August, during which only a brief overview of the general standard-setting procedures took place. The remaining portions of the two days was then devoted to PJP efforts to set standards for the various elements of the accountability model. It was the opinion of the session observers and consultants that this revision in the PJP training and judgment activities was both well-received and efficient.

The PJP’s work was facilitated by Michael Beck, a consultant contracted by the State Board of Education under a Scope of Work for the Standard Setting and Professional Judgment Panel. The same consultant had planned and conducted comparable sessions for earlier years of the accountability system implementation and the PJP work. This consultant was primarily guided in directing this process by the June 8 draft of the Wyoming Accountability in Education Act School Performance Rating Model, (Flicek, 2015a) and an earlier related set to suggested changes to the 2014 model (Flicek, 2015b) which established the Performance Indicators and accountability determination procedures for the current year of the accountability program. In preparation for the sessions, Michael Beck, Dr. Flicek, Dr. Fenton Hughes, and representatives of the Wyoming Department of Education held an extended conference call to discuss elements of the process. Beck and Flicek also exchanged multiple e-mails concerning various aspects of the system and the 2014-15 Wyoming assessment results pertinent to the accountability process.

Dr. Flicek and two staff members from the Wyoming Department of Education were present throughout the August PJP sessions to assist in describing elements of the model and to generate various “impact data” for PJP consideration. Their contributions to the success of the meetings were invaluable. Dr. Fenton Hughes was present to monitor all PJP and consultant efforts. Deb Lindsey, Wyoming’s Director of Assessment, also observed the PJP sessions.

Recommended Standards for the Performance Indicators

An agenda for the PJP sessions is provided in **Appendix B**. The pre-session afternoon activities began with an welcome from Dr. Fenton Hughes. Mike Flicek then briefed the new PJP members on major elements of the school accountability model, including changes in the model from the 2014-15 pilot year. Michael Beck then provided the new panelists with an introduction to the general process of setting performance standards, with special focus on the application of these activities to setting standards for schools

rather than students. The next phase of the session was devoted to a discussion of the PJP's activities and the several Performance Indicators that are integral to the Wyoming accountability system. Finally, panelists were introduced to the several sets of terminology used during the accountability process – performance descriptors for the PAWS, for the accountability Performance Indicators, and for the School Performance Levels. The small-group format of this pre-session provided ample opportunity for panelist questions and discussion.

The following day, for the full-panel PJP sessions, Dr. Fenton Hughes provided a welcome and introduction, and Dr. Flicek again presented the key elements of the 2015-16 model, highlighting changes from the previous year. The remaining portion of the two-day session was devoted to panel work in recommending standards for the multiple Performance Indicators whose definitions had changed from the previous year and then transforming these Performance Indicator standards into the School Performance Levels. As with previous years of these activities, multiple rounds of independent judgments were made by panelists for each of the Indicators, with extensive feedback and interaction among panel members between rounds for each Indicator. The first sets of such judgments were made independently by each judge. For each Performance Indicator, summaries of interim panel recommendation were generated and panelists were given anonymous feedback on their initial judgments, with extensive opportunity for panelists to discuss their initial judgments and reconsider their recommendations; then a second round of recommendations was conducted, again anonymously. PowerPoint™ slides used to conduct the sessions are available on request from Dr. Fenton Hughes.

Because the 2014 PJP had made recommendation for several of the Performance Indicators whose definitions and derivations remain unchanged from the previous year, it was not necessary for the panel to reconsider these judgments. The maintenance of previously determined standards adds stability and reliability to the accountability system; over time, of course, the goal of the process is that *none* of the constituent elements of the accountability system change from year to year, making it unnecessary to reset standards. At that stage, the state's accountability system and the standards for the system can be maintained without revision from year to year.

Changes to the accountability system from 2014-15 to 2015-16 are discussed in detail in Flicek 2015a and 2015b. Readers wishing to review the key elements of the system are referred to these documents for such information. For the 2015-16 version of the system, the Performance Indicators (PI) for the program are:

GRADES 3-8 SCHOOLS:

Achievement
Growth
Equity

HIGH SCHOOLS:

Achievement
Growth
Equity
College & Career Readiness

For Grades 3-8, the Growth PI has been unchanged since 2013, so no review or revision of the standards was necessary. For Achievement, because the Writing portion of the PAWS assessments was omitted from the 2014-15 statewide assessment program, it was necessary for the PJP to review and reconsider the standards for the PI. The definition and computation of the Equity PI was changed for the current year of the system, so the PJP had to establish new standards.

For High Schools, standards set the previous year for the Achievement PI were not reviewed, as no changes to this element of the system were made. As with Grades 3-8, the Equity PI was redefined for 2015-16, so new standards had to be established. The Growth PI for high schools was newly introduced for 2015-16, so discussion of the derivation of this PI took place, followed by establishing standards. Since the definition of Growth for high schools was conceptually identical to the Growth PI for elementary schools, previous PJP recommendations of standards for the Grades 3-8 schools provided a grounding of this process. Finally, two sub-indicator elements of the Readiness PI (Graduation Rate, and Hathaway Eligibility) were reconsidered by the PJP due to minor changes in the calculation of these sub-indicators. In addition, the process of combining the sub-indicators of Readiness was revised this year, making PJP review and standard setting activities for this Indicator necessary.

This report contains PJP recommendations only for the PIs for which standards were either initially established or reconsidered by the PJP in 2015. Standards for the several PIs that were unchanged in definition from 2014 are only summarized here. For additional details concerning all of the PIs, their definitions, and the process of combining the PIs into the School Performance Levels, see Flicek 2015a and 2015b.

The round-by-round PJP recommended cutscores for the PIs are presented in table form in **Appendix C** and graphically in **Appendix D**. Note that the central tendency of PJP-recommended cutscores is typically presented as the median, although Appendix C summarizes the panel's recommendations in terms of medians, means and standard deviations. Because the median is a more-stable indicator of the central tendency of a panel's recommendations than is the mean, and the median is less affected than would be the mean by extreme or outlying values, the median PJP recommended cutscore is taken as the best indicator of the panel's judgment. The final cutscores of the panel as presented to and adopted by the State Board of Education are medians.

As Appendix C shows, the 2014 PJP did not make cutscore recommendations for the Grades 3-8 Growth PI. This was because such recommendations had been made in 2013, and no changes were subsequently made to this indicator. PJP 2013 recommendations were carried forward to the 2014 and 2015 models. Similarly, no PJP reconsideration was required for the High School Achievement PI, definition of which was unchanged from 2014. As the standard deviations shown in the second table for Appendix C demonstrate, members of the PJP showed high levels of agreement among themselves for all of the PIs. Further, the reduction in standard deviations from Round 1 to Round 2 in almost all cases demonstrate increased agreement among panelists following presentation and discussion of their initial, Round 1 recommendations.

In the Appendix D graphs, the vertical axes indicate the number of PJP members who recommended the various graphed cutscores (horizontal axes) for either Meet (blue bars) or Exceed Target (red bars).

Recall that the Growth PI for High Schools is a new PI for 2015. This indicator was not previously available as there had been no way to calculate growth across the several ACT assessments – Explore, Plan, and the Grade 11 ACT Assessment. However, the Department of Education worked with ACT during the past year to generate a psychometrically sound scaled score that spanned the several assessments, and this scale was used to generate Growth data in an analogous way to the Growth PI for Grades 3-8 schools. PJP recommendations for this new PI are shown in Appendix C and D.

A slight change was made to the high school Readiness PI this year that made it advisable for the PJP to reconsider the previously established cutscores. For the first time, the “success curriculum” element of the Hathaway eligibility sub-indicator was included for each student’s Hathaway index. Since the addition of this additional element of the Hathaway score reduced somewhat many students’ Hathaway index, some school-level PI values were similarly reduced, leading to a lowered Additional Readiness score for some schools, as the Hathaway eligibility index is a significant component of this PI. Accordingly, the PJP reviewed the 2014 standards for the Additional Readiness sub-indicator. The 2014 standards for this had been index scores of 70 for Meets Target and 80 for Exceeds Target. As shown in Appendices C and D, the median PJP recommended standards for 2015 were 69 for Meets and 79 for Exceeds Target (for both Rounds 1 and 2).

Because model changes to both the high-school graduation rate indicator and the Hathaway sub-indicator were made, the PJP reconsidered cutscores for the Overall Readiness PI, a combination of graduation rate and the “additional readiness” sub-indicators (Hathaway, Grade 9 credits, and tested ACT readiness). These data are collapsed into a 3 X 3 matrix of Graduation Rate X Additional Readiness. Results of the panel’s recommendations by round for the Target values for the Overall Readiness indicator are shown in **Appendix E**.

A change was made to the accountability model for 2015 with regard to the procedure for combining the several high school Performance Indicators (see Flicek, 2015a). Specifically, the Achievement, Growth, and Equity PIs were collapsed into an Academic Level indicator; then these Academic Level targets were combined with the Overall Readiness levels discussed above. This combination was used to generate the School Performance Levels for high schools. **Appendix F** presents the PJP recommendations for the collapsing of the three Academic Level indicators – Achievement, Growth, and Equity. Note that since some schools will not have Equity PIs (mostly due to very low student enrollment), the PJP also set Target Levels for schools with only the Achievement and Growth PIs.

Recommended Standards for the School Performance Levels

Several significant changes were made in the accountability model between 2014 and 2015 (c.f., Flicek, 2015a; Flicek, 2015b). The two most significant changes applied to the high school accountability system. A Performance Indicator for Growth was added for the first time, expanding the number of high school PIs from 3 to 4. This resulted in a change in the method used to determine the School Performance Levels for high school. Rather than judging all 27 combinations of the earlier PIs for high schools – Achievement, Equity, and Readiness, each with three possible Target levels - as in 2014

and earlier, the PJP set Target values for “Academic Performance” (a combination of Achievement, Equity, and the new PI – Growth), then judged the School Performance Levels for all combinations of Target values for Academic Performance and Overall Readiness. This resulted in the PJP making School Performance Level decisions for only nine combinations of school outcomes – the three possible Target values for Academic Performance and the corresponding three possible Target values for Overall Readiness. These changes to the model and their effect on school levels is discussed in detail in Flicek, 2015a.

Appendix G summarizes the initial (Round 1) and final School Performance Level recommendations of the judges. The initial PJP recommendations were discussed at length by the panel, and the PJP was provided with “impact data” (a summary of the percent of Wyoming schools whose results fell into each possible preliminary School Performance Level). They then discussed these data as a group and independently made revised recommendations. The two rounds of PJP recommendations for the School Performance Levels were made separately for both Grades 3-8 schools and High Schools. The 2015 changes to the model for high schools are reflected in the tables in this appendix.

As Appendix G shows, there was a very high level of agreement among the PJP members as to the most-appropriate School Performance Level for all combinations of PI Target outcomes. For example, even for Round 1 of the Grades 3-8 decisions, at least 16 of the 19 PJP members agreed on 22 of the 27 cells of possible outcomes. For 20 of the 27 cells, there was unanimous agreement or only one exception to the most-appropriate Performance Level for a school. Round 2 results, as anticipated, show even greater agreement among the panelists. Agreement among panelists was even greater for the high school decisions. Note that for only one of the 36 possible judgments (27 for Grades 3-8 and 9 for high schools) did the median panel School Performance Level recommendation change between Rounds 1 and 2 of panel judgments. These data confirm the high level of agreement among panelists, both before extensive discussion and following such discussions between rounds of recommendations.

Appendix H summarizes the information presented in Appendix G, providing the median panel-recommended School Performance Levels for every combination of PI outcomes. The PJP’s final recommendations, approved by the State Board of Education at the completion of the panel’s deliberations, were used by Mike Flicek and his data-analyst team to generate School Performance Levels for each Wyoming school (excepting alternative high schools and a number of schools that have insufficient numbers of students to provide stable ratings). A summary of these data according to the grade coverage of the school is presented in **Appendix I**. Further information concerning the impact of the final PJP recommendations, approved by the State Board of Education, is available from the Department of Education.

Recommended Wording of the Performance Level Descriptors

Performance level descriptors are a critical component of any standard-setting activity. These verbal descriptors essentially define and give meaning to the labels that are attached to each school’s overall performance on the elements of the state’s accountability system. The PJP was provided with 2014 versions of the performance level descriptors for review and suggested editing. Panelists were encouraged to suggest revision or editorial –

minor or significant – changes to the draft Performance Level Descriptors provided for each of the school Performance Levels – Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. These draft PLDs were discussed during the PJP sessions; all PJP members were encouraged to take the 2104 version of the PLDs with them following the sessions and to indicate any additional changes they would make to the PLDs before they became final and public. The several comments received were distilled and checked for consistency with the PJP’s final School Performance Level recommendations. The group’s consensus wording of the PLDs is presented in **Appendix J**.

Session Summary

It is the opinion of the consultant who facilitated the PJP sessions that the panel – individually and as a committee – applied themselves seriously, attentively, and professionally to the multiple tasks they were assigned. After multiple iterations of judgments, discussions, and deliberations, they recommended reasoned and reasonable standards for the PIs, then applied these PI standards in a thoughtful and deliberative manner to the determination of School Performance Ratings. The PJP’s recommendations yielded statewide school “impact” – accountability results for schools – that appear both to be reasonable and to reflect the overall judgment of the majority of the PJP membership. The panel’s recommended cutscores for both Performance Indicators and the School Performance Ratings, in the consultant’s opinion, should be accepted for statewide use in the 2015-16 school year.

MDB
9/15

APPENDIX A:

Professional Judgment Panel Members In Attendance at August 10 - 12 Sessions

State Board of Education

Walt Wilcox
Kathy Coon

Public School Teachers

Alana Engel – Elementary – Rawlins Elementary School
Brent Daly – High School – Campbell County HS
Mary Hoard – high School – Natrona HS

Principal

Dr. Joseph Ingalls – Elementary – North Evanston Elem.
Darrin Peppard – High School – Rock Springs HS
Eric Pingrey – Middle School – Douglas

School District Superintendent

Dr. Summer Stephens – small district – Weston #7 Upton

Business & Community at-Large

Lloyd Larsen – Lander
Jill Bramlet – Wheatland

Parent

Greg Legerski – Pinedale

School District Central Office

R. J. Kost – Powell - Park #1
Jody Rakness – Worland – Washakie #1
Marc LaHiff – Cheyenne – Laramie #1

Wyoming School District Board of Trustees

Richard Bridger – Sheridan #2
Linda S. Jennings – Campbell 31

Wyoming Post-Secondary Institutions

Jed Jensen – Dean of CTE
Lona Tracy – Adjunct Professor at EWC
Kristine Walker – Asst. Professor at NWC

Support Services

Doug Rose

APPENDIX B:

AGENDA

Wyoming Professional Judgment Panel Meetings Casper, WY - 10-12 August 2015

MONDAY (12:30 – approx. 4:30) – for new PJP Members

- Welcome, Introductions / Orientation / Goals / Responsibilities –
Paige F. Hughes
- Wyoming’s 2015-16 School Performance Rating Model – Changes, Update,
Business Rules, Model Overview – *Mike Flicek*
- What is “standard setting”? How this relates to PJP
- Overview of Wyoming’s 4 Performance Indicators (PIs):
Achievement, Equity, Growth, & Readiness
 - How each PI is operationally defined this year
 - How these lead to a School Accountability System
 - for *Grades 3 – 8 schools*: Achievement, Equity, Growth
 - for *Grades 9 – 12 schools*: Achievement, Equity, Growth, & Readiness
- Initial Review of the WY’s Performance Level Descriptors (PLDs) for schools:
- *Exceeding, Meeting, Partially Meeting, Not Meeting Expectations*
- Giving meaning to three sets of Terminology:
 - Terms for *PAWS*, for the *PIs*, for the *Accountability System*

TUESDAY (8:30 – approx. 4:30) – for all PJP Members **A.M.**

- Welcome, Introductions / Orientation / Goals / Responsibilities –
Paige F. Hughes
- Wyoming’s 2015-16 School Performance Rating Model – Changes, Update,
Business Rules, Model Overview – *Mike Flicek*

- Brief review of background issues
- Initial Review of the WY's school Performance Level Descriptors (PLDs):
 - *Exceeding, Meeting, Partially Meeting, Not Meeting Expectations*
- Methodology used to set school performance standards for each PI
 - Differences from last year
 - Selected statewide summary data for each PI
- Grades 3 – 8 PIs:
 - Achievement:* '14 standards to be reviewed and, probably, adjusted
 - Growth:* Set in '13, unchanged in '14 and '15
 - Equity:* Now redefined, so standards must be established

JUDGES: Initial standards recommendations for Achievement and Equity

- High School PIs:
 - Academic Performance:*
 - Achievement:* Standards set in '14; no review needed
 - Growth:* New PI this year; standards must be established
 - Equity:* Now redefined, so standards must be established

- Readiness:*
 - Graduation Rate:* '14 standards to be reviewed and, probably, adjusted
 - Additional Readiness (Hathaway, Gr. 9 credits, & Tested readiness):* Standards and weights were set in '14; no changes needed

JUDGES: Initial standards recommendations for Growth, Equity, and Graduation Rate

P.M.

- Summary of Initial Recommendations for standards on each PI; state impact data
 - JUDGES:** Discussion of Initial PI recommendations among PJP
 - JUDGES:** *Revised (final)* recommendations by PI for Gr. 3-8 & HS
- High School Academic Performance PI level matrix discussion
 - JUDGES:** Initial recommendations for HS PI matrix
- Making the Accountability Descriptors more concrete –
 - JUDGES:** review 2014-15 PLDs for the School Performance Rating system

- Transforming PI standards into a School Accountability system – how the system is defined for each grade grouping

WEDNESDAY (8:30 – approx. 3:30)

A.M.

- Review the panel’s final judgments for each PI; statewide implications for schools.
- Making School Performance Level judgments – methodology & mechanics
- Melding the several PI standards into Accountability – “matrix”

JUDGES: Initial School Performance Level recommendations for Schools – separately for Gr 3-8 and High Schools

P.M.

- Summary of *initial* School Performance Level recommendations for Gr. 3-8 and High Schools
 - Statewide impact data (number of schools in each level)

JUDGES: Discussion of initial School Performance Level recommendations

JUDGES: *Final* School Performance Level recommendations

- Final examination of PLDs – assessing their fit with the standards being recommended
- Statewide implications of the PJP’s revised School Performance Level recommendations – number of schools receiving each level.

JUDGES: Discussion of revised results and impact data.

- Extra review – as PJP decides is needed – for the School Performance Level recommendations

Adjournment (panelists leave as final recommendations are complete)

APPENDIX C:

Summary of Median PJP Recommended Cutscores for each Wyoming Performance Indicator by Round of Recommendation

Performance Indicator or Sub-Indicator*	Median Panel Recommendation by Round			
	<u>Meets Target</u>		<u>Exceeds Target</u>	
	Round 1	Round 2	Round 1	Round 2
<u>Grades 3 – 8 Schools:</u>				
<i>Achievement</i>	52	52	69	69
<i>Equity</i>	47	47	60	60
<i>Growth**</i>	45		60	
<u>High Schools:</u>				
<i>Achievement **</i>	32		45	
<i>Growth</i>	46	47	60	60
<i>Equity</i>	47	47	60	60
<i>Graduation Rate***</i>	82	80	93	90
<i>Additional Readiness †</i>	68	68	79	79

* See Flicek (2015a) for a description of each PI.

** Since no changes were made in this Indicator in 2015, the PJP's earlier recommended standards were used. These are shown in boldface above.

*** During deliberations, the PJP voted to omit one element of the definition of this PI, the "improvement" pathway for a school to increase its target level. Based on this decision, which was made after the first round of PJP recommendations was completed, the PJP slightly reduced the target values for this indicator. This slight reduction in target values is shown in the table.

† Additional Readiness is a combined index made up of Tested (ACT) Readiness, Hathaway Scholarship Eligibility Index, and Grade 9 Credits Completed. See the report text, the following graphs and tables, and Flicek (2015a,b) for additional information concerning these sub-indicators and how they are combined.

APPENDIX C (cont.):

**Summary of PJP Recommended Cutscores
for each Wyoming Performance Indicator
by Round of Recommendation**

Performance Indicator or Sub-Indicator*	Panel Recommendation by Round			
	<u>Meets Target</u>		<u>Exceeds Target</u>	
	Round 1	Round 2	Round 1	Round 2
<u>Grades 3 – 8 Schools:</u>				
<i>Achievement</i> - Mean	51.8	51.9	69.0	69.3
S. D.	0.8	0.7	1.1	0.6
<i>Equity</i> – Mean	46.3	46.9	61.2	61.2
S. D.	3.3	3.0	2.4	1.7
<u>High Schools:</u>				
<i>Growth</i> – Mean	46.0	46.8	58.9	60.1
S. D.	2.1	1.7	2.4	1.1
<i>Equity</i> - Mean	46.4	46.7	59.7	60.1
S. D.	2.3	1.8	2.5	1.4
<i>Graduation Rate</i> – Mean	82.4	81.0	92.8	91.1
S. D.	2.1	1.6	2.0	1.9
<i>Additional Readiness</i> - Mean	68.1	68.3	78.9	79.1
S. D.	1.4	1.4	1.3	0.9

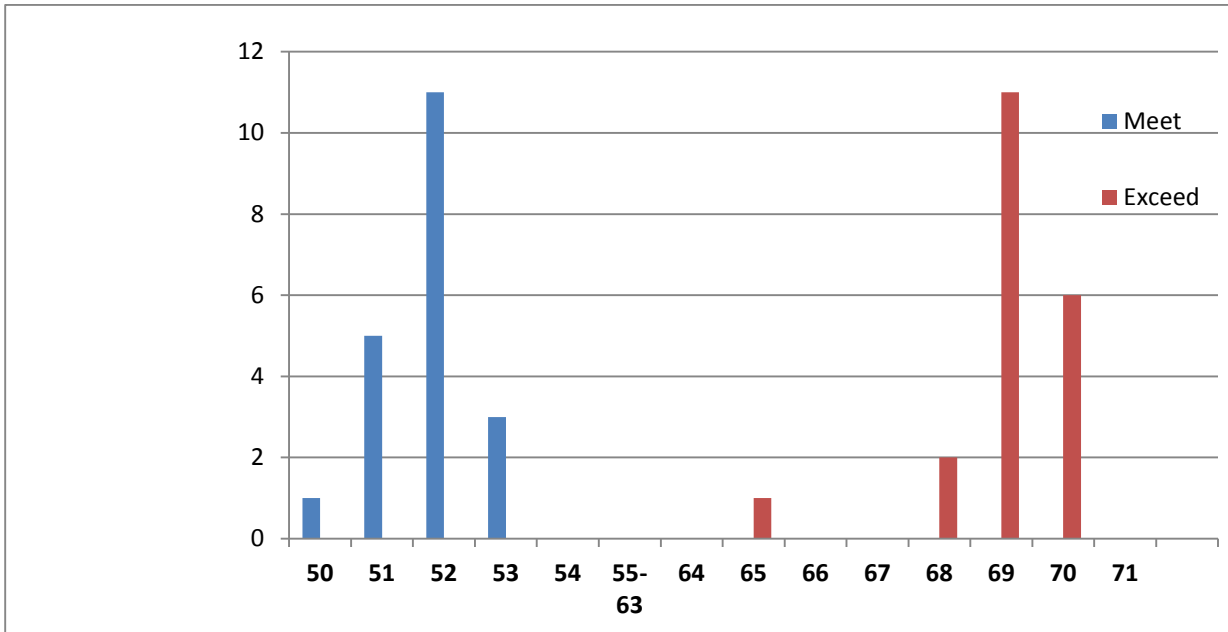
* See Flicek (2015a) for a description of each Indicator and Sub-Indicator.

APPENDIX D:

**PJP Recommendations for Each Performance Indicator –
by Round of Judgments, for *Meets Target & Exceeds Target*
Minimum Cutscores**

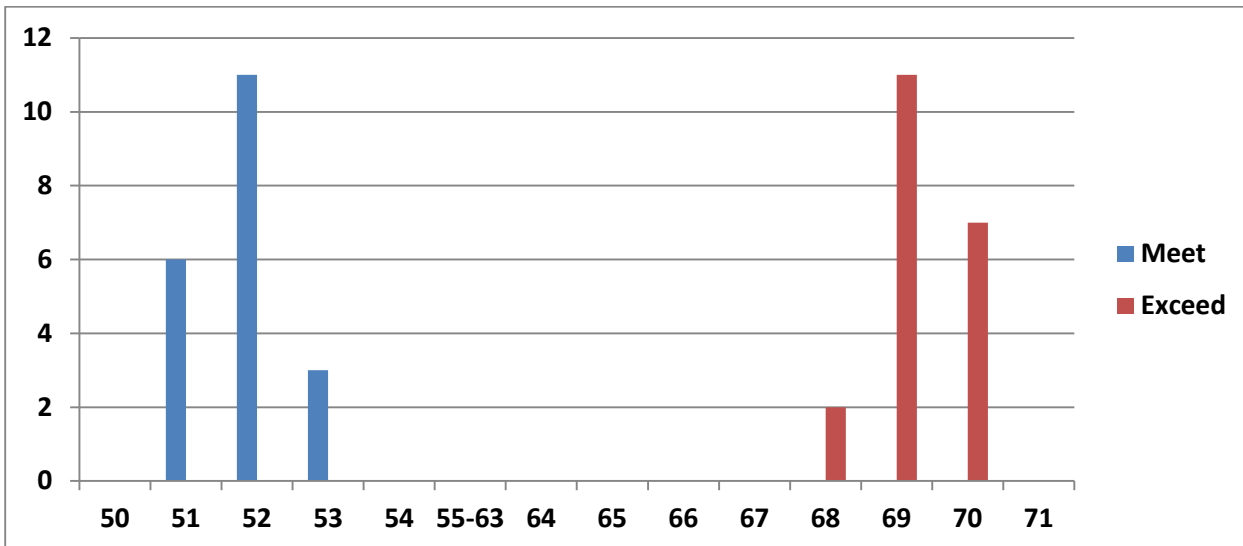
Gr. 3-8 Schools - ACHIEVEMENT – Rounds 1 & 2 (FINAL)

Round 1*



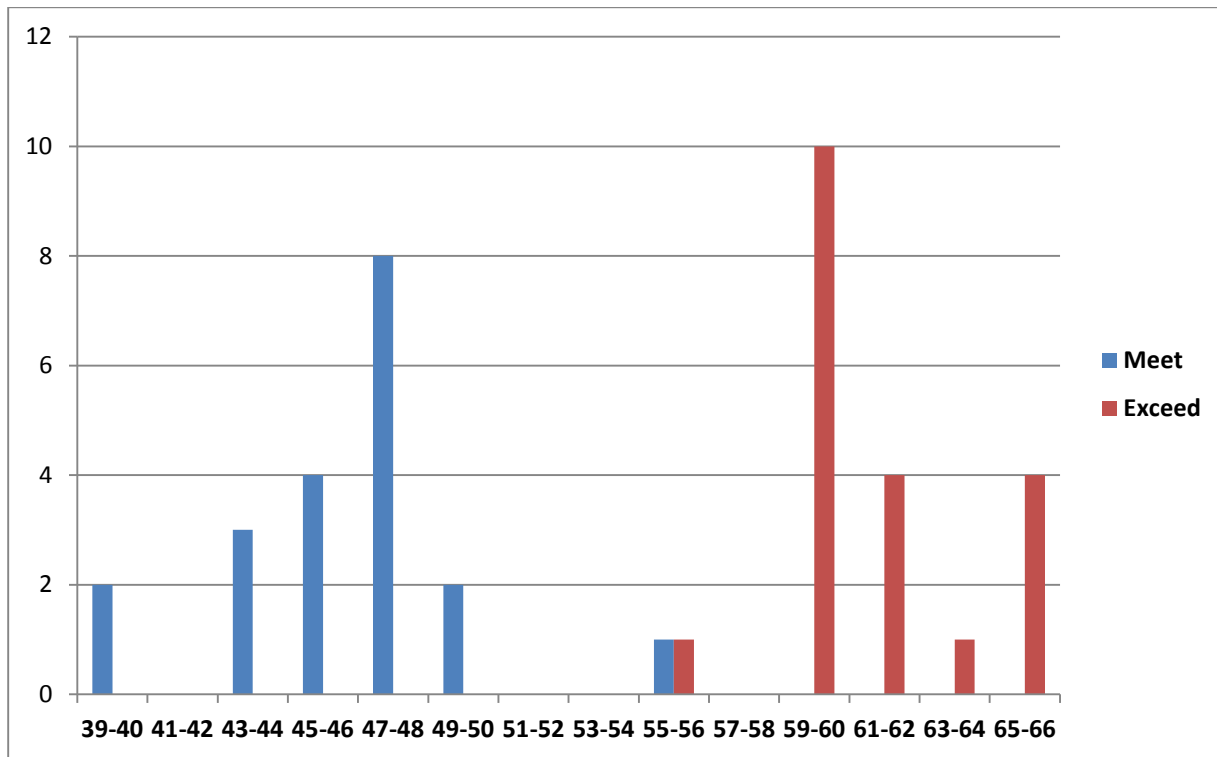
* In these graphs, the vertical axis is the number of PJP judges and the horizontal axis is the recommended cutscore for Meet (blue) or Exceed (red).

Round 2 (Final)

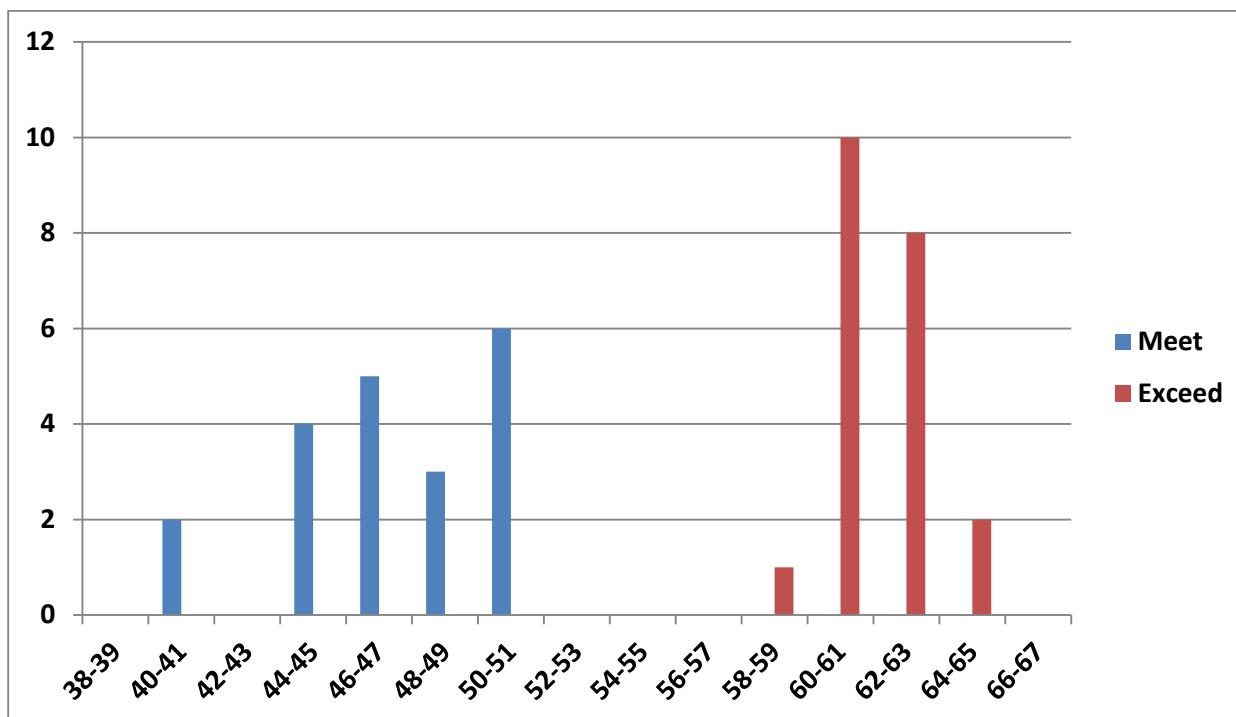


Gr. 3-8 Schools - EQUITY – Rounds 1 & 2 (FINAL)

Round 1

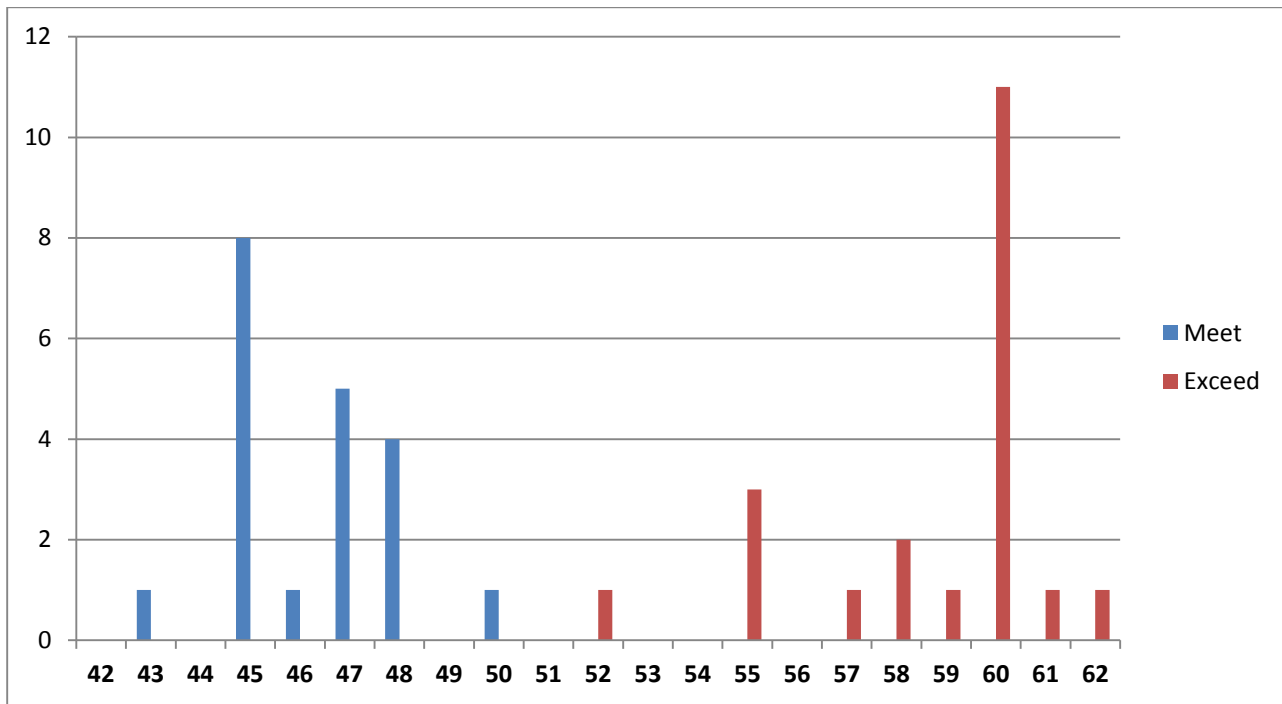


Round 2 (Final)

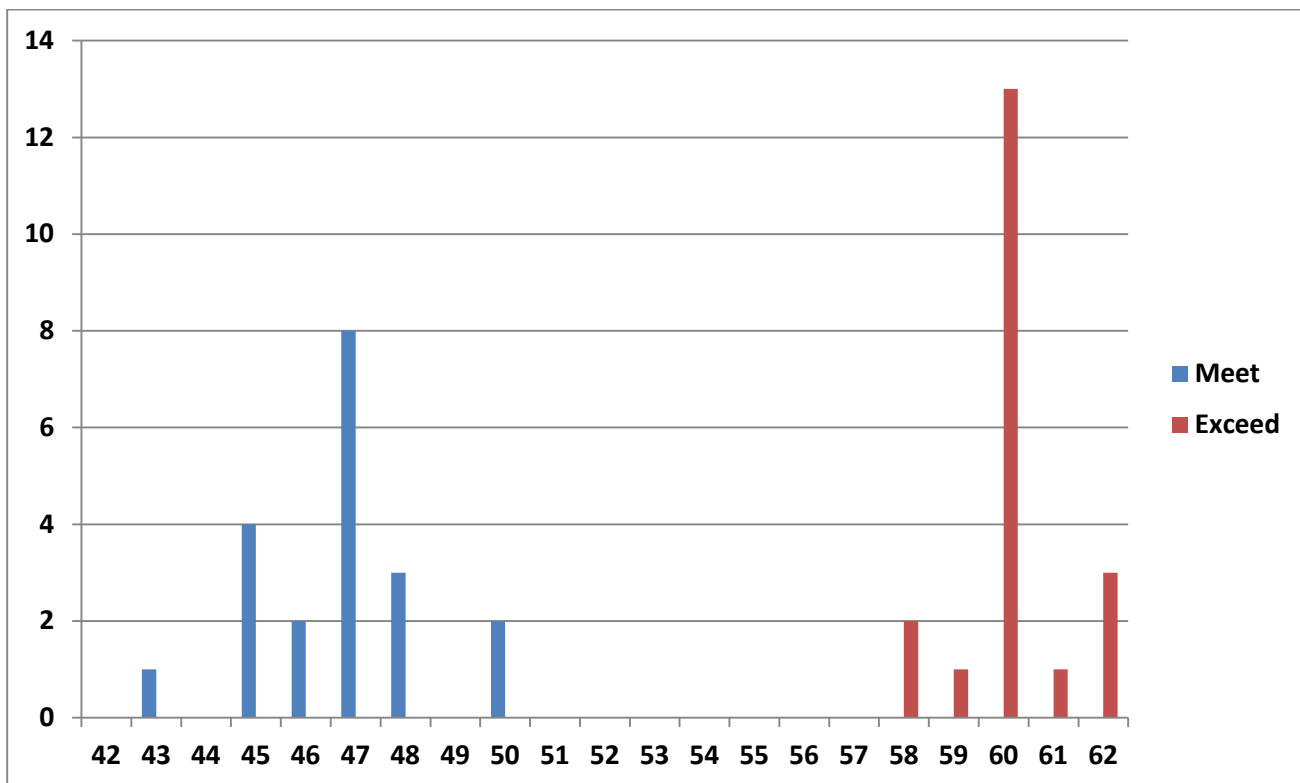


High Schools – GROWTH – Rounds 1 & 2 (Final)

Round 1

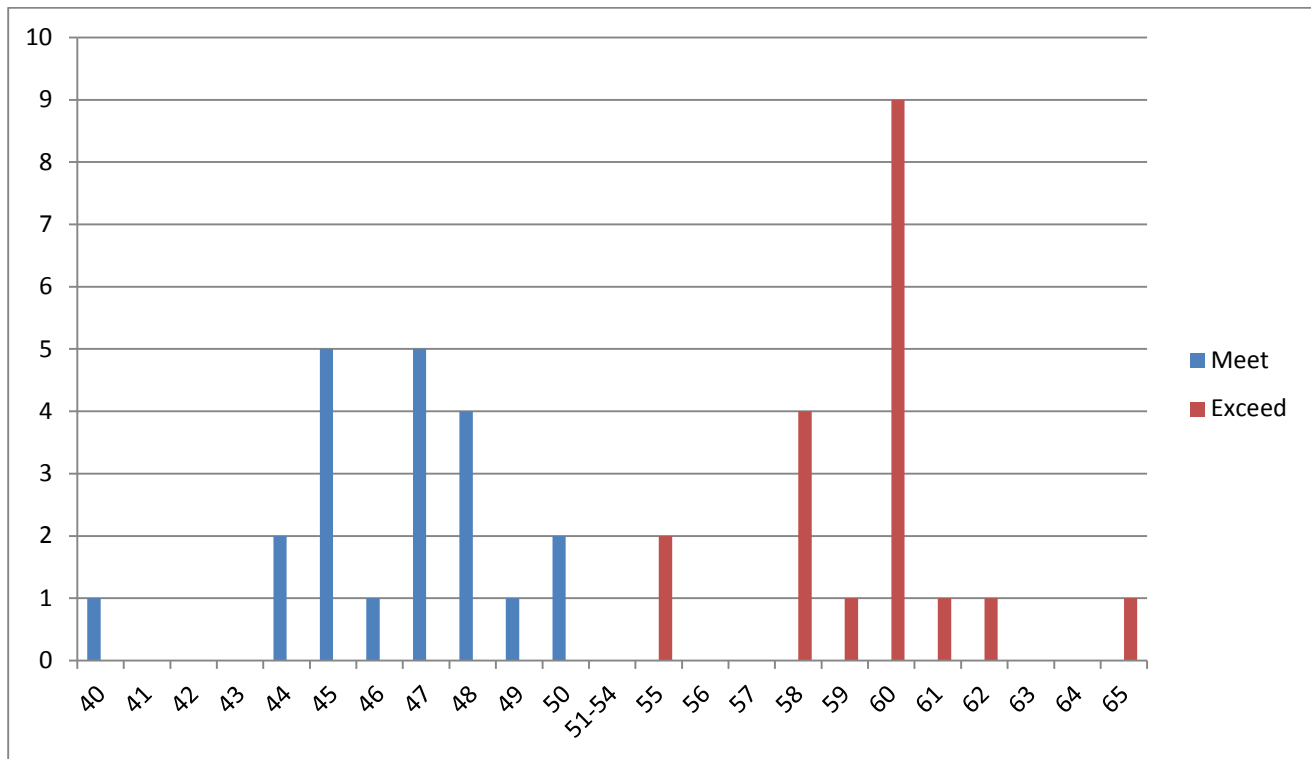


Round 2 (Final)

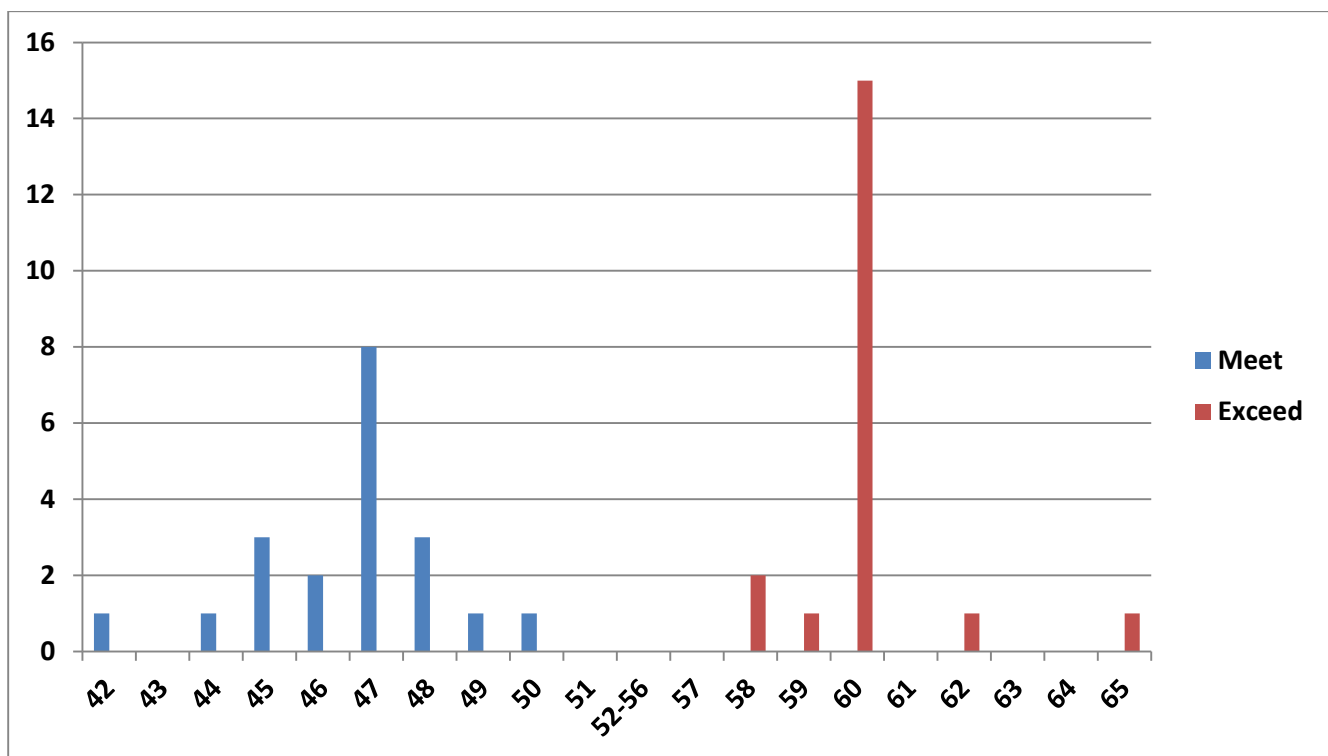


High Schools - EQUITY – Rounds 1 & 2 (Final)

Round 1

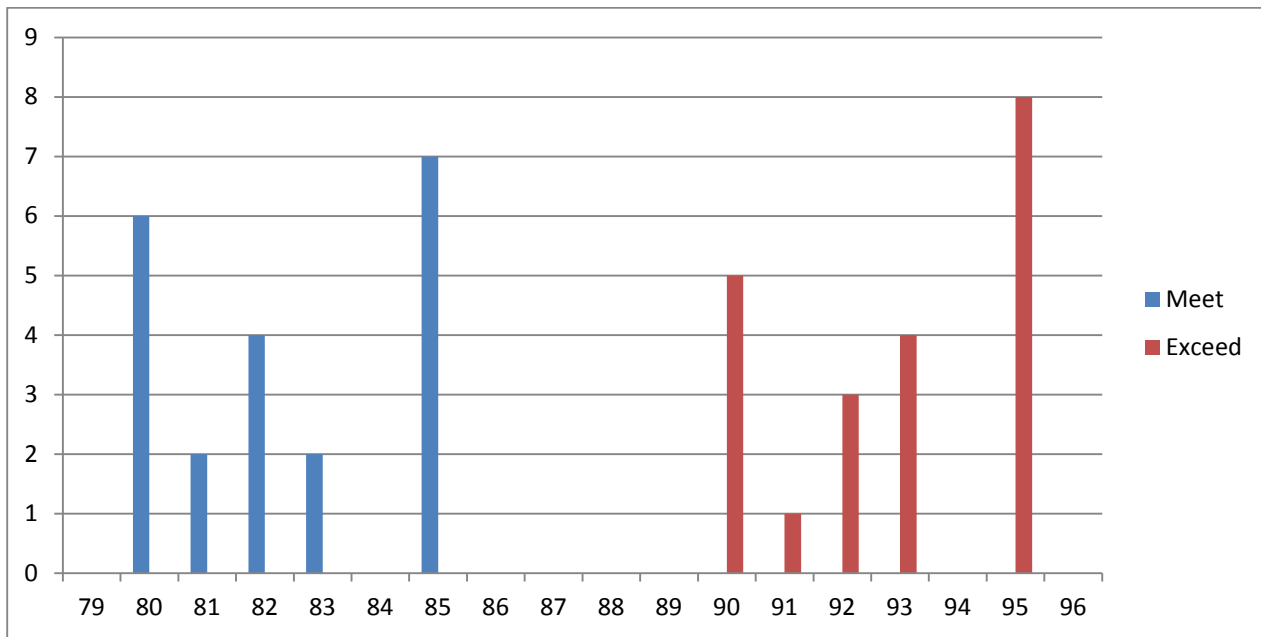


Round 2 (Final)

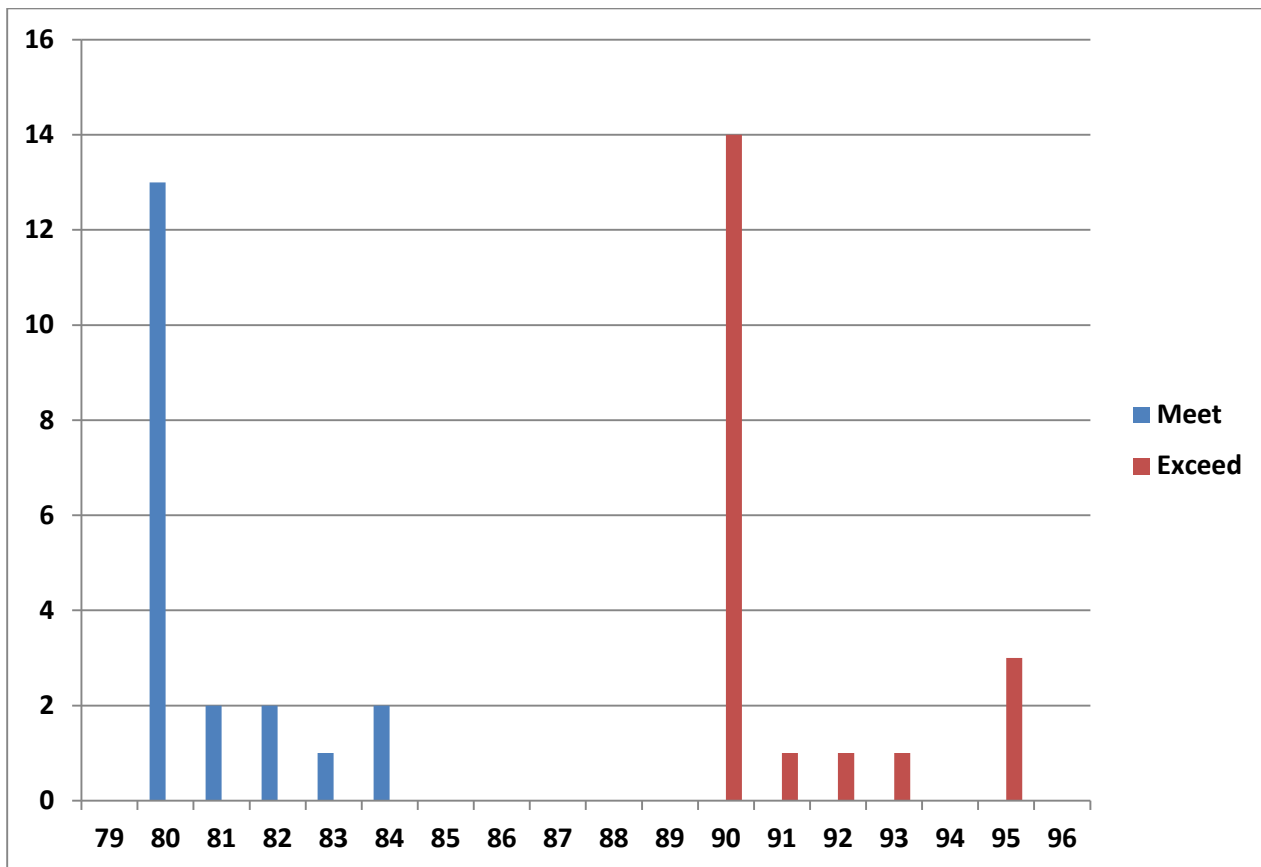


High Schools – GRADUATION RATE – Rounds 1 & 2 (Final)

Round 1

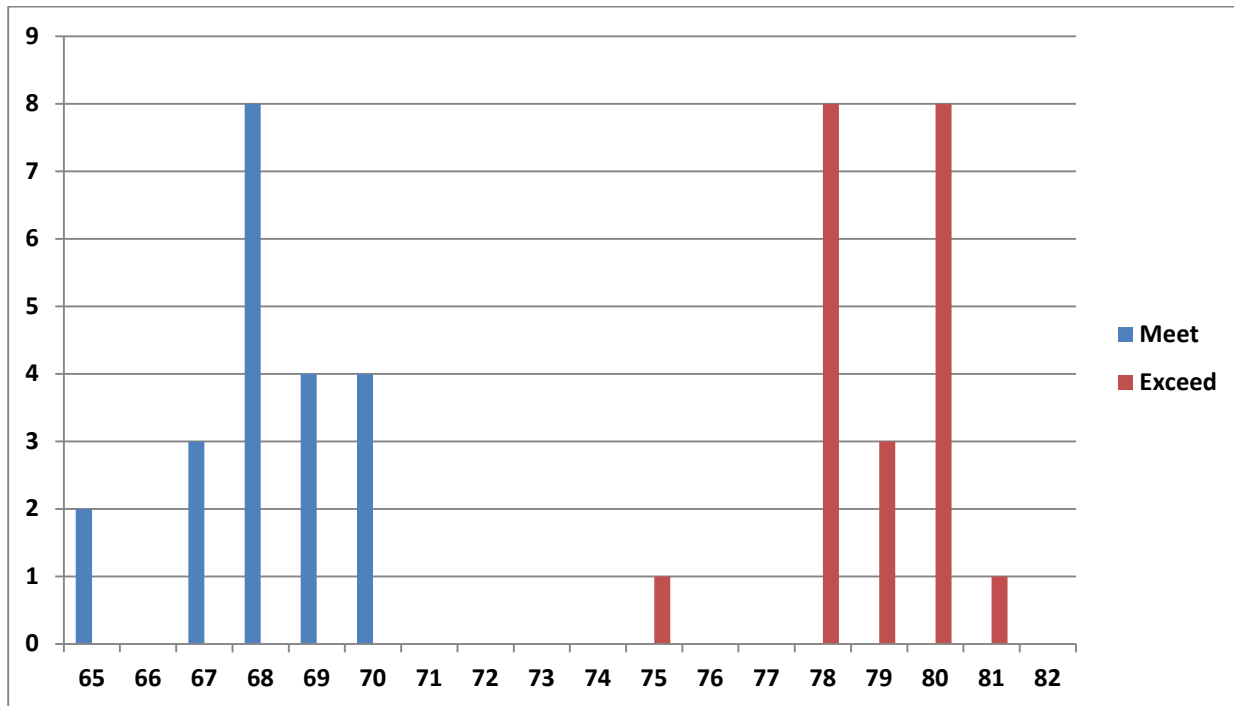


Round 2 (Final)

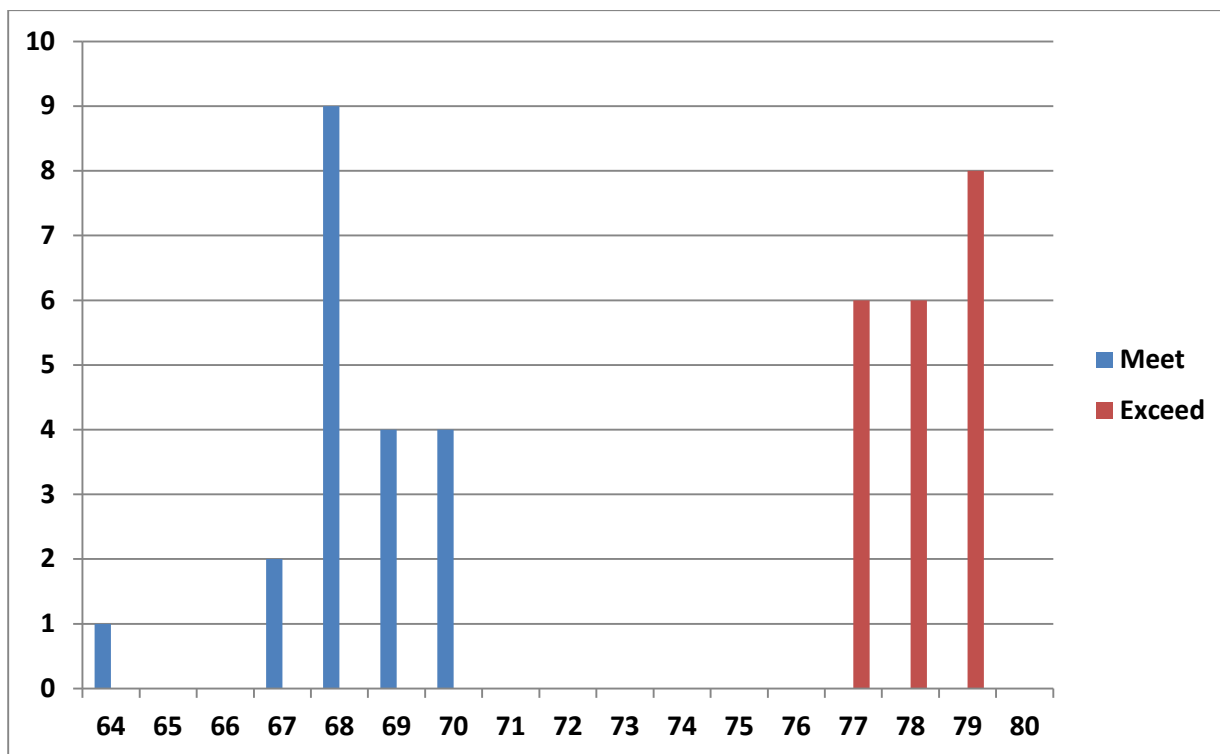


High Schools - ADDITIONAL READINESS – Rounds 1 & 2 (Final)

Round 1



Round 2 (Final)



APPENDIX E:

Target Standards for the High School *Overall Readiness* Performance Indicator – HS Graduation Rate & “Additional Readiness” Sub-Indicators (Tested ACT Readiness, Grade 9 Credits Completed & Hathaway Eligibility Levels)

Round 1 - Graduation Rate X “Additional Readiness”*

High School Graduation Rate

Additional Readiness	Below Target			Meets Target			Exceeds Target		
	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>
Below Target	21			9	12		20	1	
Meets Target	13	8			21		7	14	
Exceeds Target	1	20			12	9			21

* The tables show the number of judges recommending each possible Target level for each possible pairing of Target values for “Additional Readiness” and HS Graduation Rate. For example, 9 judges said that a school that Meets Target in HS Graduation Rate and Below Target in “Additional Readiness” should receive an Overall Readiness Target value of Below Target; the other 12 judges recommended that this pair of outcomes would yield an Overall Readiness Target value of Meeting Target.

Round 2 (Final) – Overall Readiness

High School Graduation Rate

Additional Readiness	Below Target			Meets Target			Exceeds Target		
	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>
Below Target	20			2	18		20		
Meets Target	14	6			20		5	15	
Exceeds Target		20			14	6			20

Final PJP median PI Target values are indicate in boldface above (only 20 judges for Round 2).

APPENDIX F:

High School Academic Level Performance Decision Matrix

Round 1:

Equity	Growth	Achievement								
		Below			Meet			Exceed		
		Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
Below	Below	21			13	8		7	12	2
	Meet	21			2	19			18	3
	Exceed	12	9		1	20			12	9
Meet	Below	21			3	18		1	18	2
	Meet	7	14			21			14	7
	Exceed	3	18			18	3		2	19
Exceed	Below	20	1		3	18			15	6
	Meet	4	17			19	2		3	18
	Exceed	3	18			4	17			21

For high schools with no Target level for the Equity PI:*

Growth	Achievement								
	Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
Below	19			5	14		2	16	1
Meet	13	6			19			6	13
Exceed		3	16		12	7			19

*only 19 judges

Round 2 (Final): *

Equity	Growth	Achievement								
		Below			Meet			Exceed		
		Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
Below	Below	19			13	6		2	17	
	Meet	17	2			19			18	1
	Exceed	13	6			19			10	9
Meet	Below	18	1			19			18	1
	Meet	3	16			19			14	5
	Exceed	1	18			18	1		1	18
Exceed	Below	16	3			19			17	2
	Meet	1	18			19			1	18
	Exceed	1	18			3	16			19

For high schools with no Target level for the Equity PI:* (FINAL)

Achievement

Growth	<i>Below</i>			<i>Meet</i>			<i>Exceed</i>		
	Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
<i>Below</i>	19			2	17			19	
<i>Meet</i>	12	7			19			4	15
<i>Exceed</i>	1	18			14	5			19

*PJP's median final recommended Target Levels are shown in boldface.

APPENDIX G: Judges' Recommended **School Performance Levels**

Round 1 Recommendations (19 Judges, Gray is the median judgment)

For **Grades 3-8** Schools:

Number of Judges recommending each School Performance Level, given all combinations of Target scores for Achievement, Equity & Growth *

Equity	Growth	Achievement Below				Achievement Meeting				Achievement Exceeding			
		N	P	M	E	N	P	M	E	N	P	M	E
Below	Below	19				2	17				17	2	
	Meeting	4	15				1	18				19	
	Exceeding	1	18					19				18	1
Meeting	Below	5	14				12	7			1	18	
	Meeting		19					19				9	10
	Exceeding		19					18	1			1	18
Exceeding	Below	3	16					19			1	18	
	Meeting		19					18	1				19
	Exceeding		14	5				3	16				19

* **N** = Not meeting expectations
P = Partially meeting expectations

M = Meeting expectations
E = Exceeding expectations

SPLs for Gr. 3-8 Schools Not having an Equity PI	Achievement Below				Achievement Meeting				Achievement Exceeding			
	N	P	M	E	N	P	M	E	N	P	M	E
Growth Below	19				2	16	1			3	16	
Growth Meeting	2	17					19				2	17
Growth Exceeding		18	1				14	5				19

For **High Schools**: Number of Judges choosing each School Performance Level, given all combinations of Target scores for Academic Performance & Overall Readiness *

School Performance Levels for <i>High Schools</i> Overall Readiness	Academic Performance Below Target				Academic Performance Meets Target				Academic Performance Exceeds Target			
	N	P	M	E	N	P	M	E	N	P	M	E
Below Target	19					18	1			2	17	
Meets Target		19					19				15	4
Exceeds Target		17	2				17	2				19

Round 2 (Final) Recommendations (19 Judges, Gray is the median judgment)

For Grades 3-8 Schools:

Number of Judges recommending each School Performance Level, given all combinations of Target scores for Achievement, Equity & Growth *

Equity	Growth	Achievement Below				Achievement Meeting				Achievement Exceeding			
		N	P	M	E	N	P	M	E	N	P	M	E
Below	Below	19				2	17				17	2	
	Meeting	4	15					19				19	
	Exceeding		19					19				18	1
Meeting	Below	5	14				13	6			1	18	
	Meeting		19					19				11	8
	Exceeding		19					18	1			1	18
Exceeding	Below	3	16					19			1	18	
	Meeting		19					18	1				19
	Exceeding		14	5				3	16				19

* **N** = Not meeting expectations

P = Partially meeting expectations

M = Meeting expectations

E = Exceeding expectations

SPLs for Gr. 3-8 Schools Not having an Equity PI	Achievement Below				Achievement Meeting				Achievement Exceeding			
	N	P	M	E	N	P	M	E	N	P	M	E
Growth Below	19				2	16	1			3	16	
Growth Meeting	1	18					19				1	18
Growth Exceeding		18	1				14	5				19

For **High Schools**: Number of Judges choosing each School Performance Level, given all combinations of Target scores for Academic Performance & Overall Readiness *

School Performance Levels for High Schools Overall Readiness	Academic Performance Below Target				Academic Performance Meets Target				Academic Performance Exceeds Target			
	N	P	M	E	N	P	M	E	N	P	M	E
Below Target	19					19				1	18	
Meets Target		19					19				18	1
Exceeds Target		18	1				18	1				19

APPENDIX H :

Final, PJP-Approved *School Performance Levels* for All Combinations of Performance Indicator Results – Grades 3-8 Schools & High Schools*

Grades 3-8 Schools:

2015 SPLs		Achievement Below Target	Achievement Meeting Target	Achievement Exceeding Target
Equity Below Target	Growth Below	NOT	PARTIALLY	PARTIALLY
	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	MEETING
Equity Meeting Target	Growth Below	PARTIALLY	PARTIALLY	MEETING
	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	EXCEEDING
Equity Exceeding Target	Growth Below	PARTIALLY	MEETING	MEETING
	Growth Meeting	PARTIALLY	MEETING	EXCEEDING
	Growth Exceeding	PARTIALLY	EXCEEDING	EXCEEDING

For Gr. 3-8 schools that do not have an Equity PI:

SPLs for Schools Not having an Equity PI	Achievement Below Target	Achievement Meeting Target	Achievement Exceeding Target
Growth Below Target	NOT	PARTIALLY	MEETING
Growth Meeting Target	PARTIALLY	MEETING	EXCEEDING
Growth Exceeding Target	PARTIALLY	MEETING	EXCEEDING

High Schools:

2015 School Performance Levels for High Schools	Academic Performance Below Target	Academic Performance Meets Target	Academic Performance Exceeds Target
Overall Readiness Below Target	NOT	PARTIALLY	MEETING
Overall Readiness Meets Target	PARTIALLY	MEETING	MEETING
Overall Readiness Exceeds Target	PARTIALLY	MEETING	EXCEEDING

* In these tables, the School Performance Levels are:

NOT = Not Meeting Expectations
MEETING = Meeting Expectations

PARTIALLY = Partially Meeting Expectations
EXCEEDING = Exceeding Expectations

APPENDIX I:

Summary of the Percent of Wyoming Schools Receiving Each Possible School Performance Level Using the Cutscores Recommended by the Professional Judgment Panel *

School Performance Level	Grades 3 – 8 Schools	High Schools	All Schools
Exceeding Expectations	16%	9%	15%
Meeting Expectations	35%	54%	37%
Partially Meeting Expectations	34%	28%	33%
Not Meeting Expectations	15%	9%	15%

* Some schools receive interim School Performance Levels for both Gr. 3-8 and High School, with their final overall SPL being the lower of the two levels, per the accountability model. The tabled percents are based on schools that actually receive School Performance Levels; 17 alternative high schools and 22 very small schools are not included in the above summary information.

APPENDIX J:

2014-15 Performance Level Descriptors for the Wyoming School Accountability Program

2015 Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015 Performance Level Descriptors for High Schools

Exceeding Expectations

Schools in this category are considered models of performance. These schools exceeded state target levels in overall readiness for college and careers *and* in the academic performance indicator combining the school's achievement, student growth and equity.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple indicators. All of these schools met or exceeded target in academic performance, combining achievement, student growth and equity. Their performance also met or exceeded target in overall readiness *or* exceeded target in the achievement/growth/equity indicator while being below target in overall readiness.

Partially Meeting Expectations

Schools in this category typically were below target on the academic performance indicator combining achievement, student growth and equity. Some schools met state target for achievement/growth/equity but performed below target in overall readiness for college and careers.

Not Meeting Expectations

Schools in this category performed at unacceptable levels on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of academic performance, combining achievement, student growth and equity *and* fell below state targets in overall readiness for college and careers.

References

Flicek, M. *Wyoming School Accountability, 2015 Wyoming School Performance Rating Model Implementation Handbook*. 8 June 2015. (a)

Flicek, M. *Suggested Changes to Wyoming School Performance Rating Model*. 9 April 2015. (b)

Mdb 9/15



WYOMING

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Treasurer, Sundance

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State Superintendent

SUE BELISH
Ranchester

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Ex-Officio, CCC

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: District Assessment System (DAS) Overview

Senate File 8 changed the reporting requirements for districts and eliminated the tiered diploma. These changes were the result of our three-year struggle to resolve the issue of Body of Evidence when that language was eliminated from statute. In your packet you'll find information from Deb Lindsey that she shared with districts last spring. You'll find an update from Shelly Andrews who is working with a committee of district leaders to complete a handbook for assessment directors. Finally, you'll find the rules you all passed to ensure there was no conflict between statute and rules districts were being asked to follow. You've already dealt with that issue, but it will be included in the October 15 report.



WYOMING

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Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Standards Update

We are required to update the legislative committees about the Wyoming content and performance standards. The final report is due December 1; however, Laurie Hernandez was kind enough to give us this written update as a follow up to her in-person report to you in Casper. You will be able to see from the draft what the framework for the report will be. No new information for you here other than to preview what will be included in the October 15 report about science standards (and a draft of what will actually be submitted by December 1) and the newly adopted review timeline.

State Board of Education
2015 REVISED WYOMING CONTENT & PERFORMANCE STANDARDS

Joint Education Interim Committee Report
December 1, 2015

Presented by: Brent Young, Chief Policy Officer
Written by: Laurie Hernandez, Standards Supervisor

Authority

W.S. 21-9-101, 21-9-102, and 21-2-304(c)

History

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b), and promulgate uniform standards for programs addressing the special needs of student populations specified under Wyo. Stat. § 21-9-101(c). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics including state and federal constitutions pursuant to Wyo. Stat. §21-9-102.

Over the past five years, all nine content areas have been reviewed by a Standards Content Review Committee for their respective content area. A brief summary of each content area will follow. Therefore, the State Board of Education (SBE) and the Wyoming Department of Education (WDE) have met W.S. 21-2-304(c) which states the Board shall evaluate and review the uniformity and quality of the state content and performance standards not less than once every nine (9) years. Previous to the 2015 Legislative Session, this review was not less than once every five (5) years. Also during this session, law was added that the state board, in consultation with the state superintendent, shall establish a process to receive input or concerns related to the student content and performance standards from stakeholders and members of the public at large, at any time prior to the formal review by the state board.

In 2010-11, the Wyoming Content and Performance Standards were reviewed and revised for the following content areas: Mathematics, Language Arts, and Health. These revisions were approved by the State Board of Education and signed into law by Governor Mead on July 11, 2012.

In 2011-13, the Wyoming Content and Performance Standards were reviewed and revised for the following content areas: Foreign Language and Fine & Performing Arts. These revisions were approved by the State Board of Education and signed into law by Governor Mead on November 6, 2013.

In 2012-13, the Wyoming Content and Performance Standards were reviewed and revised for the following content areas: Career & Vocational Education (C&VE), Social Studies (S.S.), Physical Education (P.E.), and Science. During the 62nd Legislature 2014 Budget Session, Footnote 3 of Section 206 prohibited the SBE and the WDE from expending funds for the review or the adoption of the Next Generation Science Standards (NGSS) which were the standards the review committee had brought forth to the SBE. On July 1, 2014, the SBE passed a motion to postpone further review of the science standards and to continue operating under the 2008 state standards for science. Chapter 10 Rules was promulgated for the revised content areas of C&VE, S.S., and P.E. as well as for the Performance Level Descriptors (PLDs) and the Standards Extensions, both for mathematics and English/Language Arts (ELA). On October 9, 2014, following a 53-day Public Comment Period and Public Hearings at 14 sites across Wyoming, the SBE adopted the revised standards for C&VE, S.S., and P.E., as well as the PLDs and the Standards Extensions for mathematics and ELA. These revisions were signed into law by Governor Mead on December 31, 2014.

Actions

Wyoming Standards: Science

- March 2015 - the Legislature revoked Footnote 3 from the previous session, lifting the restrictions on the science standards review.
- March 17, 2015 - The state board directed the WDE to establish a process that would reengage a science standards committee, comprised of members from the original committee and adding eight (8) parents, four (4) higher education members, and eight (8) business and community members to ensure quality science standards. The motion also carried to use the work of the previous committee and add additional resources. Per added legislation, public input would be collected before a recommendation is sent to the SBE. A motion also carried to direct the WDE to establish a narrative communication committee to support the Science Standards Review Committee (SSRC) in developing the narrative surrounding the support of implementing the standards.
- April 3-20, 2015 – A call for Participants to serve on the Science Standards Review Committee (SSRC) was open and announce through the press, the WDE website, and a Superintendent’s Memo to districts.
- May 20, 2015 - The SSRC met virtually to learn the standards review process and receive information on the individual work to be done prior to the first committee meeting.
- May – June 2015 – Regional Public Input Meetings were held in five (5) locations around the state to gather public input on what citizens wanted the SSRC to know as they reviewed and revised science standards.
- June 15-16, 2015 – SSRC had their first 2-day meeting.
- August 11-12, 2015 – SSRC had their second 2-day meeting.
- November 2015 – The SSRC is expected to meet again in mid-November.

Financial

No funds were appropriated by the state legislature for the revision of the Wyoming Content and Performance Standards.

Results

The Science Standards Review Committee (SSRC) is continuing their work on revising the science standards. This work is expected to be completed in late 2015 or early 2016. The WDE anticipates opening a public comment period in the spring of 2016.

Recommendations

There are no recommendations at this time.

DRAFT

9-Yr Plan for Standards Review per SBE on 05-19-15

Core Content Area (in yellow)	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
SCIENCE (2008)	Proposed Review Cycle											
MATH (2012)			Proposed Review Cycle									
FINE & PERFORMING ARTS (2013)					Proposed Review Cycle							
HEALTH (2012)					Proposed Review Cycle							
PHYSICAL EDUCATION (2014)					Proposed Review Cycle							
LANGUAGE ARTS (2012)							Proposed Review Cycle					
FOREIGN LANGUAGE (2013)							Proposed Review Cycle					
SOCIAL STUDIES (2014)									Proposed Review Cycle			
CAREER & VOCATIONAL ED. (2014)									Proposed Review Cycle			
SCIENCE (2016?)											Proposed Review Cycle	



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Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Exemption Request

There is also no new information regarding the exemption request to the USDOE about testing every other year. You have already received all this information; however, it is required to be included in the report. Therefore, I need you to see it and approve the submission.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Wyoming

Jillian Balow
Superintendent of Public Instruction

Dicky Shanor
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May 18, 2015

Patrick Rooney, Deputy Director
Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Mr. Rooney,

Thanks for spending the time on May 5th to discuss our pending request to ED seeking approval for modifying our statewide assessment program. Consistent with Enrolled Act 87 from the 2015 Legislative Session, we'll propose to test Wyoming students in every other grade (3, 5, 7, 9 and 11) and include with our proposal the results of our examination of the concurrent effects on the school accountability system required under the Wyoming Accountability in Education Act. As we discussed, it was the Wyoming Legislature's intent to reduce the burden of standardized testing in our 48 districts without sacrificing the reliability and validity of our state's school accountability system.

Accountability staff at the Wyoming Department of Education will conduct a number of analyses to determine how we can best measure and report our indicators of school quality at the elementary and middle school level (achievement, growth, and equity) and at high school (achievement, equity, and readiness). For reference, summaries of our current accountability system can be found here: <http://edu.wyoming.gov/educators/accountability/state-school-accountability/>

We understand that the purpose in NCLB of requiring every grade testing (3-8 and once in high school) is to ensure that states can – in a transparent manner -- hold all schools accountable for their performance and to provide sufficient information to inform school improvement efforts over time. We look forward to providing you with this information over the next few months.

Sincerely,

Brent Young, Chief Policy Officer

BY/dl



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Mr. Brent Young
Chief Policy Officer
Wyoming Department of Education
Hathaway Building, Second Floor
Cheyenne WY 82002

JUN 15 2015

Dear Mr. Young:

Thank you for your May 18, 2015, letter to Deputy Director Patrick Rooney, Office of State Support, U.S. Department of Education (ED) concerning recently passed legislation, Act 87, regarding Wyoming's Statewide assessment system. ED understands that under Act 87 Wyoming will propose to test Wyoming students in every other grade, specifically grades 3, 5, 7, 9, and 11. This proposal would be in direct violation of requirements under the Elementary and Secondary Education Act of 1965, as amended (ESEA).

First, please let me emphasize the importance of the assessment requirements under the ESEA. The assessment requirements are focused on ensuring that parents and educators have the information they need to help every student be successful and on protecting equity for all students by maintaining a consistent measure of what students know and are able to do regardless of where they live. High-quality, annual Statewide assessments are essential to providing critical information about student achievement and growth to parents, teachers, principals, and administrators at all levels. When that system is aligned with the academic content and achievement standards that a State expects all children to know and be able to do, it provides the road map for aligning instruction to the academic needs of students identified by the assessment system. High-quality, annual Statewide assessments provide information on *all* students so that educators can improve educational outcomes, close achievement gaps among subgroups of historically underserved students, increase equity, and improve instruction.

ESEA section 1111(b)(3) (20 U.S.C. § 6311(b)(3)) requires a State educational agency (SEA) that receives funds under Title I, Part A of the ESEA to implement in each local educational agency (LEA) in the State a set of high-quality, yearly academic assessments that includes, at a minimum, assessments in mathematics, reading or language arts, and science.

Under ESEA section 1111(b)(3)(C) (20 U.S.C. § 6311(b)(3)(C)) and 34 C.F.R. § 200.2, the State assessments must —

- Be the same academic assessments used to measure the achievement of all children (§ 1111(b)(3)(C)(i); § 200.2(b)(1));

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- Be designed to be valid and accessible for use by the widest possible range of students, including students with disabilities and English learners (§ 200.2(b)(2));
- Be aligned with the State’s challenging academic content and achievement standards and provide coherent information about student attainment of the standards (§ 1111(b)(3)(C)(ii); § 200.2(b)(3));
- Be used for purposes for which they are valid and reliable and be consistent with relevant, nationally recognized professional and technical standards (§ 1111(b)(3)(C)(iii); § 200.2(b)(4));
- Be supported by evidence from the test publisher or other relevant sources that the assessment system is of adequate technical quality for each required purpose (§ 1111(b)(3)(C)(iv); § 200.2(b)(5));
- Involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include single or multiple question formats that range in cognitive complexity within a single assessment and multiple assessments within a subject area (§ 1111(b)(3)(C)(vi); § 200.2(b)(7));
- Provide for the participation of all students in the tested grades, including students with disabilities, who must be provided reasonable accommodations, and English learners, who must be assessed in a valid and reliable manner and provided reasonable accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what those students know and can do in academic content areas until they have achieved proficiency in English (§ 1111(b)(3)(C)(ix); §§ 200.2(b)(9), 200.6);
- Assess English learners who have been in schools in the United States for three or more consecutive years in English on the reading/language arts assessments, except that, on a case-by-case basis, an LEA may assess those students in their native language for not more than two additional years (§ 1111(b)(3)(C)(x));
- Produce individual student interpretive, descriptive, and diagnostic reports that allow parents, teachers, and principals to understand and address the specific academic needs of students (§ 1111(b)(3)(C)(xii); § 200.2(b)(11));
- Enable results to be disaggregated within each State, LEA, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students compared to students who are not economically disadvantaged (§ 1111(b)(3)(C)(xiii); § 200.2(b)(10));
- Be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, but do not measure personal or family beliefs or attitudes (§ 1111(b)(3)(C)(xiv); § 200.2(b)(8)); and
- Enable the production of itemized score analyses (§ 1111(b)(3)(C)(xv); § 200.2(b)(12)).

For each grade and subject assessed, a State’s academic assessment system must —

- Address the depth and breadth of the State’s academic content standards;
- Be valid, reliable, and of high technical quality; Express student results in terms of the State’s academic achievement standards; and
- Be designed to provide a coherent system across grades and subjects. 34 C.F.R. § 200.3(a).

In applying for funds under Title I, Part A of the ESEA, the SEA assured that it would administer the Title I, Part A program in accordance with all applicable statutes and regulations (see ESEA section 9304(a)(1)). Similarly, each LEA that receives Title I, Part A funds assured that it would administer its Title I, Part A program in accordance with all applicable statutes and regulations (see ESEA section

9306(a)(1)). If an SEA does not ensure that all students are assessed, ED has a range of enforcement actions it can take (described below). The SEA has similar enforcement actions available to it with respect to an LEA that does not ensure that all students participate in the State assessments, including withholding the LEA's Title I, Part A funds (20 U.S.C. § 1232c(b)).

If an SEA fails to comply with the assessment requirements in the ESEA, ED may do any of the following: 1) send a written request to the SEA that it come into compliance, increasing monitoring, placing a condition on the SEA's Title I, Part A grant award, placing the SEA on high-risk status (34 C.F.R. § 80.12); 2) issue a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e)); 3) enter into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C. § 1234f)); 4) withholding all or a portion of the SEA's Title I, Part A administrative funds (ESEA section 1111(g)(2) (20 U.S.C. § 6311(g)(2))); or 5) suspend and then withhold, all or a portion of the State's Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)). An SEA has similar enforcement actions available to it with respect to noncompliance by an LEA, including withholding an LEA's Title I, Part A funds. *See, e.g.*, GEPA section 440 (20 U.S.C. § 1232c(b)).

The specific enforcement action(s) ED would take depends on the severity of non-compliance. For example, if an SEA has developed a Statewide assessment system but that system is not approvable because it fails to meet all statutory and regulatory requirements, ED might condition the SEA's Title I, Part A grant award, place the SEA on high-risk status, enter into a compliance agreement, or withhold State administrative funds. ED has, in fact, withheld Title I, Part A administrative funds under ESEA section 1111(g) (20 U.S.C. § 6311(g)) from a number of States for failure to comply with the assessment requirements in ESEA section 1111(b)(3). If an SEA or LEA refuses to implement an assessment system that meets the statutory and regulatory requirements, ED might seek to withhold programmatic funds from the State and expect the SEA to withhold from the LEA. Clearly, if an SEA or LEA fails to comply with the assessment requirements in the ESEA, it could place its Title I, Part A funds in jeopardy. In addition, the SEA or LEA could find itself out of compliance with a wide range of additional Federal programs that rely on statewide assessment results, putting additional funds at risk. These additional programs include those targeting students most at risk including, but not limited to: the School Improvement Grants (SIG) program; ESEA Title III; Part B of the Individuals with Disabilities Education Act (IDEA); programs for rural schools under ESEA Title VI; migrant education under ESEA Title I, Part C; and programs focused on professional development and other supports for teachers, such as ESEA Title II.

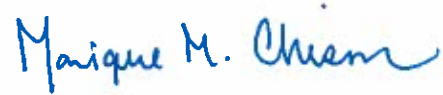
Please note that an LEA may not avoid administering the State assessments required under ESEA section 1111(b)(3) by declining to accept Title I, Part A funds. As noted above, the assessment requirements are State-level requirements that apply to any SEA that accepts Title I, Part A funds. That SEA must then administer its assessments statewide—including to students in LEAs that do not participate in Title I.

As noted above, an SEA or its LEAs may find themselves out of compliance with other Federal programs that use student achievement results as well, including programs targeting students most at risk including, but not limited to: SIG; ESEA Title III; Part B of the IDEA; programs for rural schools under ESEA Title VI; migratory students under ESEA Title I, Part C; and programs focused on professional development and other supports for teachers, such as ESEA Title II.

Page 4 – Mr. Brent Young

Please do not hesitate to contact me if you need additional information or clarification. If you have any additional questions, please contact Monika Kincheloe or Chuenee Boston at: OSS.Wyoming@ed.gov. Thank you for your continued commitment to enhancing education for all of Wyoming's students.

Sincerely,



Monique M. Chism, Ph.D.
Director
Office of State Support

I. Waiver requirements set forth in No Child Left Behind:

As we discussed, there is language in the law that gives states the right to request a waiver at any time (and does not have to fall within the parameters of [ESEA flexibility](#)). The waiver requirement is in [Section 9401](#) of NCLB. In short:

A State educational agency, local educational agency, or Indian tribe that desires a waiver shall submit a waiver request to the Secretary that —

(A) identifies the Federal programs affected by the requested waiver;

(B) describes which Federal statutory or regulatory requirements are to be waived and how the waiving of those requirements will —

(i) increase the quality of instruction for students; and

(ii) improve the academic achievement of students;

(C) describes, for each school year, specific, measurable educational goals, in accordance with section 1111(b), for the State educational agency and for each local educational agency, Indian tribe, or school that would be affected by the waiver and the methods to be used to measure annually such progress for meeting such goals and outcomes;

(D) explains how the waiver will assist the State educational agency and each affected local educational agency, Indian tribe, or school in reaching those goals; and

(E) describes how schools will continue to provide assistance to the same populations served by programs for which waivers are requested.

II. Summary of current law ([Section 1111\(b\)\(3\)](#)):

States must assess all students annually in reading/language arts and mathematics in grades 3-8, and once in high school. States must assess all students in science one time in each grade span (3-5, 6-9, and 10-12). States must assess all students using the same assessment instrument.

III. Key questions USED will likely ask:

Given the requirements of the current law, one of the underlying questions we would anticipate USED asking is how annual determinations will be made in the years in which the statewide summative assessment is not given (what I refer to as the “off” years below). They would then want to understand the impact of that on things like your accountability determinations, public reporting to parents and students, and disaggregation of data. As part of this, one key consideration will be if students are all doing the same thing in the off year or different things (for example, if students are taking performance-based assessments and those get rolled up into one annual determination are those the same across the state or not).

Questions about measures of student progress:

- Will you make an annual determination about student progress in the off grades? What will that be based on?

- How will you ensure that any measure of assessment used is valid and reliable?
- How will you ensure comparability across schools and districts?

Questions about reporting:

- What information will you give to parents and students about their progress in the off grades?
- How will you publicly report data disaggregated by subgroup?

Questions about accountability:

- How will you make accountability determinations in the off grades when you don't give the statewide summative assessment?
- How will you measure growth?

IV. Additional considerations:

- Framing your request in terms of why your proposed approach will (from NCLB Section 9401):

(i) increase the quality of instruction for students; and

(ii) improve the academic achievement of students;

- Mentioning in your request any data analysis you have done on this (equity calculations, etc.)
- Indicating in your request that a task force is being formed to address this issue
- If you decide to request this as a separate waiver (separate from the [ESEA flexibility](#), which is what is driving the other types of waivers states are dealing with), you could indicate that you will submit a more comprehensive waiver outlining your plan for accountability
- CCSSO has a resource to support states that are considering some of these issues that may also be helpful – [CCSSO's Decision Framework](#)
- It may be helpful to check out the NH resources as well
- <http://www.education.nh.gov/assessment-systems/pace.htm>. The FAQs provide a helpful overview. You can also see their actual proposal.



WYOMING

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MEMORANDUM

July 13, 2015

To: Senator Hank Coe and Representative David Northrup, Joint Education Committee Co-Chairs

From: Pete Gosar, Chair

RE: US Department of Education Exemption Request

You all received a copy of the letter sent from the United States Department of Education (USDOE) to Brent Young, Wyoming Department of Education (WDE) Chief Policy Officer, in response to the request to administer the statewide assessment in alternative grades or grade bands. That request was made by the WDE on behalf of the State Board of Education as per the language in SF8 which was passed last legislative session.

The USDOE noted that every other year testing would be in direct violation of the Elementary and Secondary Education Act as amended and outlined the possible consequences of pursuing such a path. At this time, the board feels it has met the statutory obligation of submitting the exemption request as soon as was feasible, exploring and discussing the issues with the USDOE through the WDE contacts, and updating your committees. Please let us know, however, if further follow-up is desired and requested.

However, the work on statewide assessment did not end when the WDE received the response on the assessment exemption request. The statewide assessment task force is exploring options related to the statewide assessment system and a recommendation from the task force regarding assessment options will be forthcoming by the October 15, 2015 deadline.

We look forward to updating you in person regarding these assessment issues and others. Please contact Paige Fenton Hughes at 307.349.4506 or paige.fentonhughes@gmail.com if you have any questions.

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Chair, Laramie

KATHY COON
Vice Chair, Lusk

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Treasurer, Sundance

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CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: System of Support

We are also required to include an update about system of support in the LSO report. Joel Dvorak received the contract to work on the strategic planning of the system of support. He'll be on hand in Pinedale to provide you an update about the direction the planning is taking. There is no written correspondence for your review on this planning yet. Brent will provide additional details about other work around the system of support that is taking place internally at the WDE. I do need you to pay particular attention to the documents in your packet and these presentations pertaining to system of support because I'll be asking for a lot of input from you regarding the actual content of the section of the report we'll send to LSO. I'll be needing you to help me shape this language to reflect the board's current reality.



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Brent Young, WDE
DATE: September 15, 2015
RE: System of Support

Meeting Date: September 23, 2015

Agenda Item: System of Support Strategic Plan Update

Item Type: Action: _____ Informational: x

Background:

Joel Dvorak was awarded the contract to develop Wyoming's system of support strategic plan. Mr. Dvorak will provide a review of his work to date and be available for questions.

Statutory References (if applicable):

21-2-204 (f)

Fiscal Impact (if applicable):

Legislature set aside \$750,000 for the system of support to fund technical expertise and other activities in designing the system. An annual report of these activities is provided to the legislature.

Supporting Documents/Attachments:



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Brent Young, WDE
DATE: September 15, 2015
RE: WDE/System of Support Update

Meeting Date: September 23, 2015

Agenda Item: WDE Update

Item Type: Action: _____ Informational: x

Background:

Some of the discussion during the August 13, 2015, board meeting was centered on the importance of an evaluation plan to be in place for the statewide system of support. The Wyoming Department of Education (WDE) met with a team from Education Northwest to explore evaluation for our system of support. Members of this team were involved in developing Idaho's support system and were involved in the evaluation of the system. The department's plan is to meet again with this group in late September or early October to discuss examples of evaluations they have provided and to examine our next steps in building a plan to evaluate the supports identified for Wyoming's system. The document attached from Education Northwest was given to the department as one of the examples to review. In this report, a finding was made that cautions Idaho from using their identified evaluation model for making school improvement decisions. Education Northwest is able to use findings from this and other studies to help Wyoming identify approaches to evaluating our identified supports.

Statutory References (if applicable):

21-2-204 (f)

Fiscal Impact (if applicable):

Legislature set aside \$750,000 for the system of support to fund technical expertise and other activities in designing the system. These funds would be used to enter into a contract for the planning and development of an evaluation model.

Supporting Documents/Attachments: "Connections between teacher perceptions of school effectiveness and student outcomes in Idaho's low-achieving schools" and ETA Budget

Connections between teacher perceptions of school effectiveness and student outcomes in Idaho's low-achieving schools

Caitlin Scott
Danette Parsley
with Traci Fantz
Education Northwest

Key findings

This study examined the survey responses of teachers from 75 Idaho schools working on school improvement. The schools with higher teacher reports of the presence of the goals, processes, and supports essential for student success did not have higher rates of reading proficiency, math proficiency, or attendance.

REL 2014–012

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the widespread dissemination of the results of research and evaluation throughout the United States.

March 2014

This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-003 by Regional Educational Laboratory Northwest administered by Education Northwest. The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This REL report is in the public domain. While permission to reprint this publication is not necessary, it should be cited as:

Scott, C., Parsley, D., & Fantz, T. (2014). *Connections between teacher perceptions of school effectiveness and student outcomes in Idaho's low-achieving schools* (REL 2014–012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

This report is available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.

Summary

Policymakers and practitioners frequently use teacher surveys to inform decisions on school improvement efforts in low-achieving schools. But there is little empirical evidence on how the results of these surveys relate to student outcomes. This study provides information on how perception data from a teacher survey in Idaho is correlated with three student outcomes: reading proficiency, math proficiency, and attendance.

The Idaho State Department of Education uses the Educational Effectiveness Survey (EES), an annual teacher survey developed and administered by the Center on Educational Effectiveness, to gather information on school qualities believed to be the goals, processes, and supports essential for school success. Used widely in the Northwest Region, the survey is similar to teacher perception surveys used nationally. This study covers the 75 low-achieving Idaho schools that used the state's school improvement services and took the EES in 2012.

The analyses of the survey data revealed that teachers' perceptions of the presence of essential goals, processes, and supports were generally not related to reading proficiency, math proficiency, or attendance. A few significant relationships were found in subsamples of schools. For example, the essential support defined in the survey as "effective school leadership" was significantly related to reading proficiency in 2011 in the 33 schools with data for 2010, 2011, and 2012. A significant positive relationship was also found between school attendance in elementary schools in 2012 and teacher ratings of five of nine other essential goals, supports, and processes.

The weak relationship between teacher perceptions on the EES and student outcomes does not support the use of the EES as an indicator of academic progress in Idaho's low-achieving schools, particularly not as the sole indicator. Other uses of perception data from the EES—such as measuring teacher satisfaction with school environments—may be useful for practitioners but were not examined in this study.

The findings suggest that Idaho educators and others using teacher perception surveys should proceed cautiously in making decisions based on perception surveys. For example, researchers and policymakers should consider how well survey measures relate to desired student outcomes and provide useful information on the effectiveness of school improvement efforts. They might also consider using data from other sources to assess the school goals, processes, and supports they seek to investigate through teacher surveys.

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Why this study?

Many education practitioners and policymakers use teacher surveys to track progress and evaluate the success of school improvement efforts. Such surveys range from district-administered surveys in large districts such as Chicago (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010) and New York (McCormick & Nathanson, 2013) to commercial surveys intended to inform state decisions on school assistance (Center for Educational Effectiveness, 2008) to surveys used primarily for school accreditation (Weaver & Barile, 2011). But little research has explored how well the results of teacher surveys correlate with the student outcomes that school improvement efforts seek to affect. (Appendix A provides detailed information on research related to this study.)

This study examines whether teacher ratings of school goals, processes, and supports on the Educational Effectiveness Survey (EES; box 1) correlate with three key outcomes in Idaho's low-achieving schools: reading proficiency, math proficiency, and attendance. (Box 2 looks at how the Idaho State Department of Education uses the EES; box 3 and appendix B detail the data sources and methods used in the study.)

This study examines whether teacher ratings of school goals, processes, and supports on the Educational Effectiveness Survey correlate with three key outcomes in Idaho's low-achieving schools

Box 1. About the Educational Effectiveness Survey

The Center for Educational Effectiveness developed the Educational Effectiveness Survey based on a research synthesis conducted by school improvement specialists at the Washington Office of Superintendent of Public Instruction in 2003 and revised in 2007 (Shannon & Bylsma, 2003, 2007). That synthesis identified nine dimensions as the essential goals, processes, and supports needed for school success:

- *Clear and shared focus.* All teachers and staff know where they are going and why, based on a focus on a shared vision and an understanding of their role in realizing it. The focus and vision are derived from common beliefs and values, creating a consistent direction for all involved. (Sample item: The school has a clear sense of purpose.)
- *High standards and expectations for all students.* Teachers and staff believe that all students can learn and meet high standards. While some students must overcome substantial barriers, the barriers are not seen as insurmountable. Students are offered an ambitious and rigorous course of study. (Sample item: All students are expected to achieve high standards.)
- *Effective school leadership.* Effective instructional and administrative leadership is required to implement change. Effective leaders seek needed help and nurture an instruction program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles; teachers and other staff members, including those in the district office, often have a leadership role. (Sample item: People in leadership roles act with integrity.)
- *High levels of collaboration and communication.* There is strong teamwork among teachers across all grades and with other staff. Everyone is involved and connected—including parents and other members of the community—in identifying problems and working on solutions. (Sample item: Teachers discuss teaching issues on a regular basis.)
- *Curriculum, instruction, and assessment aligned with standards.* The planned and actual curricula align with the essential academic learning requirements. Research-based teaching

(continued)

Box 1. About the Educational Effectiveness Survey (continued)

strategies and materials are used. Staff members understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated. (Sample item: The school's curriculum aligns with state standards.)

- *Frequent monitoring of learning and teaching.* A steady cycle of different assessments identify students who need help. These students receive more support and instruction time, either during the school day or at other times. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instruction programs. (Sample item: Students receive regular feedback about what they need to do to improve.)
- *Focused professional development.* A strong emphasis is placed on training staff in areas with the most need. Feedback from learning and teaching focuses on extensive and ongoing professional development. The support aligns with the school or district vision and objectives. (Sample item: Assessment results are used to determine professional learning activities.)
- *Supportive learning environment.* The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized, and small learning environments increase student contact with teachers. (Sample item: Students feel safe on school property during school hours.)
- *High levels of family and community involvement.* There is a sense that all involved—families, businesses, social service agencies, and community colleges and universities—have a responsibility to educate students, not just teachers and school staff. (Sample item: The staff believes that students learn more through effective family support.)

Shannon and Bylsma's literature review (2007) suggests that all nine dimensions are equally important and must be addressed simultaneously to promote school improvement. (The full survey can be found at <http://extranet.educationnorthwest.org/sites/default/files/nine-characteristics-survey.pdf>.)

Box 2. About the Idaho State Department of Education's use of the Educational Effectiveness Survey

In 2008 the Idaho State Department of Education based a major overhaul of its support system on the goals, processes, and supports essential for student success discussed in box 1. The No Child Left Behind Act of 2001 requires states to identify schools in need of improvement based on a failure to make adequate yearly progress toward targets set by the state for two or more consecutive years, to create a statewide support system for schools with longer histories of failing to meet these targets, and to identify distinguished educators who can help deliver these supports (No Child Left Behind Act of 2001, 2002). Several studies have reported on the limited capacity of states to provide this technical assistance (Edwards, 2006; Le Floch, Boyle, & Therriault, 2008; Minnici & Hill, 2007), and Idaho is one of many states continuing to refine its system.

When a school enters improvement status, the Idaho State Department of Education offers up to three years of capacity-building services (on-site and remote technical assistance

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Box 2. About the use of the Educational Effectiveness Survey by the Idaho State Department of Education *(continued)*

and professional development from retired educators recognized as leaders and experts in school improvement). Providers of capacity-building services work with principals and school leadership teams on school improvement plans to increase the staff-reported presence of targeted school goals, processes, and supports (S. Underwood, director of the Idaho statewide system of support, personal communication, April 12, 2012).

To evaluate these capacity-building efforts and to pinpoint which services to provide in each school, the state hired the Center for Educational Effectiveness to administer its multi-item Educational Effectiveness Survey (EES) annually, beginning in 2008, to all schools that receive such services (Lane, 2010; Underwood, 2013). The school-based reports show the mean score for each item as rated by teachers. For example, a survey that shows low teacher ratings for “collaboration and communication among staff members” might suggest that the school improvement plan call for more team planning time and professional development in effective communication strategies.

These components—capacity-building services and the administration of the EES—remain the basis of Idaho’s school support system. A 2010 external case study confirmed that research on essential school goals, processes, and supports did indeed inform the capacity-building services and that the service providers reported using this framework in their work with schools and districts (Lane, 2010). Several Idaho school and district officials have testified to the usefulness of capacity-building services (Scott, McMurrer, McIntosh, & Dibner, 2012).

Although the goals, processes, and supports identified in Shannon and Bylsma (2003, 2007) and measured through the EES are frequently found in higher achieving schools, the evidence of the relationship between use of EES measures and long-term student outcomes such as test scores and attendance remains limited.

Box 3. Data sources and methods

This study used two main data sources: the Educational Effectiveness Survey (EES) and publicly available data from the Idaho State Department of Education. The survey data included teacher responses on the 2012 EES for 75 schools designated by the Center for Educational Effectiveness as receiving capacity-building services. The study also examined data for a subset of 33 schools that had received services and participated in the EES for three years (2010, 2011, and 2012). Of the 107 items on the EES (version 9), 86 measured school staff members’ perceptions of the presence of nine dimensions related to school goals, processes, and supports. All teachers in the 75 schools were invited to participate: 1,745 teachers responded in 2012 (91 percent of teachers). For the subset of 33 schools 820 teachers responded in 2010 (87 percent), 830 responded in 2011 (86 percent), and 863 responded in 2012 (89 percent; see table B2 in appendix B). No school with a below-average return rate had fewer than four teachers who responded.

The publicly available school-level information from the Idaho State Department of Education included data on reading proficiency, math proficiency, attendance, and percentage of students eligible for free or reduced-price lunch for 2010, 2011, and 2012. Reading and math

(continued)

Box 3. Data sources and methods *(continued)*

proficiency and attendance were used as student outcome measures; the percentage of students eligible for free or reduced-price lunch was used as a proxy for poverty at each school.¹ More than 90 percent of schools had data for all variables (see table B3). Attendance data were available for only 2010 and 2012; the 2011 data were lost during a database conversion. In general, average proficiency rates rose slightly from 2010 to 2012, as did teachers' average self-reports on most of the nine dimensions (see table C5 in appendix C). Attendance remained stable. Although other research on the EES does not use attendance as a variable (Bylsma, 2008; Thacker & Becker, 2012), this study did, because other research suggests that attendance frequently influences performance (Conard, 2006; Durán-Narucki, 2008).

The data were analyzed in three steps: descriptive analyses, including examination of scatterplots and histograms; correlations between EES data and reading and math proficiency and student attendance; and regression analyses using reading and math proficiency and student attendance as outcome variables, the percentage of students eligible for free or reduced-price lunch as a covariate, and each EES dimension as the independent variable. Both correlations and regressions used the Benjamini-Hochberg correction to adjust for multiple comparisons. Separate analyses were also conducted for elementary schools ($n = 35$) and secondary schools ($n = 39$). One school did not fall into either category. Appendix B provides more detail on data sources and methods.

1. The National School Lunch Program provides free lunch for students from households at or below 130 percent of the poverty line and reduced-price lunch for students from households at 131–185 percent of the poverty line. Poverty lines are established and updated by the U.S. Department of Health and Human Services.

For the 75 schools receiving capacity-building services in 2012, 28 of the 30 correlations were positive; however, none of the correlations was statistically significant

Study findings

This section discusses the study's three key findings on the relationship between student outcomes (reading and math proficiency and attendance) and teacher ratings on the EES of school goals, processes, and supports.

No relationship between student outcomes and teacher ratings of school goals, processes, and supports for the full sample of schools in 2012

For the 75 schools receiving capacity-building services in 2012, 28 of the 30 correlations were positive (table 1). (Schools with higher mean scores on the EES also had higher mean proficiency and attendance rates.) However, none of the correlations was statistically significant.¹

The relationship between teacher survey data from the EES and the publicly available outcome data for the 75 schools in 2012 was further examined through a series of 30 linear regression analyses at the school level. In each linear regression the dependent variable was one of the three school-level outcomes (reading proficiency rates, math proficiency rates, or attendance rates), and the variable of interest was 1 of the 10 survey dimensions (nine dimensions and the mean of all dimensions). The percentage of students eligible for free or reduced-price lunch was a covariate that served as a proxy controlling for the level of need of the student body, because several studies have confirmed the link between school-level percentages of students eligible for free or reduced-price lunch and student outcomes (Kahlenberg, 2001). No EES dimension was found to be significantly related to an outcome of interest (table 2).

Table 1. No statistically significant correlations between school-level Educational Effectiveness Survey data and student outcomes for all schools, 2012

Dimension	Pearson product-moment correlation coefficients		
	Percentage of students proficient in reading (<i>n</i> = 73)	Percentage of students proficient in math (<i>n</i> = 73)	Student attendance rate (<i>n</i> = 70)
Frequent monitoring of learning and teaching	.11	.24	.20
Supportive learning environment	.08	.13	.21
Effective school leadership	.07	.07	.16
High levels of collaboration and communication	.05	.10	.23
High levels of family and community involvement	.05	.05	.19
Focused professional development	.04	.14	.22
Curriculum, instruction, and assessment aligned with standards	.02	.20	.23
Clear and shared focus	.00	.10	.17
High standards and expectations for all students	-.17	-.03	.16
Total items	.04	.13	.22

None of the 30 correlations for secondary schools was statistically significant.

Note: Of the 75 schools in the sample, 2 were missing data on reading proficiency, 2 were missing data on math proficiency, and 5 were missing data on attendance. Each cell represents the estimated correlations between the EES dimension for that cell's row (row header) and the student outcome for that cell's column (column header). Rows are ordered by the largest correlation for reading.

Source: Authors' analysis of data from the Educational Effectiveness Survey (2012).

No statistically significant relationships in elementary or secondary schools between teacher ratings and reading or math proficiency, but some between teacher ratings and attendance for elementary schools

Correlations were stronger for elementary schools than for secondary schools (table 3). However, as with the complete sample, no statistically significant relationships were found between teacher ratings and reading or math proficiency rates. Of the 10 relationships tested (nine dimensions and the mean of all dimensions), only 6 showed statistically significant correlations between teacher ratings and student attendance rates for elementary schools:

- Effective leadership ($r^2 = .47$).
- Frequent monitoring of learning and teaching ($r^2 = .46$).
- Focused professional development ($r^2 = .46$).
- High levels of collaboration and communication ($r^2 = .41$).
- Supportive learning environment ($r^2 = .40$).
- Mean for all dimensions ($r^2 = .43$).

None of the 30 correlations for secondary schools was statistically significant. And 26 of the 30 were negative, meaning that schools with lower average EES ratings had higher proficiency and attendance rates, though these correlations could have occurred by chance.

One statistically significant relationship between teacher ratings and student outcomes for the subsample of 33 schools that conducted the survey in 2010, 2011, and 2012

The only statistically significant relationship found for the subsample of 33 schools with data for three years was between effective school leadership and reading proficiency in

Table 2. Results of linear regressions showed no significant relationships

Dimension	Linear regression correlation coefficients (standard errors)		
	Reading (n = 73) ^a	Math (n = 73) ^a	Attendance (n = 70) ^b
Frequent monitoring of learning and teaching	0.020 (0.02)	0.066 (0.03)	0.028 (0.02)
Supportive learning environment	0.013 (0.03)	0.040 (0.04)	0.037 (0.02)
High levels of collaboration and communication	0.011 (0.02)	0.029 (0.04)	0.037 (0.02)
Effective school leadership	0.011 (0.02)	0.017 (0.03)	0.023 (0.02)
Focused professional development	0.008 (0.02)	0.038 (0.03)	0.032 (0.02)
High levels of family and community involvement	0.004 (0.02)	0.007 (0.03)	0.028 (0.02)
Curriculum, instruction, and assessment aligned with standards	0.002 (0.02)	0.058 (0.04)	0.039 (0.02)
Clear and shared focus	0.002 (0.03)	0.039 (0.05)	0.034 (0.03)
High standards and expectations for all students	-0.028 (0.02)	-0.005 (0.03)	0.024 (0.02)
Mean of all dimensions	0.008 (0.03)	0.041 (0.04)	0.040 (0.02)

a. 70 degrees of freedom.

b. 67 degrees of freedom.

Note: Of the 75 schools in the sample, 2 were missing data on reading proficiency, 2 were missing data on math proficiency, and 5 were missing data on attendance. Each cell presents the coefficient (and the coefficient's standard error) from a separate linear regression in which the outcome was the school's reading proficiency rate, math proficiency rate, or attendance rate (column headers); the predictor was one of the nine dimensions (row headers); and the covariate was the percentage of students eligible for free or reduced-price lunch (not shown in table). Rows are ordered by the largest correlation for reading.

Source: Authors' analysis of data from the Educational Effectiveness Survey (2010, 2011, and 2012) and data from Idaho State Department of Education (n.d. a, b, c, d).

2011 ($r^2 = .49$; table 4). Correlations with reading proficiency rates were all positive in 2010 and 2011 but negative for eight dimensions in 2012, though none was statistically significant. As with reading, math proficiency rates had more negative correlations in 2012 than in 2010 and 2011, though none was statistically significant.

Implications of the findings

This study found no relationship between Idaho teacher ratings of school processes, goals, and supports as measured by the EES and reading proficiency, math proficiency, or attendance in the full sample of 75 schools. Therefore, there is no evidence to support the use of the average teacher ratings on the nine EES dimensions to track progress in student achievement in Idaho schools that receive capacity-building services. The lack of relationships also casts doubt on the utility of EES data for assessing the overall impact of the Idaho statewide system of support. Idaho policymakers are strongly advised to consider an alternative method of measuring school processes, goals, and supports—one that is more strongly associated with long-term student outcomes. This suggestion is consistent

Table 3. Few statistically significant correlations between dimensions of the Educational Effectiveness Survey and student outcomes, by grade-level groupings, 2012

Dimension	Pearson product-moment correlations					
	Percentage of students proficient in reading		Percentage of students proficient in math		Student attendance rate	
	Elementary schools	Secondary schools	Elementary schools	Secondary schools	Elementary schools	Secondary schools
	(n = 35)	(n = 37)	(n = 35)	(n = 37)	(n = 34)	(n = 35)
Frequent monitoring of learning and teaching	.31	-.01	.29	.02	.46**	-.10
High levels of collaboration and communication	.27	-.15	.24	-.11	.41**	.04
Supportive learning environment	.26	-.10	.20	-.02	.40**	-.01
High levels of family and community involvement	.24	-.20	.15	-.19	.32	.02
Clear and shared focus	.22	-.21	.17	-.22	.27	-.04
Effective school leadership	.20	-.05	.07	-.04	.47**	-.10
Curriculum, instruction, and assessment aligned with standards	.19	-.09	.13	-.02	.24	.11
Focused professional development	.19	-.03	.15	-.08	.46**	-.06
High standards and expectations for all students	-.05	-.29	-.05	-.28	.29	-.12
Total items	.23	-.12	.17	-.10	.43**	-.03

** Statistically significant at the < .05 level, using the Benjamini-Hochberg correction.

Note: Each cell represents the estimated correlations between the Educational Effectiveness Survey dimension for that cell's row (row header) and the student outcome by secondary or elementary school for that cell's column (column header). Rows are ordered by the largest correlation in elementary schools in reading.

Source: Authors' analysis of data from the Educational Effectiveness Survey (2012).

This study suggests that the predictive validity of such measures as the EES needs to be established along with content validity

with recommendations for practice from other measurement experts (Schmeiser & Welch, 2006). Without evidence of efficacy for tracking progress and evaluating school improvement efforts, teacher surveys have uncertain value in decisionmaking for school improvement efforts.²

This study also has implications for researchers and policymakers developing and using perception surveys on school factors that influence student outcomes. Several recent studies, for example, point to the use of perception surveys in high-stakes decisions, including on principal evaluation (Clifford, Menon, Gangi, Condon, & Hornung, 2012; Hallinger, Wang, & Chen, 2013), school accreditation (Weaver & Barile, 2011), and school accountability (McCormick & Nathanson, 2013).

Whatever survey researchers and policymakers use, it is recommended that they exercise caution when using the results to make decisions. Survey developers typically establish the content validity of perception surveys with literature reviews and expert consultations, but few surveys show evidence of predictive validity by testing how well their dimensions relate to other outcomes (Clifford et al., 2012). This study suggests that the predictive validity of

Table 4. Few statistically significant correlations between dimensions of the Educational Effectiveness Survey and student outcomes in the 33 schools with data for 2010, 2011, and 2012

Dimension	Pearson product-moment correlations								
	Percentages of students proficient in reading (n = 32)			Percentages of students proficient in math (n = 32)			Attendance rates (n = 31 in 2010, n = 29 in 2012)		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
High levels of collaboration and communication	.41	.34	-.02	.15	.08	-.11	.33	—	.16
Frequent monitoring of learning and teaching	.41	.40	.04	.29	.15	-.04	.22	—	.20
Supportive learning environment	.40	.40	-.06	.28	.20	-.10	.26	—	.12
Focused professional development	.37	.31	.02	.28	.41	-.07	.31	—	.30
Clear and shared focus	.34	.20	-.15	.22	.06	-.12	-.04	—	.11
Curriculum, instruction, and assessment aligned with standards	.33	.38	-.15	.22	.09	-.09	-.18	—	.10
High standards and expectations for all students	.29	.18	-.26	.26	.04	-.19	.28	—	.08
High levels of family and community involvement	.27	.38	-.10	.20	.24	-.08	.01	—	.25
Effective school leadership	.21	.49**	-.08	.18	.14	-.26	.23	—	.21
Total items	.42	.41	-.08	.28	.18	-.13	.21	—	.18

— is not available because data were lost in a data storage system conversion.

** Statistically significant at the < .05 level, using the Benjamini-Hochberg correction.

Note: Of the 33 schools in the sample, 1 was missing data on reading proficiency, 1 was missing data on math proficiency, 4 were missing data on attendance in 2010, and 2 were missing data on attendance in 2012. Each cell represents the estimated correlations between the Educational Effectiveness Survey dimension for that cell's row (row header) and the student outcome by year for that cell's column (column header). Rows are ordered by 2010 reading proficiency rates.

Source: Authors' analysis of data from the Educational Effectiveness Survey (2010, 2011, and 2012) and data from Idaho State Department of Education (n.d. a, b, c, d).

such measures as the EES needs to be established along with content validity. Researchers and policymakers relying on teacher perception surveys for decisionmaking should consider predictive validity to ensure that surveys provide useful information on school effectiveness that is related to student outcomes.

Given these limitations of perception surveys, researchers and policymakers in Idaho and across the country might consider multiple other measures of the school goals, processes, and supports they seek to investigate through teacher surveys. Some existing tools might be adapted, or new tools might be developed. For example, the No Child Left Behind Act of 2001—and its flexibility guidance—requires school improvement plans from schools identified as low achieving (U.S. Department of Education, 2012). A tool measuring the presence and implementation of the school goals, processes, and supports as described in these plans could prove useful, especially in the many states, such as Idaho, that have adopted online school improvement planning and tracking systems. Additional tools, such as observation protocols used by states as part of monitoring low-achieving schools, might also provide useful information on school goals, processes, and supports that could be linked to student outcomes. The number of states that report these monitoring data has

increased due to new federal requirements for school improvement grants (McMurrer & McIntosh, 2012). Ultimately, an analysis that combines multiple measures of school goals, processes, and supports and then investigates their relationship with formative and summative assessments could help educators and policymakers strengthen school improvement efforts.

Limitations of the study

This study has several limitations. First, this is a correlational study; the results do not support causal claims about the impact of state services or about whether changes in school goals, processes, and supports result in changes in student outcomes. Examining causality is beyond the scope of this study. This study is instead a first step toward understanding the utility of a teacher perception survey as a predictor of student achievement.

Second, the study did not examine other uses of the EES, such as measuring teacher satisfaction.

Third, the correlations and regression models had restricted ranges for the variables. This restriction was due in part to aggregation to the school level as a result of the Idaho State Department of Education's interest in school-level capacity building. Some outliers were included in the analyses, either because no pattern could be identified for them or because it was assumed that Idaho leaders wanted to build capacity in these types of schools (alternative schools) specifically. For the regression analyses, the models did not consider that student outcomes could affect teacher ratings. The models also do not account for all measurement error in the EES. Therefore, these results must be interpreted with caution.

Fourth, the study examined only one measure of school goals, processes, and supports: teacher ratings on the EES. Examining other indicators, such as differences in the quality of school improvement plans or direct observation, might reveal differences across schools that did not emerge from the EES ratings. Comparing multiple measures of school goals, processes, and supports would also help determine the validity of the EES.

Fifth, the study did not gather detailed information on how educators in Idaho use the EES or the extent to which its use depends on positive correlations between the EES and student outcomes. For example, educators may find the EES useful in planning school improvement due to factors other than the correlations this study examines.

Sixth, the study cannot directly explain why correlations between the EES dimensions and attendance differ from elementary to secondary schools. Results may differ for several reasons. Parents might have more direct control over student attendance in elementary school than in secondary school. Elementary school teachers might be more (or less) accurate in their EES responses. The EES may be more (or less) accurate in measuring the nine dimensions in elementary schools. Or some other variable that the study was unable to account for might affect the relationship.

Finally, the study cannot comment on the theoretical validity of the nine dimensions measured in the EES as levers for improving student outcomes. Other dimensions representing school goals, processes, and supports might also have merit. This study chose to focus on the EES because it is the measure used most frequently in Idaho.

This study is a first step toward understanding the utility of a teacher perception survey as a predictor of student achievement

Appendix A. Connections to previous research

Educators have long known that the quality of schools and teachers makes a difference for students. Beginning in the 1990s, researchers began developing models to account for the value that teachers add to student achievement (Sanders & Horn, 1994).

The impact of schools on student achievement has also been of interest to educators. In a meta-analysis of 10 rigorous studies that attempted to isolate the impact of schools on student achievement, Marzano (2000) found that schools accounted for about 20 percent of the variance in the models. Given that the state test passage rate was expected to be 50 percent, Marzano determined that the average rate for an effective school (that is, a school that performs better than would be predicted based on its demographic dimensions) is 72 percent, compared with 28 percent for an ineffective school. A recent international study confirmed the importance of school-level impacts on student achievement in a wide range of countries (Willms, 2010).

Several researchers have attempted to codify the factors that influence a school's impact on student outcomes (for example, Cotton, 1999; Edmonds, 1979; Lezotte, 1991). The research synthesis conducted by school improvement specialists at the Washington Office of Superintendent of Public Instruction is a continuation of this line of inquiry (Shannon & Bylsma 2003, 2007). In the 2003 synthesis the research team reviewed 25 articles to identify common school dimensions associated with effective schools.

The studies reviewed by Shannon and Bylsma varied considerably in the methods used to identify effective schools, and none was experimental. For example, Barth et al. (1999) asked states to submit a list of their top-scoring, high-poverty schools, while the authors of a study from the Education Commission of the States (1999) reflected on their own experiences and lessons learned working with governors and state and local policymakers to raise awareness of comprehensive school reform.

In 2006 the Washington Office of Superintendent of Public Instruction convened a panel to validate the Shannon and Bylsma synthesis and to help the state further define the goals, processes, and supports essential for effective schools. As a result of the panel's input, the literature review added 120 references (Shannon & Bylsma, 2007). The new compilation included earlier comprehensive reviews of the literature (Cotton, 1999; Edmonds, 1979; Lezotte, 1991) and added other more sophisticated studies, such as Bryk and Schneider (2002), which used multilevel regression models to identify schools that performed better than a comparison group.

But what measures of the school dimensions accurately predict higher student achievement? To answer this question, scholars have created and tested perception survey instruments that measure some of the subjective school factors that might impact student achievement. Because school staff control these subjective factors, this research is particularly relevant to school improvement work.

Developers typically design perception surveys with the goal of ensuring that the surveys are valid (that they measure the ideas they intend to measure) and reliable (that they measure these ideas the same way over time). Next, they test perception surveys for validity and reliability using a variety of methods. These methods sometimes include tests of

predictive validity, which evaluate how the survey results correspond to other measures of the ideas or factors the survey measures (Fowler, 2009).

A recent review of teacher perception surveys used for principal evaluation found 13 surveys that met the authors' criteria for validity and reliability (Clifford et al., 2012). However, just three of the instruments examined the predictive validity of their perception surveys (the survey measure's correlation with desirable outcomes, such as improved student test scores and attendance).

Only one study, a dissertation using Washington state data, has examined and found significant relationships between average teacher EES ratings and student achievement (Bylsma, 2008). Appendix B examines the Washington study and the validity and reliability of the EES. The current study adds to information on teacher perception surveys in general and to knowledge about the predictive validity of the EES in Idaho in particular.

Appendix B. Data sources and methods

This appendix provides further details on the Educational Effectiveness Survey, publicly available data from the Idaho State Department of Education, participating schools, data collection, and study methods.

The Educational Effectiveness Survey

Description and scoring. The Center for Educational Effectiveness (CEE) created the Educational Effectiveness Survey (EES) based on the work of Shannon and Bylsma (2003). Of the 107 items on the EES (version 9), 86 measure school staff members' reports on the presence of school goals, processes, and supports as represented by the nine EES dimensions (table B1). This study used teachers' responses, rather than all staff responses, for two reasons. First, because teachers have the strongest response rate, as compared with non-certified staff and administrators, and second, because teachers have the most contact with the students whose outcomes the study examined. CEE has administered the survey in Idaho schools by mail, annually from 2008 through 2012, and plans to continue to do so. Idaho schools participating in the survey include those receiving capacity-building services from the Idaho State Department of Education.

Respondents rated EES items on a scale of 1 to 5, where 1 was "almost never true," 2 was "seldom true," 3 was "sometimes true," 4 was "often true," and 5 was "almost always true." The original numeric coding of the scale was reversed for this study, so that positive correlations indicate that higher means on the EES are related to higher student proficiency and attendance rates. Respondents could also select "no opinion," but only one respondent did and only for one item; this single response was treated as missing. Each item included in this study relates to one of the nine EES dimensions. The full survey can be found at <http://extranet.educationnorthwest.org/sites/default/files/nine-characteristics-survey.pdf>.

Table B1. Sample items for each dimension of the Educational Effectiveness Survey

Dimension	Number of items	Sample item
Clear and shared focus	7	The school has a clear sense of purpose.
High standards and expectations for all students	7	All students are expected to achieve high standards.
Effective school leadership	10	People in leadership roles act with integrity.
High levels of collaboration and communication	12	Teachers discuss teaching issues on a regular basis.
Curriculum, instruction, and assessment aligned with standards	10	The school's curriculum is aligned with state standards.
Frequent monitoring of learning and teaching	8	Students receive regular feedback about what they need to do to improve.
Focused professional development	10	Assessment results are used to determine professional learning activities.
Supportive learning environment	16	Students feel safe on school property during school hours.
High levels of family and community involvement	6	The staff believes students learn more through effective family support.

Source: Center for Educational Effectiveness, 2008.

Validity and reliability. CEE administered version 9 of the EES in Idaho as part of the state's school improvement initiative, and Regional Educational Laboratory Northwest used the survey data for this study. (A version 10 is now available.) CEE has done several things to help ensure the validity and reliability of the EES. However, additional work (by CEE or others) might be needed. This section describes the work that has been done, the work that remains to be done, and how the current study contributes to efforts to examine the validity of the EES.

As mentioned, CEE originally developed the EES based on Shannon and Bylsma (2003), as well as on organizational effectiveness research and expert opinion. During 2003–09 CEE strengthened the content validity of the EES by revising the survey in response to recent developments in school effectiveness research. In addition, it factored client feedback into each revision. Through relationships with leading educators, professional associations, and state departments of education, the EES underwent five revisions between 2003 and 2009, each bringing the latest in research-based and professionally grounded understanding to the instrument. However, according to CEE's chief executive officer, the nine survey dimensions have remained essentially the same since the third version in 2004, making it possible to construct previous-year dimensions that would parallel the 2012 administration (version 9) used in this study (G. Lobdell, chief executive officer, personal communication, May 14, 2012).

With each version, CEE also did cognitive pretesting. For version 9, CEE conducted cognitive pretesting in a focus group with staff members from three Washington state school districts and in a peer review with education researchers who were former members of the CEE board of directors when CEE was a nonprofit organization. Based on this input, CEE refined version 9 and piloted the survey. The organization typically pilots each new version in at least 12 buildings, involving at least 600 staff members (G. Lobdell, chief executive officer, personal communication, January 31, 2013).

In addition, CEE assesses the internal consistency of each of the nine dimensions for each EES administration using Cronbach's alpha. This statistic ranges from 0 to 1 and represents the intercorrelation of items intended to measure the same dimension. Stronger correlations mean a greater likelihood that the items measure the same dimension. The alphas for past administrations of the EES ranged from .75 to .94 for version 9 (Center for Educational Effectiveness, n.d.). Alphas for all EES dimensions were greater than .70, which many researchers consider the minimum to justify using an instrument to measure particular dimensions (Hair, Black, Babin, Anderson, & Tatham, 2006).

However, some questions remain about the validity of the EES. For example, all items in version 9 are worded positively. When comparing positively worded to negatively worded items in 2001 and 2002, CEE found no differences in the Cronbach's alphas for the dimensions, but negatively worded items created another step in data analysis and reporting, as well as some confusion for clients reading the reports. Therefore, CEE decided to use only positively worded items (G. Lobdell, chief executive officer, personal communication, January 31, 2013). This decision could cause participants to focus more on positive responses, limiting the range of the scale and making its validity questionable (Malhotra, 2006).

Other questions about validity could be addressed by comparing the EES to other measures of school goals, processes, and supports—something CEE has not yet done. An evaluation

report in Washington state that used both the EES and classroom observations showed that the results varied widely across the eight participating districts. The study did not attempt to compare the two measures, but the authors noted that observations generally had higher ratings for the second set of schools that participated in the study, while the reverse was true of the EES ratings (Thacker & Becker, 2012).

Finally, the predictive validity of the EES needs further exploration. Predictive validity is how a measure such as the EES correlates with other related measures (such as other perception surveys) or with the ultimate outcomes of interest (such as student outcomes). The current study contributes to the need to explore the predictive validity of the EES.

The literature review conducted for this study identified just one study that examined the predictive validity of the EES (see appendix A). That one study found statistically significant correlations between survey dimensions and student achievement (Bylsma, 2008). The author conducted the study in Washington state and used Pearson's correlations between the school means for each of the nine EES dimensions and school-level percentages of proficient students on state math and reading tests for three grade levels: elementary, middle, and high school.

For elementary schools seven dimensions showed statistically significant correlations (.252–.462), meaning that variations in EES scores accounted for 6–21 percent of the variance in percentages of proficient students (calculated by squaring the Pearson's correlation, as Marzano [2000] did). These percentages represent the relationship between the variance in the two variables and should not be misinterpreted as indicating that either variable caused the other variable to vary in any way. In middle schools eight dimensions showed statistically significant correlations (.213–.559), accounting for 5–31 percent of the variance. In both elementary and middle schools the largest correlations were between the EES dimension for family and community engagement and the composite math and reading proficiency rates. Determining how actual changes in the EES related to changes in student test scores over time was beyond the scope of Bylsma (2008).

In high schools no statistically significant correlations were found (Bylsma, 2008). The author speculated that this may be due to the fact that EES scores for high school were lower and contained less variation than those for other grade levels and because the sample size was smaller for high schools ($n = 70$) compared with elementary schools ($n = 207$) and middle schools ($n = 102$; Bylsma, 2008). Another factor may be that the state high school test is given in Washington state only at the end of grade 10, when some students have already dropped out. This may result in a test that is not as representative as the one given to elementary and middle school students, whose attendance is still compulsory.

Idaho State Department of Education publicly available data

The second data source for this study was publicly available information from the Idaho State Department of Education, including school-level proficiency rates on state test scores (Idaho State Department of Education, n.d. b), attendance records (Idaho State Department of Education, n.d. c), and percentage of students eligible for free or reduced-price lunch (Idaho State Department of Education, n.d. d). These data were used to represent student achievement and poverty levels in the analyses.

Idaho's state reading and math test, the Idaho Standard Achievement Test, is administered to all students in grades 3–8 and grade 10 and is not vertically aligned. The state sets cutscores for each grade level. For this study, which examined correlations between teacher survey responses and student achievement variables within a school, the percentage of students who scored proficient or above was used to represent student achievement in each school. According to the latest state report card (2009/10), nearly all (99.2 percent) of Idaho's students participated in state reading and math testing and received a score of "proficient" or "not proficient."

The Idaho State Department of Education tracks both average daily student attendance and total student enrollment at each school. To calculate an attendance rate, the school's average daily enrollment was divided by the total enrollment. The Idaho State Department of Education also tracks the number of students tested in each school and the number of tested students eligible for free or reduced-price lunch. The percentage of students eligible for free or reduced-price lunch in each school was calculated by dividing the number of tested students eligible for free and reduced-price lunch by the total number of students tested. This was done separately for the reading and math tests.

School-level proficiency rates are an important measure of performance, because they are major indicators in the state's accountability system. In addition, the state offers capacity-building services specifically to schools that do not meet state targets for proficiency rates. Providers of capacity-building services then work with schools in the hope of increasing proficiency rates (Lane, 2010).

School-level attendance rates are also an important measure of student outcomes in this study. Several studies have found that attendance mediates student performance (Conard, 2006; Durán-Narucki, 2008). In other words, better attendance contributed to better student performance, while poor attendance contributed to poor performance. While attendance is not an outcome that providers of capacity-building services seek to affect directly, high attendance in Idaho schools may be related to better student performance. Therefore, this study investigated how EES data in Idaho related to attendance rates.

School-level rates of eligibility for free or reduced-price lunch represented an important covariate in this study, serving as a proxy for the level of need of the student body. Indeed, several studies have confirmed the link between school-level percentages of students eligible for free or reduced-price lunch and student outcomes (Kahlenberg, 2001). Because of this well researched link, this variable was included in the data examination. In addition, when Bylsma (2008) examined a variety of school-level variables, he found that free or reduced-price lunch eligibility showed several statistically significant correlations with the nine dimensions. In elementary and middle schools eight of nine school-level means for the dimensions were significantly correlated with percentages of students eligible for free or reduced-price lunch, while in high schools one of the nine school-level means for the dimensions was significantly correlated with percentages of students eligible for free or reduced-price lunch.

Participating schools

The study sample included all schools in the 2012 EES database that were designated by CEE as receiving capacity-building services. This database contained 75 such schools,

which represented 97 percent of the 77 schools that could possibly have received capacity-building services for schools in need of improvement in 2012. Possible participation was determined by examining several Idaho State Department of Education lists of participating schools, such as those available on the department’s website or from department staff. These lists did not always have the same total number of schools, which made determining the actual number of participating schools difficult. However, two schools that typically appeared on department lists were missing from the EES data. These two schools notwithstanding, the EES data include more schools than the department lists, but the additional schools varied somewhat by list.

It is assumed that the Idaho State Department of Education lists dropped schools that various department officials believe may not have fully participated in capacity-building services for schools in need of improvement. However, the criteria for inclusion on the lists varied and in some cases were not stated. By contrast, schools in the CEE data had their survey administration and scoring paid for by the Idaho State Department of Education, and CEE believed these schools had received at least some capacity-building services. Therefore, for the sake of clear definition, all 75 schools in the 2012 EES data are included in the analyses. A subset of 33 of these schools also had EES data for 2010 and 2011.

All teachers in each school were invited to participate in the EES. A total of 1,745 teachers from 75 schools responded in 2012; 830 teachers from 33 schools responded in 2011; and 820 teachers from the same 33 schools responded in 2010 (table B2). The total teacher response rate was 91 percent in 2012 for all schools. No school with a below-average return rate had fewer than four teachers who responded.

The data also included school-level information on reading and math proficiency, attendance, and percentage of students eligible for free or reduced-price lunch. Almost all schools (more than 90 percent) had data for all variables (table B3). When proficiency rates and free or reduced-price lunch rates were missing, they were missing because the school was too small for the data to be publicly reported or, in one instance, because the data were missing from the publicly available dataset.

Table B2. School and teacher response rates on the Educational Effectiveness Survey were similar in 2010, 2011, and 2012

Variable	Full dataset (77 schools) in 2012		33 schools in 2010		33 schools in 2011		33 schools in 2012	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
School response rate	75	97	33	100	33	100	33	100
Total teacher responses	1,745	91	820	87	830	86	863	89
Range of teacher responses across schools	4–73	58–100	4–64	31–100	5–72	60–100	5–73	63–100
Standard deviation of teacher response rate across schools	14	11	13	14	13	12	15	11

Note: Data on the number of teachers per school are from the Common Core of Data because neither the Center for Educational Effectiveness nor the Idaho State Department of Education tracks that information.

Source: Data from the Educational Effectiveness Survey (2010, 2011, and 2012); U.S. Department of Education, 2011, 2012.

Table B3. Almost all participating schools had publicly available data, 2010, 2011, and 2012

Variable	75 schools in 2012		33 schools in 2010		33 schools in 2011		33 schools in 2012	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading proficiency	73	97	32	97	32	97	32	97
Math proficiency	73	97	32	97	32	97	32	97
Eligibility for free or reduced-price lunch	74	99	32	97	32	97	32	97
Attendance	70	93	31	94	—	—	29	88

— is not available because data were lost in a data storage system conversion.

Source: Idaho State Department of Education, n.d. b, c, d.

All attendance data were missing for 2011 because the Idaho State Department of Education lost the data in a data storage system conversion.

In 2010 and 2012 more schools were missing data on attendance than were missing data on the other variables. This was due in part to the way the attendance rate was calculated: the average daily attendance divided by the official enrollment, which is established in October of each school year. Several of the schools with missing data were alternative schools with rolling admission, which resulted in attendance rates of greater than 100 percent. These schools were dropped from the analyses.

Data collection

Regional Educational Laboratory Northwest, CEE, and the Idaho State Department of Education complied with all applicable federal and state laws and regulations protecting the privacy of study participants, including the requirements of the Family Educational Rights and Privacy Act. All parties agreed that all personally identifiable information exchanged would be protected, stored, disposed of, and otherwise kept confidential.

Federal regulations require data suppression to protect privacy. For example, “states are required to define a minimum number of students in a reporting group or subgroup required to publish results consistent with the protection of personally identifiable information” (Seastrom, 2010). The presentation of data in this report was reviewed to ensure that privacy was protected, and the two organizations that provided data reviewed the report for compliance with the minimum number of participants required for reporting. Further, this report does not present any data at the individual or school level. Instead, study results (means, standard deviations, correlations) were reported for the entire dataset of 75 schools, for subsets of the secondary and elementary schools within this dataset, and for the subset of 33 schools with multiple years of data. A full copy of the Regional Educational Laboratory Northwest data security guidelines is available on request.

Regional Educational Laboratory Northwest created a data-sharing agreement with CEE and received the EES data in a secure data transfer on May 14, 2012. The school-level state test proficiency data (Idaho State Department of Education, n.d. b), the data for calculating percentages of students eligible for free or reduced-price lunch (Idaho State Department of Education, n.d. d), and total school enrollment figures (Idaho State Department

of Education, n.d. c) were all obtained from the Idaho State Department of Education website. Average daily attendance data (Idaho State Department of Education, n.d. a) on the department website were aggregated to the district level. School-level average daily attendance data were obtained from the Idaho State Department of Education by request on December 21, 2012. All datasets included school identification variables, which were used to merge the data.

Study methods

The data were analyzed using multiple steps. First, descriptive statistics were used to explore the EES data and the publicly available data. Next, to describe the EES data at the teacher level and the creation of teacher-level EES dimensions, frequencies, means, ranges, standard deviations, and Cronbach's alphas were used.

Means, standard deviations, and histograms were used to describe the EES data after the dimensions were aggregated to the school level. This was done for the following groups of schools:

- The 75 schools in the total sample in 2012.
- The 39 secondary and 35 elementary schools in 2012.³
- The 33 schools with data for 2010, 2011, and 2012.

Means, standard deviations, and histograms for percentages of students proficient in reading and math, percentages of students eligible for free or reduced-price lunch, and attendance rates were also calculated for these schools.

To address the research question about the connection between EES data and publicly available student outcome data, scatterplots on which the x axis was the school-level mean of each EES dimension and the y axis was the publicly available variables were examined, and corrections for nonlinear relationships and outliers were considered. The scatter graphs showed either no relationship between the variables or positive linear relationships. Then, a series of Pearson's correlations and linear regressions was conducted.

The scatterplots did identify some potential outliers in the variables representing reading proficiency, math proficiency, and attendance. Box plots were used to further examine the distributions for these variables. Potential outliers were cases with values lower than 1.5 times the interquartile range. (No cases were above 1.5 times the interquartile range.) In the overall dataset of 75 schools in 2012, 4 schools had attendance rates lower than this quantity. In both reading and math five schools had proficiency rates lower than this quantity, but only three of these schools had the same rate in reading and math. No schools identified by this means as outliers in attendance were also outliers in reading or math.

It was first determined that these outliers did not result from errors in data entry. Whether the outliers were particular types of schools that might reasonably be expected to have lower proficiency and attendance rates, such as alternative schools or special education schools, was checked. Attendance outliers contained no detectable patterns. In reading and math proficiency rates some outliers were alternative schools. These schools might be expected to have lower proficiency rates.

It was ultimately decided to leave all the schools in the analyses for two reasons. First, no pattern or reason that the schools were lower in achievement or attendance was detected. Second, the educators tasked with improving schools were interested in serving low-achieving schools, such as the ones identified as outliers by the statistical rule of thumb described above.

Pearson's correlations were calculated for the three sets of schools mentioned above and the three outcomes: reading proficiency rates, math proficiency rates, and attendance rates. To guard against error associated with multiple comparisons, the Benjamini-Hochberg correction was used for each set of schools separately by outcome (Benjamini & Hochberg, 1995). For example, for the 75 schools in the total sample in 2012, the Benjamini-Hochberg correction was used for the correlations between the dimensions and reading proficiency; a separate Benjamini-Hochberg correction was then used for the correlations between the dimensions and math proficiency, and finally a third Benjamini-Hochberg correction was used for attendance rates.

In the series of regressions the outcomes of interest were percentage meeting reading proficiency, percentage meeting math proficiency, and mean attendance rate. As with the correlations, the Benjamini-Hochberg correction was used to guard against error associated with multiple comparisons. The outcomes are represented by y_i in the equation below. Each model used a different predictor of interest centered on the grand mean, including the school-level mean EES score for each of the nine dimensions, as well as the mean for the total items. The regression model was:

$$y_i = b_0 + b_1[\text{Mean EES dimension score}]_i + b_2[\% \text{ free or reduced-price lunch}] + e_i$$

For ordinary least squares regression to yield a consistent estimate of the relationship between EES and student outcome (b_1), EES should not correlate with the error term (e_i). Students' need for teacher attention, direction, and support was a latent characteristic of the student body and was likely to affect both the teacher perception of the school (EES) and the student outcome (y_i). For this reason a variable was included that served as a proxy for this latent characteristic.

Among available variables, the percentage of students eligible for free or reduced-price lunch appeared to be the natural choice for the proxy. Students from low-income households could be expected to need more teacher attention, direction, and support than other students do, making their teachers' work more challenging. Past research has found that the percentage of students eligible for free or reduced-price lunch correlates with student outcomes (Kahlenberg, 2001). In addition, this variable correlated consistently with the EES dimensions in Bylsma's study (2008).

Appendix C. Descriptive statistics

This appendix discusses the descriptive statistics for the full sample of 75 schools with 2012 data and for the 33 schools for which Educational Effectiveness Survey (EES) data were available for 2010 and 2011 as well as 2012. It also discusses the descriptive analyses for the publicly available data.

Educational Effectiveness Survey

Nearly all teachers rated nearly all the items on a five-point Likert scale. For one item under the dimension “clear and shared focus,” one respondent indicated “no opinion.” This response was dropped from the analyses.

Teacher responses to items skewed toward the positive side of the scale (table C1). Averaged across all items:

- 34 percent were “5—almost always true.”
- 37 percent were “4—often true.”
- 21 percent were “3—sometimes true.”
- 6 percent were “2—seldom true.”
- 3 percent were “1—almost never true.”

Table C1. Percentage distribution across response categories for items on the Educational Effectiveness Survey were clustered at the high end of the scale, 2012

Dimension	Item	Almost always true	Often true	Sometimes true	Seldom true	Almost never true
Clear and shared focus	Important decisions here are based on the mission/purpose of this school. ^a	36	44	17	2	1
	I understand the mission/purpose of our school.	57	33	7	2	1
	Staff I work with demonstrate commitment to our mission.	37	45	16	2	0
	My work contributes to the mission/purpose of this school.	66	31	3	0	0
	My performance goals are set based on the mission/purpose of this school.	40	42	14	3	1
	The mission/vision of this school and district are aligned with each other.	40	41	15	2	1
	This school has a data-driven school improvement plan.	52	36	10	1	1

(continued)

Table C1. Percentage distribution across response categories for items on the Educational Effectiveness Survey were clustered at the high end of the scale, 2012 (continued)

Dimension	Item	Almost always true	Often true	Sometimes true	Seldom true	Almost never true
High standards and expectations for all students	Staff I work with demonstrate commitment to quality education.	49	40	11	1	0
	I believe that all students can meet state reading standards.	24	38	22	8	8
	Our staff believes that all students can meet state reading standards.	19	43	25	7	6
	I believe that all students can meet state math standards.	19	42	24	8	7
	We hold one another accountable for student learning.	26	41	25	7	1
	Our staff believes that all students can meet state math standards.	16	42	29	7	6
	We hold one another accountable for behavior that is culturally sensitive.	19	35	32	11	3
Effective school leadership	I actively participate in the evaluation of my performance objectives.	46	38	12	3	1
	My principal is committed to quality education.	66	25	7	2	1
	Staff members at all levels are treated fairly here.	34	35	20	7	4
	I am comfortable presenting new ideas to my principal.	45	30	17	5	4
	My principal cares about me as a person.	55	26	12	4	3
	My principal has a student-learning focus.	54	33	9	3	1
	My principal is comfortable presenting new ideas to the staff.	56	30	10	3	1
	My principal facilitates systems/processes to support school improvement.	41	40	13	3	1
	My principal listens to my ideas and concerns.	53	28	12	4	3
	I talk with my principal/administrator about progress on performance goals.	28	36	23	8	4
Curriculum, instruction, and assessment aligned with standards	This school provides a curriculum that is relevant and meaningful.	37	45	15	3	1
	Instruction is personalized to meet the needs of each student.	19	46	30	4	1
	Common assessments are used to inform instruction.	33	41	22	3	1
	Regular assessment is used to monitor student progress.	49	41	9	1	0
	Our staff demonstrates a thorough understanding of state learning standards for reading.	31	42	22	4	2
	The reading program we teach is aligned with state learning standards.	46	36	13	3	2
	All teachers integrate literacy and numeracy concepts into their teaching.	27	40	26	6	2
	Our staff demonstrates a thorough understanding of state learning standards for math.	28	41	24	6	1
	The math program we teach is aligned with the state learning standards.	47	36	13	3	1
	This district uses assessments aligned to standards and instruction.	42	42	13	2	1

(continued)

Table C1. Percentage distribution across response categories for items on the Educational Effectiveness Survey were clustered at the high end of the scale, 2012 *(continued)*

Dimension	Item	Almost always true	Often true	Sometimes true	Seldom true	Almost never true
Frequent monitoring of learning and teaching	Data from peer observations leads to meaningful change in instructional practice.	18	31	28	13	10
	We are frequently informed about how well we are doing.	24	36	27	9	4
	Assessment data is used to identify student needs and appropriate instructional intervention.	47	39	11	2	1
	Struggling students receive early intervention and remediation to acquire skills.	34	39	22	4	1
	We monitor the effectiveness of instructional interventions.	34	44	18	4	1
	We reflect upon instructional practice to inform our conversations about improvement.	28	45	22	4	1
	We are encouraged to participate in classroom observation.	35	29	21	8	6
	Teachers collaboratively plan lessons.	18	35	31	11	5
Focused professional development	I participate in a professional learning community focused on improving student learning.	47	37	14	2	1
	The training I have been to in this district helps me do my job better.	26	38	26	7	2
	My principal (or administrator) talks to me about my professional development.	30	34	24	9	4
	Appropriate data are used to guide building-directed professional development.	26	41	23	8	2
	We are provided training to collaborate on improving student learning.	29	38	24	6	2
	We have opportunities to learn effective teaching strategies for the cultures represented in our school.	14	31	35	14	5
	Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction.	23	33	29	10	5
	Our teachers engage in professional development activities to learn and apply reading skills and strategies.	27	36	26	8	3
	Our teachers engage in professional development activities to learn and apply math skills and strategies.	28	38	25	7	2
	We are provided training to support a culturally responsive learning environment.	15	29	34	16	7

(continued)

Table C1. Percentage distribution across response categories for items on the Educational Effectiveness Survey were clustered at the high end of the scale, 2012 (continued)

Dimension	Item	Almost always true	Often true	Sometimes true	Seldom true	Almost never true
High levels of collaboration and communication	There is a willingness to address conflict in this school.	26	37	26	8	3
	When there is a problem in my school, we talk about how to solve it.	23	38	28	7	4
	When staff members attend conferences/seminars, they share what they learned.	19	37	30	9	5
	Staff at this school collaborate to improve student learning.	43	38	15	3	1
	Collaboration between the district and schools is based upon trust and respect.	18	39	30	8	4
	Students understand the expectations and standards of this school.	21	49	25	5	1
	Staff in our school are consistently truthful.	33	44	18	3	1
	Parents and community understand the expectations and standards of this school.	14	38	36	10	3
	There is effective 2-way communication between the district and our school.	18	38	29	9	5
	Our school meets regularly to monitor implementation of our school improvement plan.	42	36	15	5	2
	We collaboratively plan the integration of literacy and numeracy concepts across the curriculum.	20	37	28	11	4
	Staff in our school do not manipulate others to achieve their goals.	38	38	17	4	3
Supportive learning environment	I have a good or best friend at work.	53	26	13	5	4
	There is someone at work with whom I confide.	55	24	13	4	4
	Confidential information is carefully guarded in this school.	40	39	16	3	2
	Our staff can count on one another for help when needed.	48	37	13	2	1
	This school is orderly and supports learning.	38	46	14	2	1
	There are people here who care about me as a person.	50	33	14	2	1
	I am encouraged to learn and grow in my school.	47	35	13	3	1
	We honor agreements made with each other.	43	39	14	2	2
	Students in this school are engaged in learning.	24	50	23	2	1
	Staff members enforce consistent behavior expectations and consequences in their classrooms.	23	43	26	6	2
	I receive recognition or praise for a job well done.	26	31	26	10	7
	We have a system for celebrating student success.	38	34	21	5	2
	Our staff will “go the extra mile” for others.	45	38	14	2	1
	I understand and apply concepts of cultural responsiveness in my daily work.	28	42	24	5	1
	This school reviews and addresses issues of cultural responsiveness.	11	31	36	16	6
Staff in this school can depend on one another.	47	35	14	2	1	

(continued)

Table C1. Percentage distribution across response categories for items on the Educational Effectiveness Survey were clustered at the high end of the scale, 2012 *(continued)*

Dimension	Item	Almost always true	Often true	Sometimes true	Seldom true	Almost never true
High levels of family and community involvement	This school encourages parent involvement.	37	41	18	3	1
	Our teachers effectively communicate student progress to parents.	29	49	20	2	0
	This school has activities to celebrate the cultures of its community.	12	26	35	21	6
	For important decisions, we collaborate with parents and the community.	18	36	31	11	4
	This school communicates effectively with families of all cultures.	22	38	32	6	2
	The curriculum we teach reflects the cultures of the community we serve.	16	34	36	11	3
Average across all items		34	37	21	6	3

a. One respondent (.058 percent) indicated “no opinion—not applicable,” but the other percentages were not affected.

Source: Authors’ analysis of data from the Educational Effectiveness Survey (2012).

A teacher-level dimension score was calculated for each of the nine dimensions and for all the items together. This dimension score was the mean of the response values (1–5) for the items corresponding to each dimension. The internal consistency of each dimension was then described using Cronbach’s alpha (table C2). These alphas ranged from .84 to .98, signaling levels of internal consistency justifying use of an instrument (Hair et al., 2006).

Table C2. All mean scale scores on the Educational Effectiveness Survey in schools receiving capacity-building services rounded to 4—often true, 2012

Dimension	Mean	Minimum	Maximum	Standard deviation	Cronbach’s alpha	Number of items	Number of teachers
Clear and shared focus	4.28	1.00	5.00	.5689	.84	7	1,745
Effective school leadership	4.18	1.00	5.00	.7167	.91	10	1,744
Curriculum, instruction, and assessment aligned with standards	4.05	1.00	5.00	.5994	.88	10	1,744
Supportive learning environment	4.04	1.00	5.00	.5847	.89	16	1,745
Frequent monitoring of learning and teaching	3.83	1.43	5.00	.6809	.84	8	1,744
High levels of collaboration and communication	3.78	1.55	5.00	.6509	.88	12	1,745
High standards and expectations for all students	3.73	1.43	5.00	.7373	.85	7	1,743
Focused professional development	3.72	1.20	5.00	.7293	.89	10	1,744
High levels of family and community involvement	3.68	1.00	5.00	.7083	.85	6	1,743
Total items	3.94	2.00	5.00	.5589	.98	86	1,745

Note: Scale scores range from 1 to 5. Data cover 1,745 teachers in 75 schools.

Source: Authors’ analysis of data from the Educational Effectiveness Survey (2012).

Finally, descriptive statistics aggregated across the 75 schools in 2012 were calculated in two steps. The items were averaged across teachers, and then the teacher average responses were aggregated across each school (table C3). Overall, these descriptive analyses showed that the survey dimensions had a restricted range (not all possible values of the variables were present). Further, responses were skewed to the positive end of the scale. When rounded to the nearest whole number, most responses clustered around “4—often true,” and no school rated any dimension less than “3—sometimes true.” This restriction was due in part to the aggregation to the school level. However, the school-level analysis was important to Idaho education leaders and to others interested in teacher perception surveys, because they typically work to improve the school overall, not just some groups of students.

Table C3. All mean Educational Effectiveness Survey dimension scores for all schools and for grade-level groupings rounded to “4—often true,” 2012

Dimension	All schools (n = 75)			Secondary schools (n = 39)			Elementary schools (n = 35)		
	Mean	Standard deviation	Range	Mean	Standard deviation	Range	Mean	Standard deviation	Range
Clear and shared focus	4.31	.24	3.79–4.81	4.24	.23	3.79–4.81	4.39	.24	3.92–4.79
Effective school leadership	4.19	.36	3.22–4.78	4.14	.39	3.22–4.78	4.25	.31	3.47–4.78
Curriculum, instruction, and assessment aligned with standards	4.10	.29	3.44–4.76	4.01	.27	3.44–4.76	4.21	.28	3.72–4.62
Supportive learning environment	4.07	.28	3.33–4.76	4.02	.29	3.33–4.76	4.12	.27	3.50–4.53
Frequent monitoring of learning and teaching	3.83	.36	2.75–4.51	3.72	.38	2.75–4.41	3.96	.29	3.33–4.51
High levels of collaboration and communication	3.81	.31	3.22–4.60	3.77	.33	3.22–4.60	3.87	.28	3.38–4.40
High standards and expectations for all students	3.79	.33	3.16–4.63	3.72	.30	3.16–4.63	3.88	.33	3.21–4.53
Focused professional development	3.74	.35	2.71–4.45	3.65	.36	2.71–4.45	3.85	.29	3.24–4.35
High levels of family and community involvement	3.70	.35	3.00–4.62	3.64	.33	3.00–4.62	3.76	.36	3.09–4.39
Total items	3.96	.28	3.30–4.62	3.90	.29	3.30–4.62	4.04	.26	3.56–4.52

Note: The number of secondary and elementary schools does not sum to 75 because one school served grade spans that included both elementary and secondary and was thus dropped from this analysis. Rows are ordered from highest to lowest means for all schools.

Source: Authors’ analysis of data from the Educational Effectiveness Survey (2012).

In addition, descriptive statistics were calculated for the 33 schools for which EES data were available for 2010 and 2011 as well as 2012 (table C4). As with the EES dimensions overall, these descriptive statistics showed some restriction of range that was unavoidable due to aggregation to the school level. Means were lower for earlier years of survey participation and lowest in 2010.

Table C4. All mean Educational Effectiveness Survey dimension scores for schools with three years of data rounded to “4—often true,” 2010, 2011, and 2012

Dimension	2010			2011			2012		
	Mean	Standard deviation	Range	Mean	Standard deviation	Range	Mean	Standard deviation	Range
Clear and shared focus	4.19	0.23	3.73–4.62	4.31	0.22	3.87–4.81	4.35	0.25	3.79–4.79
Effective school leadership	4.11	0.31	3.52–4.76	4.17	0.33	3.29–4.83	4.18	0.40	3.27–4.78
Curriculum, instruction, and assessment aligned with standards	4.03	0.26	3.64–4.69	4.11	0.30	3.58–4.86	4.11	0.29	3.70–4.76
Supportive learning environment	3.97	0.26	3.34–4.58	4.02	0.28	3.46–4.88	4.05	0.29	3.40–4.53
Frequent monitoring of learning and teaching	3.67	0.36	2.75–4.35	3.78	0.37	2.93–4.68	3.88	0.38	2.75–4.51
High levels of collaboration and communication	3.68	0.29	2.87–4.24	3.78	0.29	3.23–4.39	3.83	0.32	3.22–4.40
High standards and expectations for all students	3.62	0.22	3.12–4.03	3.76	0.32	3.20–4.73	3.82	0.35	3.16–4.63
Focused professional development	3.61	0.32	3.03–4.22	3.73	0.30	3.16–4.28	3.81	0.34	3.03–4.35
High levels of family and community involvement	3.62	0.30	3.10–4.40	3.65	0.36	2.96–4.88	3.72	0.37	3.00–4.39
Total items	3.85	0.24	3.32–4.36	3.94	0.26	3.43–4.69	3.98	0.31	3.30–4.52

Source: Authors' analysis of data from the Educational Effectiveness Survey (2010, 2011, and 2012).

Publicly available data

The descriptive analysis of the publicly available data from 2012 showed that mean proficiency rates ranged from 81 percent to 91 percent (table C5). Attendance rates ranged from 92 percent to 94 percent, and the percentage of students eligible for free or reduced-price lunch ranged from 61 percent to 62 percent. The Idaho State Department of Education provided data on the percentage of students eligible for free and reduced-price lunch separately for reading and math because a slightly different set of students participated in these state tests at some schools. This was likely due to student absences and to some special education students taking alternative tests for one subject but not the other.

Table C5. Mean school-level student outcomes varied by grade level, but the percentage of students eligible for free or reduced-price lunch rates did not, 2012

Variable	All schools (n = 75)				Secondary schools (n = 39)				Elementary schools (n = 35)			
	Number of schools with data	Mean (percent)	Standard deviation (percent)	Range (percent)	Number of schools with data	Mean (percent)	Standard deviation (percent)	Range (percent)	Number of schools with data	Mean (percent)	Standard deviation (percent)	Range (percent)
Proficient in reading	73	91	5.6	62–98	37	91	5.0	75–96	35	90	6.4	62–98
Proficient in math	73	85	8.8	52–98	37	81	9.6	52–95	35	89	5.6	71–98
Attendance	70	93	4.8	70–99	35	92	4.8	76–99	34	94	4.8	70–98
Eligible for free or reduced-price lunch (reading test)	74	61	16.1	0–89	38	61	13.5	0–82	35	62	18.9	0–89
Eligible for free or reduced-price lunch (math test)	74	61	16.0	0–89	38	61	13.3	0–78	35	62	18.8	0–89

Note: The number of secondary and elementary schools does not sum to 75 because one school served grade spans that included both elementary and secondary and was thus dropped from this analysis. Rows are ordered from highest to lowest means for all schools.

Source: Authors' analysis of data from Idaho State Department of Education (n.d. a, b, c, d).

The publicly available variables for the subset of 33 schools with three years of EES data showed means and standard deviations similar to those for the sample of all 75 schools in 2012 (table C6). Means for proficiency rates were lower in 2010 than in 2012. Attendance remained stable, while free and reduced-price lunch rates fluctuated.

Histograms were created for the variables shown in tables C5 and C6. Like the histograms of the EES dimensions, these descriptive statistics showed that not all possible values of the variables were present. Again, this is due in part to aggregation to the school level. However, aggregation to the school level was essential in answering the question of this study.

Table C6. Mean school-level reading and math proficiency and eligibility for free or reduced-price lunch increased between 2010 and 2012, while attendance remained stable

Variable	2010				2011				2012			
	Number of schools with data	Mean (percent)	Standard deviation (percent)	Range (percent)	Number of schools with data	Mean (percent)	Standard deviation (percent)	Range (percent)	Number of schools with data	Mean (percent)	Standard deviation (percent)	Range (percent)
Proficient in reading	32	89	7.5	60–98	32	91	4.2	79–97	32	92	4.5	75–97
Proficient in math	32	84	12.6	34–96	32	86	8.8	49–96	32	86	9.2	52–96
Attendance	31	93	5.0	70–99	—	—	—	—	29	93	6.3	70–99
Eligible for free or reduced-price lunch (reading test)	32	60	19.6	0–89	32	66	10.1	47–87	32	65	10.5	45–85
Eligible for free or reduced-price lunch (math test)	32	60	19.5	0–89	32	66	10.1	47–87	32	65	10.2	45–85

— is not available because data were lost in a data storage system conversion.

Source: Authors' analysis of data from Idaho State Department of Education (n.d. a, b, c, d).

Notes

1. In conducting this analysis, the Benjamini-Hochberg correction was employed to guard against error associated with multiple comparisons (Benjamini & Hochberg, 1995), meaning that the relationships between variables could have occurred by chance. Because this study was not experimental, it cannot demonstrate that any variable caused achievement or attendance to increase.
2. Other uses of the EES perception data—such as measuring teacher satisfaction with the school environment—might be appropriate if these uses do not assume that the survey results relate directly to student achievement. However, these other uses were not examined in this study.
3. Elementary and secondary schools do not sum to 75 because one school's grade-level configuration did not fit into either category and was thus not included.

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ETA Account

Funding Source	\$ Available	Proposed Expenditure Amount	Purpose	Remaining Balance
4602 (ETA - funding ends 30 Jun 2016)	\$750,000	\$265,000	WyCEL ECHO Project Leadership Supports	\$485,000
4602 (ETA - funding ends 30 Jun 2016)	\$485,000	\$132,000	Strategic Plan Development	\$353,000
4602 (ETA - funding ends 30 Jun 2016)	\$353,000	\$10,000 (Initial Cost)	Evaluation Model Development	\$343,000
4602 (ETA - funding ends 30 Jun 2016)	\$343,000	\$88,000	Regional Professional Development Activities Topic: Professional Learning Communities	\$255,000
4602 (ETA - funding ends 30 Jun 2016)	\$255,000	Anticipated \$255,000	Future development of evaluation model, district assessment reviews and technical assistance, school improvement review and monitoring	\$0

Notes



WYOMING
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MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Brent Young, WDE
DATE: September 15, 2015
RE: WDE/System of Support/Sustainability and Capacity

Meeting Date: September 23, 2015

Agenda Item: System of Support Planning Update

Item Type: Action: _____ Informational: x

Background:

The Wyoming Department of Education (WDE) has formed a steering committee to look at building our own capacity as an agency to play an integral part in the system of support. We have partnered with the North Central Comprehensive Center (NCCC) and they will facilitate the steering committee's work. A description of the the center is attached.

The following have been the discussion as possible goals for this project:

- Develop a statewide calendar of professional development activities that are offered by the WDE to our stakeholders
- Align agency budgets to support the sustainability for the current and future system of support activities
- Develop a matrix of WDE supports that align with the statewide support system
- Creation of new supports offered by the WDE

Attainment of these goals will require interagency collaboration in order to build opportunities for shared leadership, establish processes and order, and to create and sustain a culture that delivers supports proven to have a positive impact on school performance.

Having this work facilitated by NCCC allows for representation and participation from the entire WDE. We will update the board as this work continues.

Statutory References (if applicable):

21-2-204 (f)

Fiscal Impact (if applicable):

\$0 – NCCC serves regional states through the United States Department of Education.

Supporting Documents/Attachments: North Central CC

North Central CC

The North Central Comprehensive Center (NCCC) is one of 15 regional centers across the nation that are funded by the U.S. Department of Education to provide assistance to state education agencies in the implementation of federal initiatives and requirements. Operated by McREL, the NCCC serves Nebraska, North Dakota, South Dakota, and Wyoming. Through the center, McREL provides these states with training and technical assistance to accomplish two main goals:

- Build each state's capacity to implement and administer programs of the federal Elementary and Secondary Education Act, and help districts and schools achieve the goals of the law.
- Improve each state's access to resources, information, and services that help districts (especially low-performing districts) improve student learning, close achievement gaps, and sustain school improvement.

Link to web site: <http://www.mcrel.org/centers-and-programs/nccc>



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Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Duties Prescribed by Law

The last section of the October report has to do with the duties prescribed by law to the state board. The administrative committee discussed this topic at their meeting and will provide some of their insights to the whole board. At the committee's request, we have included the sheet on education duties. Understand this does not include recent "prescribed duties" regarding accountability nor has it been updated since the last session (so you'll note there is stuff about a writing assessment in there and standards being reviewed every 5 years). Nevertheless, the committee felt that a review of this document would help us frame our discussion.

Education Duties

Note: The classification of duties into different service areas is somewhat artificial, and there may be some overlap and duplication.

SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE DEPARTMENT

MAJOR / GENERAL DUTIES

- General supervision of public schools. *Art. 7, § 14, Constitution of the State of Wyoming*
- Act as administrative head and chief executive officer of the Department of Education (“Department”). *W.S. § 21-2-201*
- Supervise the Department and staff and organize it in a manner to discharge duties appropriately. *W.S. § 21-2-104*
- Make rules and regulations consistent with the Education Code. *W.S. § 21-2-202(a)(i)*
- Develop public support for a complete and uniform system of education. *W.S. § 21-2-202(a)(ii)*
- Enforce the Education Code and rules and regulations in accordance with the law. *W.S. § 21-2-202(a)(iv)*
- Make final agency decisions and hold administrative hearings in accordance with the law. *W.S. § 21-2-202(d) and § 21-2-101*
- Take appropriate administrative action with the State Board that may be necessary, including changing the accreditation status of any school or institution. *W.S. § 21-2-202(c)*
- Assist the State Board. *W.S. § 21-2-*

STATE BOARD OF EDUCATION

MAJOR / GENERAL DUTIES

- ◇ Establish policies for public education in the State consistent with the Constitution and the statutes. *W.S. § 21-2-304(a)(i)*
- ◇ Establish statewide goals for Wyoming public education. *W.S. § 21-2-304(e)*
- ◇ Promulgate rules necessary or desirable for the proper and effective implementation of the Education Code. *W.S. § 21-2-304(a)(i)*
- ◇ Initiate and facilitate discussions regarding the needs of and the means for improving education. *W.S. § 21-2-304(b)(v)*
- ◇ Perform an ongoing review of State Board duties and make recommendations to the Legislature on board duties. *W.S. § 21-2-304(c)*
- ◇ Report to the Governor and recommend education legislation and necessary appropriations for educational activities in conjunction with the Superintendent. *W.S. § 21-2-306*
- ◇ Require reports and other assistance from school boards and officials as necessary. *W.S.*

202(a)(vii)

- Designate an employee to serve as liaison to the State Board, including providing information upon request. *W.S. § 21-2-202(b)*
- Assist the Professional Teaching Standards Board. *W.S. § 21-2-202(a)(xvi)*
- Serve on the School Facilities Commission. *W.S. § 21-15-113*
- Serve as an ex officio member of the University of Wyoming's Board of Trustees. *Art. 7, § 17, Constitution of the State of Wyoming*
- Serve on the Board of Land Commissioners. *Art. 18, § 3, Constitution of the State of Wyoming*
- Report to the Governor and recommend education legislation and necessary appropriations for educational activities in conjunction with the State Board. *W.S. § 21-2-306*
- Recommend appropriations from the school foundation program account, including the amount necessary to fund payments to the school districts and special programs in the budget request to the Governor. *W.S. § 21-2-202(a)(xvii)*
- Consult with and advise the State Board, local school boards, local school administrators, teachers and interested citizens. *W.S. § 21-2-202(a)(ii)*
- Print and distribute informative material to interested parties. *W.S. § 21-2-202(a)(ix)*
- Maintain files and records of matters related to the Department. *W.S. § 21-2-202(a)(iii)*
- Employ legal counsel to review

§ 21-2-305(a)(ii)

- ◇ Meet during the first quarter of a calendar year and select a chairman; meet at the call of the Superintendent or the Governor or the Chairman and meet at regular intervals as required to carry out duties. *W.S. § 21-2-301(b)*.
- ◇ Evaluate and review, at least every five (5) years, the uniformity and quality of the educational program standards imposed by *W.S. § 21-9-101* and *§ 21-9-102* and the student content and performance standards and report findings and recommendations to the Joint Education Interim Committee. *W.S. § 21-2-304(c)*
- ◇ Through the evaluation and accreditation of school districts, implement and enforce the uniform standards for educational programs prescribed under *W.S. § 21-9-101* and *§ 21-9-102*.
 - ◆ Ensure the uniform standards provide students an opportunity to acquire sufficient knowledge and skills to enter the University and community colleges and/or the job market or post-secondary vocational and technical training and achieve the general purpose of educating students for their roles as citizens and participants in the political system. *W.S. § 21-2-304(a)(ii)*

- contracts and perform other duties as assigned. *W.S. 21-2-202(a)(xix)(J)*
- Establish a program of administering a standardized college entrance examination or a job skills assessment test to all 11th and 12th graders by rule and regulation. *W.S. § 21-2-202(a)(xxx)*
 - Develop and implement a statewide education technology plan in cooperation with interested shareholders. *W.S. § 21-2-202(a)(xx)*
 - Prepare a summary of the law regarding the creation and operation of charter schools. *W.S. § 21-3-304(g)*
 - Adopt rules and regulations prescribing standards and allowable costs for educational services provided to court ordered placement pupils and distribute appropriate payments for such services. *W.S. § 21-13-315(b)*
 - Promulgate rules and regulations to implement and enforce standards for student transportation. *W.S. § 21-13-320(f)*
 - Make rules and regulations establishing standards for driver education programs in consultation with the Department of Transportation and employ a state coordinator of driver education programs to provide oversight of all driver education programs throughout the State. *W.S. § 21-3-501(e) and (f)*
 - Make guidelines regarding the proper storage and disposal of hazardous material and toxic chemicals for school districts in cooperation with the Department of Environmental Quality. *W.S. § 21-2-202(a)(xxii)*
 - Make rules and provide a biennial plan and budget for the maintenance and operation for the deaf school in Casper.
- ◇ In consultation with local school districts, prescribe and enforce uniform student content and performance standards as specified by *W.S. § 21-9-101(b) and (c)*, including promulgation of uniform standards for programs addressing the special needs students specified by *W.S. § 21-9-101(c)*.
 - ◆ Include standards for graduation from any high school and describe required performance levels in order to achieve proficiency of the common core of knowledge and skills.
 - ◆ The standards must require successful completion of the following components, as evidenced by passing grades or successful performance on a competency-based exam: Four (4) years of English; Three (3) years of mathematics, science and social studies, including history, American government and economic systems and institutions. *W.S. § 21-2-304(a)(iii)*
 - ◇ Beginning school year 2013-14, require district administration of common benchmark adaptive assessments in grades 1-8, in accordance with *W.S. 21-3-110(a)(xxiv)*. *W.S. 21-2-304(a)(iv)*

W.S. § 21-2-202(a)(xii)

- Collect and assess student educational assessment data from school districts, community colleges and the University of Wyoming in accordance with the rules promulgated by the State Board. W.S. § 21-2-202(a)(xiv)
- Establish and maintain and a uniform statewide reporting system based upon the student assessment. W.S. § 21-2-202(a)(xxi)
- Maintain a list of accredited schools in Wyoming. W.S. § 21-2-202(a)(viii)
- Administer and enforce the statutes addressing private school registration and licensure. W.S. § 21-2-401 and § 21-2-402
- Regulate the qualifications of and establish licensure fees for agents of private schools. W.S. § 21-2-403(b)
- Revoke and suspend private school registrations and licenses in accordance with the Wyoming Administrative Procedures Act. W.S. § 21-2-402(d)
- Establish rules and regulations for the implementation and administration of the Hathaway Scholarship Program, including providing for exceptions when appropriate in determining initial scholarship eligibility and continued eligibility. W.S. § 21-16-1308
- Promulgate rules and regulations for the collection of data and annual reporting requirements for the Hathaway Scholarship Program. W.S. § 21-16-1308(c)
- Promulgate rules and regulations, in consultation with the State Board, and provide oversight for distance education programs in Wyoming. W.S. § 21-2-

◇ Beginning school year 2014-15 and each year thereafter, annually review and approve each district's assessment system designed to determine the various levels of student performance and attainment of high school degree. W.S. 21-2-304(a)(iv).

◇ Establish requirements for high school diplomas as measured by each district's assessment system and provide for advanced, comprehensive and general endorsements on diplomas in accordance with statute. W.S. § 21-2-304(a)(iv)

◇ Implement, review and evaluate a statewide assessment system for measuring student progress. The system must:

- ◆ Utilize measures, that when combined, provide a reliable and valid measure of individual student achievement;
- ◆ Ensure the primary purpose is to improve teaching and learning in schools and fostering school program improvements;
- ◆ Require administration in reading and mathematics at grades 3-8, science at 4 and 8, writing and language at 3, 5 and 7.
- ◆ Measure Wyoming students against a national comparison.

202(a)(xxxi) and § 21-13-330.

- Promulgate rules and regulations establishing a charter school application process, which includes a process for review by the district superintendent and mediation. *W.S. § 21-3-307(d)*
- ◆ Measure changes in student performance and progress in each subject year-to-year;
- ◆ Ensure a fair and unbiased assessment without regard to race, ethnicity, limited English proficiency and socioeconomic status; and,
- ◆ Provide alternatives and appropriate assessments for students with disabilities. *W.S. § 21-2-304(a)(v)*
- ◇ Establish a separate writing and language assessment to be implemented and administered in school year 2013-14 and annually thereafter. 2012 Wyo. Sess. Laws § 3(b).
 - Objective measurement of written responses to informational and literary text.
 - Administered in grades 3, 5, 7.
 - No more than 3 hours of assessment time per year.
 - State Board shall report on progress of writing assessment no later than July 1, 2013, to the Select Committee.
- ◇ Report assessment results to students, parents, schools, schools districts, the public and the legislature in an accurate manner and utilize results in conjunction with school district's annual

assessment to design educational strategies for improvement and enhancement of student performance. *W.S. § 21-2-304(a)(v)(H)*

- ◇ Establish improvement goals for public schools assessment of student progress based upon the NAEP (National Assessment of Educational Progress) and the statewide assessment. *W.S. § 21-2-304(b)(xiv)*
- ◇ By rule and regulation establish a statewide accountability system imposing a range of educational consequences that increase in the degree of intensity over time, which ensures:
 - ◆ Continuous improvement of student achievement;
 - ◆ Accountability decisions and progress of improving student achievement are based on adequate yearly progress as defined by No Child Left Behind and the district's body of evidence;
 - ◆ Ensure the focus of the system is teacher remediation, administrator quality and student remediation; and,
 - ◆ A range of rewards are provided for those schools that meet the appropriate goals. *W.S.*

§ 21-2-304(a)(vi)

◇ Enforce the uniform content and performance standards imposed by statute and rule and regulation by taking appropriate administrative action with the Superintendent, including but not limited to changing the accreditation status. *W.S. § 21-2-304(b)(ii)*

◇ Approve or disapprove alternative scheduling for districts requesting to operate for less than 175 days in a school year. *W.S. § 21-2-304(b)(viii)*

Promulgate rules for the development, assessment and approval of school district teacher performance evaluation systems which allows each district the flexibility to develop an evaluation system that meets the individual needs of the district. *W.S. § 21-2-304(b)(xv)*

◇ Through the Superintendent, implement, administer and supervise education programs and services for adult visually handicapped and hearing impaired persons within the State. *W.S. § 21-2-304(b)(xvi)*

◇ Grant or deny requests by charter schools for release from State statutes and rules, decide appeals from district board decisions related to charter schools. *W.S. § 21-3-310*

◇ Serve as the “State Committee” for purposes of district organization, reorganizations,

and adjustment of boundaries of school districts. Duties include:

- ◆ Providing aid to district boundary boards in carrying out their powers and duties in consultation with the Superintendent; and,
- ◆ Receiving, filing and reviewing all proposals for organizations, reorganization and boundary adjustments and making decisions as the approval or denial of the submission. *W.S. § 21-6-210(a) and § 21-6-211*
- ◇ Approve any agreement to form a board of cooperative educational services (BOCES) entered into by a school district. *W.S. § 21-20-104(a)*

SPECIAL EDUCATION

- Make rules to assure disabled students receive a free and appropriate education.
- Promulgate rules and regulations that assure that each child with a disability receives a free and appropriate education in accordance with his capabilities. *W.S. 21-2-202(a)(xviii)*
- Establish statewide guidelines for special education staffing levels to be used in assessing programs and services provided by school districts. *W.S. § 21-2-202(a)(xxiii)*
- Monitor school district special education identification and service delivery practices, assess variations in services or delivery methods and assist districts in developing alternatives.

SPECIAL EDUCATION

- ◇ Prescribe content and performance standards for children with disabilities, limited English proficient children, economically disadvantaged youth and gifted and talented students.
 - ◆ Programs implemented by districts in accordance with these standards must identify special student populations in accordance with the rules and regulations of the State Board. *W.S. § 21-2-304(a)(iii) and § 21-9-101(c)*

W.S. § 21-2-202(a)(xxiv).

- Measure and track district special education programs based upon student performance and develop procedures to monitor student progress over time. W.S. § 21-2-202(a)(xxv)
- Promulgate rules and regulations to carry out the delivery of educational services of preschool children with disabilities. W.S. § 21-2-703(c)
- Insure that activities to deliver a proper education to preschool children with disabilities comply with the Education of the Handicapped Act, 20 U.S.C. §§ 1400 through 1485. W.S. § 21-2-703(a)(iii)
- Enter into an agreement with the Development Disabilities Division of the Department of Health defining the duties of each party with regard to the education of developmentally disabled preschoolers. W.S. § 21-2-703(c)
- Receive and expend funds from the federal government pursuant to § 611(d) and reserved by the State pursuant to § 611(e)(2) of the federal Individuals with Disabilities Education Act in accordance with the law. W.S. § 21-2-705(c)
- Promulgate rules and regulations to implement and administer reimbursement for special education services. W.S. § 21-13-323(d)
- Note: Many aspects of special education and educating children with disabilities are controlled and dictated by federal law. Any action or initiative undertaken by the State Board or the Superintendent in this area must coincide with the direction of the federal government as contained in the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq. and any

◇ Monitor the proportion of students in each special needs category and compare to regional averages. W.S. § 21-9-101(c)

◇ Note: Many aspects of special education and educating children with disabilities are controlled and dictated by federal law. Any action or initiative undertaken by the State Board or the Superintendent in this area must coincide with the direction of the federal government as contained in the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq. and any subsequent amendments thereof. Furthermore, because the implementation of federal programs and distribution of federal aid is within the control of the Superintendent and special education is governed by federal law, the Board's abilities are relatively limited in this area. W.S. § 21-13-321(a)(ii) and § 21-2-202(a)(xviii) and (xix).

subsequent amendments thereof.

- Establish requirements for school district policies on using seclusion and restraint; review district policies. W.S. 21-2-202(a)(xxxii)
- Develop a model protocol to assist districts to develop protocols assessing risks of head injuries from school athletics

VOCATIONAL EDUCATION

- Establish criteria and guidelines in the following areas:
 - Identification of vocational education courses by districts;
 - For computation of full-time equivalent (FTE) students participating in vocational education courses; and,
- Develop a process and procedure for granting district waivers from instructional and career-vocational education program requirements, which includes incentives for teacher certification and program sequencing compliance subject to the district submitting specific items as contained in statute. W.S. § 21-2-202(a)(xxvii)
- Establish procedural and monitoring requirements for implementation of the career-technical education demonstration project grant program authorized by W.S. 21-12-105, including coordination with the post-secondary and industry fields. W.S. § 21-2-202(a)(xxviii)
- Provide for the reporting for district vocational education expenditures by rule and regulation. W.S. § 21-2-202(a)(xxix)

VOCATIONAL EDUCATION

- ◇ Serve as the State Board of Vocational Education, promulgate rules and review career-vocational education programs offered by school districts to ensure the programs serve the needs of the students and are aligned with State content and performance standards. W.S. §§ 21-2-307, 21-12-101(a).

FEDERAL PROGRAMS

- Make rules for the acceptance and disbursement of federal funds for school lunch, milk and other commodities distributions. In carrying out this duty the Superintendent may:
 - Enter into agreements, employ personnel, direct disbursements of funds, assist in training personnel of programs and accept gifts in connect with such programs;
 - Audit and conduct reviews and inspections of accounts, records and operations of programs; and,
- Conduct studies to improve and expand school lunch programs and promote nutritional education in schools. W.S. § 21-2-202(a)(x)
- Accept all federal funds distributed to aid education (except those provided under W.S. § 21-2-307 & § 21-2-601). W.S. § 21-2-202(a)(xix)
- Administer and supervise any State Plan established or any federal funds subject to federal requirements, including:
 - Make agreements with federal agencies to secure benefits;
 - Establish a State Plan;
 - Provide reports to federal agencies and collect reports from local education agencies;
 - Conduct surveys and studies with other agencies to identify the needs of the State;
 - Establish standards for receipt of

funds;

- Give technical advice and assistance to local education agencies receiving federal funds; and,
 - Take other action necessary to secure federal funds. *W.S. § 21-2-202(a)(xix)*
- Note: The authority of the Superintendent and the Department in the area of federal programs and distribution of funds has many programmatic implications, including in the area of special education.

SCHOOL FINANCE

- Make rules and regulations governing the administration of the finance model, including:
- Providing copies of the model as administered to the school districts;
 - Certifying the model is properly incorporated into the model as administered by the Department; and,
 - Implementing technical corrections to the model between legislative sessions. *W.S. § 21-2-202(e)*
- Administer the school finance, data management and reporting system for funding of the public schools, including the enforcement of rules for submission of uniform data. *W.S. § 21-2-203(c)(i) and § 21-13-309(m)*
- Calculate and distribute the funds associated with operational costs for school districts including, but not limited to, ADM, enrollment, at-risk population, alternative school funding, salaries for all school district level

staffing categories, including extra compensation provided to teachers pursuant to statutes, vocational education, transportation and special education, health insurance, routine building maintenance, tuition and isolation and maintenance payments and inflationary adjustments. *W.S. § 21-13-309(m), (o) and (p) and § 21-13-313*

- Collect the data necessary to administer the school finance model, including:
 - Coordinate the effort with other functions of the Department to consolidate reporting requirements and avoid duplication; and,
 - Consult with advisory committee on type and format of data to be reported. *W.S. § 21-2-203(a) and (c)(ii)*
- Specify formats, uniform accounting standards and procedures and processes for district accountability and data reporting. *W.S. § 21-2-203(c)(iii)*
- Make recommendations to improve the accuracy and reliability of data and the general efficiency of the operation of the school finance system. *W.S. § 21-2-203(c)(iv)*
- Provide training of district personnel regarding administration of the school finance model. *W.S. § 21-2-203(c)(v)*
- Cooperate with and consult with other State agencies which have responsibilities related to the school finance system. *W.S. § 21-2-203(c)(vi)*
- Ensure that comprehensive school finance information is available in a useful format to policymakers, schools districts and the general public. *W.S. §*

21-2-203(c)(vii)

- Establish a data advisory committee to provide guidance and suggestions on data collection and use by the Department. *W.S. § 21-2-203(d)*
- Pursuant to rules and regulations, conduct audits of data submitted by the school districts that are necessary to administer and perform computations pertaining to the cost components within the education block grant resource model. *W.S. § 21-13-307(b)*
- Provide for the storage, management, and reporting of information provided by the Wyoming professional teaching standards board. *W.S. § 21-2-202(a)(xxxii)*.
 - Promulgate rules and regulations for data elements collected.
 - Report to JEIC on the expansion of the data repository. Report includes:
 - Action plans and funding necessary to implement completion of system transition of certified personnel records from PTSB to WDE, including implementing an online certification renew system and the completion and the completion of data migration to WDE's data repository. 2011 Sess. Laws ch. 185 § 4(c).
 - \$350,000 appropriated -- 2 FT positions (1 PTSB/1 existing WDE funds). 2011 Sess. Laws ch. 185 § 4(a), (b).
- Provide copies of the model and model spreadsheets for public inspection.

W.S. § 21-2-202(e).

- Approve reading assessment screening instruments. W.S. § 21-3-401(a).
- Annually update and compile information reported at the model component level, on school district allocation of model resources, as well as other information provided for the purposes of developing and completing the 2010 cost of education studies. W.S. § 21-13-309(u).

ACCOUNTABILITY

- Compute overall school score for student performance in the core indicators. W.S. § 21-2-204(d)
- Performance Acceleration Plans. W.S. § 21-2-204(f)(i)
 - Format and criteria prescribed by rule and regulation
 - Discuss each plan with affected districts
 - Determine sufficiency of resources for implementation
 - Report to JEIC and JAIC on all plans
- Take action based on system of support, intervention, and consequences established by the Board. W.S. § 21-2-204(f).
 - To the extent permitted by law, plans submitted by schools should comply with similar Department requirements to minimize submission of duplicative information. Plans shall be available online.
- Statewide Accountability System. W.S. § 21-2-204(h).

ACCOUNTABILITY

- ◇ Administer as part of school district accreditation. W.S. § 21-2-204(f)(iii).
- ◇ Implement and enforce the statewide education accountability system; require district adherence. W.S. § 21-2-304(a)(ii)
- ◇ Pilot a statewide benchmark adaptive assessment for school year 2011-12. 2011 Sess. Laws ch. 184 § 5(a).
 - Results of the pilot program used to establish student achievement level with the statewide summative assessment and performance target levels for school year 2012-13.
 - Report the development and implementation of the pilot program to the Select Committee with a final report on or before December 1, 2011.
- ◇ Align statewide assessment components with the accountability system. W.S. §

- Provide periodic and uniform reporting on the progress of achievement compared to established targets
 - Include process for consolidating, coordinating, and analyzing existing performance data and reports to align and incorporate into the statewide system.
 - Link student scores on the benchmark adaptive assessment to teachers, schools, and districts. W.S. § 21-2-202(a)(xiv)
 - Format and schedule established by rule and regulation of the SBE.
 - Use existing data to establish longitudinal data systems linking student achievement with teachers of record and relevant school principals. W.S. § 21-2-203(c)(ii)(C)
- Provide information and other assistance to the Select Committee on Accountability as requested. 2011 Sess. Laws ch. 184 at § 4(n).
 - Administer a statewide benchmark adaptive assessment pilot during school year 2011-12. 2011 Sess. Laws ch. 184 § 5(a).
 - Start developing a statewide multiple choice, standardized summative assessment meeting the requirements of 20 U.S.C. § 6311. 2011 Sess. Laws ch. 184 § 5(b)
 - Review the body of evidence component of student assessments required by law and provide an alternative---goal is to replace current body of evidence system by school year 2012-13. 2011 Sess. Laws ch. 184 § 5(c).
- 21-2-304(a)(v).
- ◇ In consultation with districts, through the Superintendent, and by rule and regulation, implement a statewide accountability system. W.S. 21-2-304(a)(vi).
 - Technically defensible approach to calculate achievement, growth, and readiness (W.S. 21-2-204)
 - Establish performance targets (21-2-204(e))
 - Establish progressive, multi-tiered system of supports, interventions, and consequences (21-2-204(f))
 - Establish statewide reporting system (21-2-204(h))
 - ◇ Review an alternative to the current body of evidence system. 2011 Sess. Laws ch. 184 § 5(c).
 - The alternative shall: provide a district level of assessment enabling consistent, comparable, and aligned measures; provide multiple opportunities for students to demonstrate proficiency at the student, teacher, school, and district levels; consider end-of-course examinations as an alternative to body of evidence system.
 - Goal is to replace current body of evidence

- For Board report due Oct. 15, 2012, use available 2011-12 data and applicable prior years to demonstrate operation of phase one pilot system and application of business rules set by Board. EA 65 § 5(a).
 - As data become available, review operation of phase one and report to Board any revisions.
 - On behalf of Board, calculate overall school and indicator level results for 2012-13 pilot year based on 2011-12 data.
 - As part of Board report, document procedure that:
 - Considers level of expertise required to implement improvement plan
 - Considers level of critical review and evaluation for implementing improvement plan
 - Provides for appointment of representative from the Department, District, or both, or a contractor
 - For schools with substantial need, establishes a support structure composed of distinguished educators with necessary skills and experience
 - Report on effectiveness of representatives.
- system for school year 2012-13.
- ◇ Develop a statewide multiple-choice, standardized summative assessment meeting the minimum requirements of No Child Left Behind (NCLB). 2011 Sess. Laws ch. 184 § 5(b).
 - Statewide assessment will no longer require the comprehensive and in-depth measurement of state content and performance standards.
 - Develop an authentic statewide assessment of student writing skills that is limited to one writing prompt in school year 2011-12, the initial year of implementation as a pilot assessment.
 - Assessment is to be: based on research and encourage rigor in the classroom; developed outside of and not as part of the requirements under NCLB; administered separately and at different times from the statewide summative assessment in other subject areas; and be fully implemented in the 2012-13 school year and each year thereafter.
 - At least 30 days prior to issuing RFP to start development and implementation of the assessment, the

Superintendent is required to submit the RFP to the Select Committee for review.

- ◇ Promulgate rules for an annual teacher performance evaluation system. W.S. § 21-2-304(b)(xv)
 - Based in part on student academic performance measures.
 - Longitudinal data systems linking student achievement with teachers of record
 - Clearly prescribe standards for highly effective, effective, and ineffective performance.
 - Allow a reasonable opportunity for mentoring and professional development activities.
- ◇ Promulgate rules for an annual district leadership performance evaluation system. W.S. § 21-2-304(b)(xvi).
 - Allow a reasonable opportunity for mentoring and professional development activities.
- ◇ Informally review overall school performance rating, following an informal review by the professional judgment panel. W.S. 21-2-204(d).
- ◇ Through a deliberative process informed by the professional judgment panel, compile, evaluate, and determine target

levels for the overall school performance rating and for content-level performance. W.S. 21-2-204(e)

- Identify four levels of school performance
 - Further measure performance by identifying content performance in all areas
 - Coordinate target levels, school, and content-level determinations with the availability of the system of support, interventions, and consequences.
- ◇ Establish a progressive, multi-tiered system of support, intervention, and consequences conforming to the January 2012 education accountability of report. System must clearly identify and prescribe actions for all levels.
- ◇ Establish reporting system that gives a report that describes the performance of each public school. W.S. 21-2-204(h)
- Include overall performance rating and ratings for each indicator.
 - Be disaggregated as appropriate by subgroups
 - Provide longitudinal information to track student performance
 - Include development of

- longitudinal student-level reports of assessment and other relevant readiness indicators to indicate progress toward college and career readiness; part of district data system.
- Provide valid and reliable data on the operation and impact of the accountability system.
- ◇ Annually review accountability system. Report to the Joint Education Committee no later than September 1 2014, and annually thereafter.
- ◇ In consultation with the Department, report to LSO no later than October 15, 2012 on implementation of Phase I of the accountability system. EA 65 § 5(a).
 - Include design and proposed business rules for implementation of fully operational pilot by school year 2012-13.
 - For data required but not yet collected, through the Department, include specific plan on how indicators will be incorporated.
 - Includes technically defensible approach to calculating achievement, growth, and readiness.
 - Based on deliberative process informed by

professional judgment panel.

- Performance targets and levels of performance
 - Inclusion requirements
 - Attribution requirements
 - Separate component: design document and implementation plan describing provision of multi-tiered system of supports, interventions, and consequences
- ◇ No later than Nov. 15, 2012, report and make recommendations to select committee on end of course assessment as part of the statewide summative assesement.

CHARTER SCHOOLS

- By rule and regulation, prescribe uniform application and renewal forms for charter schools.



WYOMING

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Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Advisory Committee to the Select Committee on Statewide Education
Accountability

Sue represents the board on the advisory committee. As you'll see from her thorough update, they are focusing on leader evaluation which is what we refer to as Phase II of WAEA. Please see Sue's written update in the packet. She'll fill us in a bit at the meeting and answer any of your questions.

The Advisory Committee on Accountability
Notes from July 27th and August 28th Meetings

We are working on the second phase of the accountability plan which centers on educational leaders - including superintendents, central office leaders, principals and teacher leaders. We are developing a framework that addresses the following elements:

1. A shared vision of leadership with common standards and competencies for educational leaders including skills for leaders of underperforming schools and advanced leadership skills.
2. Recruitment strategies to provide an ongoing supply of quality school and district leaders in the state.
3. Standards for increasing the rigor of initial training for educational leaders aligned to state-wide expectations, increased entrance requirements, increased internship requirements, and the allowance of other (and perhaps alternative?) certification programs in the state.
4. Model evaluation systems for districts to study, use, and/or adapt.
5. Ongoing leader development systems for early- and mid-career leaders including central office supports.
6. Recertification requirements based on statewide expectations and standards for principals, central office leaders and superintendents.

A portion of this work involves identifying possible policies, rules/regulations, guidance, and recommendations for implementation of this framework. This might include new rules and regulations that will need to be adopted by the WDE, the SBE, and the Professional Teaching Standards Board (PTSB). There will also be several recommendations for leadership training at the university level and for continuous support by districts. Our early discussions have centered on ideas such as:

- A. Adoption of common standards, competencies and expectations for educational leaders especially focused on principals. (Probably a SBE task)
- B. Development of recruitment strategies to incentivize potential leaders to enter the educational leadership profession
- C. Adoption of standards for pre-service principal and superintendent preparation programs that increase the rigor and alignment of such preparation programs.
- D. Promulgating rules for leader support and evaluation based on the 2014 report that was completed by the Advisory Committee. (Probably a SBE task)
- E. Articulate requirements designed to support principals and central office leaders in terms of on-going development.
- F. Draft a tiered system of certification requirements for school and district administrators, with central office requirements focused on development and support for early and mid-career principals and superintendents and other central office leaders responsible for supporting the development of principals.

I will miss the next Advisory Committee Meeting which is scheduled during our retreat September 25th.

Submitted by: Sue Belish

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: September 24, 2015

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the September 24, 2015 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

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

COMMENTS:

State Board of Vocational Education

September 24, 2015

Lakeside Lodge

99 Forest Service Road,

Pinedale, Wyoming

A G E N D A

1.	Call to Order – Pete Gosar Roll Call			10:00 a.m.
2.	Approval of Agenda – Pete Gosar	Tab M	Action	
3.	Approval of Minutes- Pete Gosar	Tab N	Action	
4.	Perkins Grant Award Notice with Performance Improvement Plan	Tab O	Information	10:20 a.m.
5.	Public Comment			10:45 a.m.
6.	Adjournment			11:00 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: September 24, 2015

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the March 17, 2015 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from March 17, 2015

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

March 17, 2015

Carbon County School District #2, Boardroom

315 North 1st Street, Saratoga

Wyoming State Board of Vocational Education members present: Ron Micheli, Scotty Ratliff, Pete Gosar, Sue Belish, Kathy Coon, Jim Rose, Kathryn Sessions, Ken Rathbun, Walt Wilcox, Belenda Willson

Members absent: Jillian Balow, Hugh Hageman, and Nate Breen

Also present: Chelsie Oaks, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Guy Jackson, WDE; Loralyn O'Kief, WDE

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 4:10 p.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

The minutes from the February 6, 2015 meeting were presented to the Board.

Sue Belish moved to approve the minutes, seconded by Kathryn Sessions; the motion carried.

PERKINS STATE PLAN AND SUBMISSION LETTER

Guy Jackson, WDE, reviewed the letter provided in the packet on the request to extend and revise the Perkins State Plan. The US Department of Education, Office of Career, Technical and Adult Education requires eligible recipients of Carl D. Perkins to request an extension and revision (if necessary) of its state plan each year. This letter also includes the proposed Perkins state budget for the upcoming grant year (FY16) and changes to state proposed performance levels. He noted that the budget portion has not changed for six or seven years.

Sue Belish moved to approve the requested extension for Carl D. Perkins fund, and to go forward with sending the letter, Walt Wilcox Seconded; the motion carried.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF CAREER TECHNICAL
EDUCATION CONSORTIUM REPORT

Loralyn O’Kief, WDE, presented “CTE is Your STEM Strategy” to the Board. Ms. O’Kief invited the Board to attend a free conference that the WDE CTE group will be putting on at Sheridan College this August. Guy Jackson will be forwarding a video to Chelsie Oaks to be shared with Board. Additionally, the college will be offering dorms to teachers to help save money. This conference will be paid for with Perkins funds.

The State Board of Vocational Education adjourned at 5:15 p.m.

DRAFT



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Brent Young

Chief Policy Officer

Dianne Bailey

Chief Operations Officer



Cheyenne Office

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Cheyenne WY 82002-0206
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Riverton, WY 82501
Phone: (307) 857-9250
Fax: (307) 857-9256

On the Web

edu.wyoming.gov
wyomingmeasuresup.com

August 12, 2015

Dr. Edward R. Smith, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Career, Technical and Adult Education
U. S. Department of Education
Potomac Center Plaza
550 12th Street, SW, Room 11060
Washington, DC 20202-7241

Dear Dr. Smith,

In response to the conditions in your letter dated July 1, 2015, the state of Wyoming through the Wyoming Department of Education respectfully submits its consecutive three year state plan to improve its State level of performance for the core indicator of performance 1S2: Academic Attainment in Mathematics in accordance with section 123 (a)(1) of the Carl D. Perkins Career and Technical Education Act of 2006.

The state wishes to include the core indicator of performance 1S1: Academic Attainment in Reading/Language Arts also even though it failed the ninety percent threshold for only two consecutive years.

ACT Mathematics Performance Level Descriptors

In June of 2014, the State of Wyoming established new cut points for student proficiency for eleventh grade students in the area of math. In the early fall of 2014, the Wyoming Department of Education worked with research scientists at ACT to develop written descriptors of each of the performance levels that reflect the recommendations made by the standard-setting panelists in August of 2014.

As you can see from the descriptors below, the proficient cuts in the content areas were developed in a way that results in approximately a 50% probability (range: 44-53%) of students earning a B or higher in entry-level credit bearing courses in college and about a 60% chance (range: 57-65%) of enrolling in college the fall after high school graduation. Given the emphasis of our state's adopted standards on college and career readiness, and given that ACT's research indicates that the skills necessary for most careers are very similar to those required for success in higher education, these Performance Level Descriptors (PLD) and associated cut points are appropriate for adoption in Wyoming.

Basic—Students meeting the Basic standard in reading have a 22% probability of earning a B or higher in a first-year credit-bearing college course in math, and a 51% probability of earning a C or higher in the course.

Proficient—Students meeting the Proficient standard in reading have a 44% probability of earning a B or higher in a first-year credit-bearing college course in math, and a 69% probability of earning a C or higher in the course.

Advanced—Students meeting the Advanced standard in reading have a 73% probability of earning a B or higher in a first-year credit-bearing college course in math, and a 85% probability of earning a C or higher in the course. Student performance levels in academic achievement for the 2013-2014 reporting period cannot be compared with previous reporting years due to the state-driven change in cut points. Since this established a new baseline of student performance in this area, LEAs were not required to submit performance improvement plans for the 2014-2015 program year.

1S2 – Attainment of Academic Skills: Mathematics

The state has renegotiated its agreed upon indicators for 1S2 for 2014-2015 and negotiated 2015-2016 in light of the changes above.

(1S2) Academic Attainment: Mathematics					
Academic Year	Agreed Upon Target	90% Thresh.	Actual Perf.	90% Met? Y/N	
2007-2008	60.90	54.81	65.25	Y	
2008-2009	61.90	55.71	64.68	Y	
2009-2010	62.90	56.61	65.99	Y	
2010-2011	63.90	57.51	66.65	Y	
2011-2012	78.60	70.74	68.78	N	
2012-2013	84.70	76.23	68.02	N	
2013-2014	100.00	90.00	38.02	N	
2014-2015	38.00	34.20			
2015-2016	38.00	34.20			

Career technical education (CTE) concentrators were thirty-eight (38) percent proficient in the area of mathematics in 2013-2014. Those concentrators broken down into categories of students yield the following results. NR-Not Reported means there were no concentrators, completers or participants reported in this category. *-An asterisk means that there were less than 10 concentrators, completers or participants in this category.

(1S2) Academic Attainment: Mathematics			
	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Gender			
Male	317	824	38.5%
Female	202	541	37.3%
Ethnicity			

American Indian	4	18	22.2%
Asian/ Hawaiian/Pacific Islander	*	*	*
Black	2	11	18.2%
Hispanic	33	117	28.2%
White	473	1202	39.4%
Two or more races	*	*	*
Special Populations			
Individuals With Disabilities	5	65	7.7%
Economically Disadvantaged	58	203	28.6%
Single Parents	11	39	28.2%
Displaced Homemakers	*	*	*
Limited English Proficient	*	*	*
Migrant	*	*	*
Non-Traditional	92	247	37.2%
Corrections	NR	NR	NR

ACT Reading Performance Level Descriptors

In June of 2014, the State of Wyoming established new cut points for student proficiency for eleventh grade students in the area of reading. In the early fall of 2014, the Wyoming Department of Education worked with research scientists at ACT to develop written descriptors of each of the performance levels that reflect the recommendations made by the standard-setting panelists in August of 2014.

As you can see from the descriptors below, the proficient cuts in the content areas were developed in a way that results in approximately a 50% probability (range: 44-53%) of students earning a B or higher in entry-level credit bearing courses in college and about a 60% chance (range: 57-65%) of enrolling in college the fall after high school graduation. Given the emphasis of our state's adopted standards on college and career readiness, and given that ACT's research indicates that the skills necessary for most careers are very similar to those required for success in higher education, these Performance Level Descriptors (PLD) and associated cut points are appropriate for adoption in Wyoming.

Basic—Students meeting the Basic standard in reading have a 33% probability of earning a B or higher in a first-year credit-bearing college course in social science, and a 63% probability of earning a C or higher in the course.

Proficient—Students meeting the Proficient standard in reading have a 53% probability of earning a B or higher in a first-year credit-bearing college course in social science, and a 76% probability of earning a C or higher in the course.

Advanced—Students meeting the Advanced standard in reading have a 69% probability of earning a B or higher in a first-year credit-bearing college course in social science, and a 85% probability of earning a C or higher in the course. Student performance levels in academic achievement for the 2013-2014

reporting period cannot be compared with previous reporting years due to the state-driven change in cut points. Since this established a new baseline of student performance in this area, LEAs were not required to submit performance improvement plans for the 2014-2015 program year.

1S1 – Attainment of Academic Skills: Reading/Language Arts

The state has renegotiated its agreed upon indicators for 1S1 for 2014-2015 and negotiated 2015-2016 in light of the changes above.

(1S1) Academic Attainment: Reading/Language					
Academic Year	Agreed Upon Target	90% Thresh.	Actual Perf.	90% Met?	Y/N
2007-2008	63.50	57.15	65.35	Y	
2008-2009	66.00	59.40	62.15	Y	
2009-2010	67.00	60.30	66.37	Y	
2010-2011	68.00	61.20	74.50	Y	
2011-2012	82.80	74.52	78.97	Y	
2012-2013	87.70	78.93	74.85	N	
2013-2014	100.00	90.00	29.99	N	
2014-2015	30.00	27.00			
2015-2016	30.00	27.00			

Career technical education (CTE) concentrators were thirty (30) percent proficient in the area of reading/language arts. Those concentrators broken down into categories of students yield the following results. NR-Not Reported means there were no concentrators, completers or participants reported in this category. *-An asterisk means that there were less than 10 concentrators, completers or participants in this category.

(1S1) Academic Attainment: Reading			
	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Gender			
Male	225	823	27.3%
Female	184	541	34.0%
Ethnicity			
American Indian	3	18	16.7%
Asian/ Hawaiian/Pacific Islander	*	*	*
Black	1	11	9.1%
Hispanic	17	117	14.5%
White	383	1,201	31.9%
Two or more races	*	*	*
Special Populations			

Individuals With Disabilities	8	65	12.3%
Economically Disadvantaged	39	203	19.2%
Single Parents	11	38	28.9%
Displaced Homemakers	*	*	*
Limited English Proficient	*	*	*
Migrant	*	*	*
Non-Traditional	86	247	34.8%
Corrections	NR	NR	NR

Creation of the Wyoming ACT Scale

With the September 2014 release of ACT results for school accountability, WDE developed a Wyoming ACT scale for reporting. While the traditional ACT scale has been successfully used for years for college entrance, its 36 point scale has proven unsuitable for use in determining student performance levels and school accountability as required under the Elementary and Secondary Education Act. With assistance from experts on its Technical Advisory Committee as well as the Legislature’s consultants on assessment and accountability issues from the National Center on Improvement of Educational Assessment, the WDE developed the Wyoming ACT scale to establish student performance levels for use in school accountability calculations.

The change from the ACT 36 point scale to the Wyoming ACT scale resulted in a new baseline measurement of math and reading performance by CTE concentrators.

Assessment Task Force

The Wyoming Assessment Task Force was formed in the spring of 2015 to study options for future statewide assessments and to make a recommendation to the Wyoming State Board of Education and legislative committees. Their work will be presented to the State Board on September 23, 2015 and to the Joint Education Committee on October 30, 2015.

Task force members were chosen by a committee of State Board members from those who expressed interest through an online survey. All Wyoming Assessment Task Force meetings are open to the public.

Assessment Task Force Members

Local School Board Members –

Anne Oches, Gillette; Nicole Novotny Wonka, Buffalo.

Principals –

Sue Stevens, Pine Bluffs; Marty Wood, Lusk; Christopher Dresang, Casper.

Secondary Teachers –

Sharla Dowding, Newcastle; Stephanie Czarobski, Thermopolis.

Elementary Teachers –

Rebecca Weston, Lyman; Crystal Graf, Laramie.

Post-secondary Education –

Audrey Kleinsasser, Laramie; Kevin Roberts, Lander.

Curriculum/Central Office –

Shannon Harris, Afton; Wanda Maloney, Rock Springs; JoAnne Flannagan, Riverton; Jonathan Lever, Casper.

Superintendents –

Kevin Mitchell, Powell; Byron Stutzman, Sundance.

ELL Teacher/Director –

Ellen Kappus, Jackson.

Parents –

Mary Charles Pryor, Cody; Molly Foster, Gillette.

Business Community –

Kim Ferguson, Sheridan; Cassie Hetzel, Thermopolis.

Other –

Kathy Vetter, Cheyenne; Dan Coe, Lovell; Sonya Tysdal, Newcastle; Cindy Gulsiano, Torrington;

Wyoming Accountability in Education Act (WAEA)

The Wyoming Accountability in Education Act (WAEA) is the statewide education accountability system enacted by the legislature in 2013 established by the state board through the department of education.

There are several stated goals of the legislation. These goals are intended to achieve the following:

- See Wyoming become a national education leader among states;
- Ensure all students leave Wyoming schools career or college ready;
- Recognize student growth and increase the rate of that growth for all students;
- Recognize student achievement and minimize achievement gaps;
- Improve teacher, school, and district leader quality.
- Maximize efficiency of Wyoming education;
- Increase credibility and support for Wyoming public schools.

The Wyoming Accountability in Education Act created a progressive multi-tiered system of support, intervention and consequences to assist schools.

The system has two accountability models for schools; one for schools serving grades 3 – 8 and one for high schools. The two indicator categories for high schools are academic performance which includes achievement, growth, and equity; and overall readiness which includes graduation, additional readiness (tested readiness, grade nine credits earned, and Hathaway scholarship eligibility).

Indicators and Scores for High Schools Academic Performance Achievement

There is one overall *school achievement score* for each high school that represents student performance on the subject area tests of the ACT in grade 11. The achievement tests used for high school state accountability in Wyoming is the grade 11 ACT subject area tests of reading, mathematics, science, and combine English/writing.

High schools are designated as Exceeding Expectations, Meeting Expectations, Partially-meeting Expectations, and Not Meeting Expectations.

Performance Improvement Plan for 1S2 and 1S1

The consecutive three year performance improvement plan to improve 1S2 and 1S1 will consist of the following four action steps:

1. Identify and review LEAs who did not meet the ninety percent threshold of their negotiated performance target for indicators 1S2 and/or 1S1.
2. Collaborative development of technical assistance and professional development for target schools.
3. Implementation of technical assistance and educator professional development activities.
4. Quantitative measurement of student performance improvement in identified LEAs.

Action Step 1: Identify and Review

The CTE section of the School Support Division of the Wyoming Department of Education (WDE) is identifying Wyoming high schools that did not meet 1S2 and 1S1 for the 2014-2015 program year. The CTE section will work in collaboration with the WDE Data staff to review LEA disaggregated CTE concentrator student performance data for the 2014-2015 program year. The outcomes of this review will determine the details of needed technical assistance and educator professional development.

The CTE section will work with the Accountability staff at the WDE to identify “not meeting expectations” schools under the Wyoming Education Accountability Act.

Action Step 2: Development

The CTE section of the School Support Division of the Wyoming Department of Education (WDE) will collaborate with the WDE Accountability and Assessment staff under the recommendations from the Wyoming State Board of Vocational Education and the Wyoming Assessment Taskforce to create a plan for technical assistance and to provide CTE educator professional development directly or through contracted vendors.

The CTE section will provide technical assistance and support to LEAs in developing local performance improvement plans for indicators 1S2 and 1S1 for the 2015-2016 program year.

Action Step 3: Implementation

The CTE section of the School Support Division of the Wyoming Department of Education (WDE) will partner with the WDE Assessment and Accountability staff to deliver technical assistance and provide CTE educator professional development activities directly or through contracted vendors.

The CTE section will continue to provide direct support to LEAs in the implementation of local performance improvement plans.

Action Step 4: Outcomes Measurement

The CTE section will work with the WDE Data section to collect and review student performance data in the areas of 1S2 and 1S1. Specifically, ongoing comparative analyses will be conducted to determine impact of interventions.

Subsequent Quarterly Reports

Subsequent quarterly reports will include:

- a. Indication of the core indicator(s) of performance for which Wyoming failed to meet the 90 percent threshold for three consecutive years;*
- b. Categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;*
- c. The specific action steps that Wyoming will take during the next quarter to ensure that the State implements each action step this program year (July 1, 2015 through June 30, 2016), including the date by which Wyoming will complete each action step for the current quarter;*
- d. The timeline for completing each action step;*
- e. Identification of the staff person in WDE responsible for the successful and timely completion of each action step for next quarter; and,*
- f. The date by which Wyoming will complete each action step for next quarter.*

A hard copy of this document will follow in the mail. Please contact me if you have any questions or need supplemental information.

Thank you for your consideration,



Guy Jackson
State CTE Director
Wyoming Department of Education
Career Technical Education Section
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
307-777-3655
guy.jackson@wyo.gov



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

JUL 01 2015

Mr. Guy Jackson
State Director
Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building - 2nd Floor
Cheyenne, Wyoming 82002-0050

Dear Mr. Jackson:

The Office of Career, Technical, and Adult Education (OCTAE or “this office”) is pleased to inform you of the approval of your State’s request for extension of, and any revisions to, its State Plan under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), 20 U.S.C. §§ 2301 et seq. as amended by P.L. 109-270. Our office has approved your State’s submission of information required by the December 22, 2014, *Guidance for the Submission of State Plan Revisions, Budgets, and Performance Levels for Program Year Nine Perkins IV Grant Awards - OMB Approval Number: 1830-0029*, except that we approve only those revisions that are reflected on the enclosed Final Agreed Upon Performance Levels (FAUPL) form and our approval is subject to the conditions below. This letter and the terms and conditions described below are hereby incorporated into the enclosed grant award notification.

The enclosed grant award makes available the first installment of your State’s basic grant (Title I) for program year nine. Pursuant to the *Consolidated and Further Continuing Appropriations Act, 2015*, the first portion of Title I funds becomes available for obligation by the U.S. Secretary of Education (Secretary) on July 1, 2015. Under the Education Department General Administrative Regulations (EDGAR) at 34 CFR § 76.703(d), July 1, 2015 is the earliest date that your State can obligate these funds. These funds must be obligated during the 27-month period ending September 30, 2017.

The second installment, or remainder, of your State’s basic grant will become available on October 1, 2015, provided that your State has met the conditions below. At that time, funds will be added as a supplement to the enclosed Title I grant award. These funds must be obligated by September 30, 2017.

Notification on Adjusted Performance Levels for Program Year Nine

Also enclosed is your State’s FAUPL form, which includes your performance levels for program year nine, along with changes, if any, to your measurement definitions, approaches, and/or

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202

www.ed.gov

The Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

baseline data for the core indicators of performance that have been approved by this office. The enclosed FAUPL form supersedes any previous FAUPL form approved by this office and is hereby incorporated into your State Plan.

Conditions Related to Failure to Meet Adjusted Performance Levels for Three Consecutive Years

Section 123(a)(1) of Perkins IV requires each State that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3) of Perkins IV to develop and implement a program improvement plan during the first program year succeeding the program year for which the State failed to meet any agreed upon State adjusted levels of performance. Section 123(a)(3)(A) authorizes the Secretary, after notice and opportunity for a hearing, to withhold all or a portion of a State's allotments for State leadership and State administration under sections 112(a)(2) and (3), respectively, if the State fails to –

- (i) implement an improvement plan;
- (ii) make any improvement in meeting any of the State adjusted levels of performance for the core indicators of performance identified under section 123(a)(1) within the first program year of implementation of its improvement plan; or
- (iii) meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for three consecutive years.

Your State failed to meet, for three consecutive years, its adjusted performance levels for one or more of the section 113(b) core indicators of performance by the 90 percent threshold in section 123(a)(1) of Perkins IV. Specifically, your State has missed the 90 percent threshold for **1S2: Academic Attainment in Mathematics** for *three consecutive years*. Consequently, your State submitted a program improvement plan as part of your State's Consolidated Annual Report (CAR), which was due December 31, 2014. See section 123(a)(1) of Perkins IV. Additionally, this office is imposing the special conditions below.

Special Conditions for Indicator 1S2

1. Your State must also submit its **improvement plan, which is due on August 19, 2015, and subsequent quarterly reports on November 19, 2015, February 19, 2016 and May 19, 2016 to this office.** These quarterly reports must demonstrate your State's progress in meeting the action steps in your State's program improvement plan, and that your State will fully implement its program improvement plan this program year for each of the core indicator that your State did not meet by at least 90 percent for three consecutive years, as identified above. Each quarterly report **must clearly identify and describe** the specific **actions** your State has taken since the submission of the *last* status report. Your quarterly reports must, at a minimum, include the following items:–
 - a. Identification of the *core indicator(s) of performance* for which your State failed to meet the 90 percent threshold for four consecutive years as discussed above;

- b. The *categories of students* for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
- c. The *specific action steps* that your State will take during the next quarter to ensure that the State implements each action step this program year (July 1, 2015 through June 30, 2016), including the *date* by which your state will complete each action step *for the current quarter*;
- d. The *timeline* for completing each action step,
- e. Identification of the *staff person* in your State agency responsible for the successful and timely completion of each action step for next quarter; and,
- f. The *date* by which your State will complete each action step for next quarter.

Based on our review of your State’s revisions to your program improvement plan and/or quarterly reports, our office may require your State to make further revisions to its improvement plan or take other corrective actions.

Pursuant to 123(a)(2), our office plans to offer technical assistance to your State over the coming program year to help you implement your program improvement plan. Among the technical assistance offered will be targeted on-site visits, customized technical assistance through our contractors at Research Triangle Institute (RTI) conference calls and webinars, or other individualized opportunities to help your State meet the section 113 core indicators in the future.

Instructions for Submission, Signature, and Address

Your State must email its quarterly reports to Dr. Edward R. Smith, Chief, Program Administration Branch, at Edward.Smith@ed.gov and to your regional accountability specialist by the dates your reports are due.

Dr. Edward R. Smith, Chief
 Program Administration Branch
 Division of Academic and Technical Education
 Office of Career, Technical and Adult Education
 U. S. Department of Education
 Potomac Center Plaza
 550 12th Street, SW, Room 11060
 Washington, DC 20202-7241

Please note that if your State fails to take *satisfactory* and *timely* action in response to the above conditions, the U.S. Department of Education may take other enforcement or administrative action such as limiting your State’s ability to draw down all or a portion of its Perkins IV grant funds. The Department will review your response and make appropriate recommendations or take actions to resolve issues related to the condition imposed.

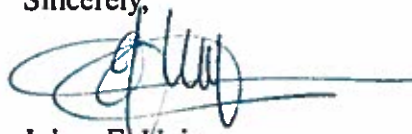
If you have questions or concerns please contact Dr. Edward R. Smith by email at Edward.Smith@ed.gov or by telephone at 202-245-7602.

Possibility of Additional or Modified Conditions

We wish to emphasize the importance of your State's submission of satisfactory and timely revised program improvement plan and quarterly reports. If your State fails to submit a quarterly report or does not submit timely or satisfactory quarterly reports, we will determine whether it is necessary to impose additional conditions, or modify the conditions imposed above, as appropriate. At any time, your State may request reconsideration of the above conditions by contacting the U.S. Department of Education (Department) and stating reasons why the State believes the particular condition is no longer needed or is invalid. The Department will review your response and make appropriate recommendations or take actions to resolve issues related to the condition imposed.

We look forward to working with you to improve the academic and technical skills of students in your State. Please contact your State's Perkins program administration liaison and/or regional accountability specialist if you have questions or need additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Johan E. Uvin', with a long horizontal flourish extending to the right.

Johan E. Uvin
Acting Assistant Secretary for
Career, Technical, and Adult Education

Enclosures



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

PETE GOSAR
Chair, Laramie

KATHY COON
Vice Chair, Lusk

KEN RATHBUN
Treasurer, Sundance

JILLIAN BALOW
State Superintendent

SUE BELISH
Ranchester

NATE BREEN
Cheyenne

HUGH HAGEMAN
Fort Laramie

RON MICHELI
Fort Bridger

SCOTTY RATLIFF
Riverton

JIM ROSE
Ex-Officio, CCC

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Administrative Committee Report

Your administrative committee will have a few items to talk to you about. We did go ahead and apply for the NASBE grant. Please take a look at the application. I did have a call with NASBE on the 16th of September, and they are prepared to award us the stipend based on our application submission. If you are okay with the contents, I'll need a motion to approve it. If you want some adjustments, I can make those. Trent Carroll at WDE has been really helpful in assisting us in doing the appropriate paperwork so we can incorporate the dollars into our budget if we get it, so thanks to him.

In past years, we have requested a permanent executive position for the board. We need to determine if we are going to do so again. The admin committee will give you some guidance on that at the meeting, but at this time they are leaning toward not making a formal request at this time.

Finally, I need some guidance about the format of and contents of the legislative agenda. We don't need to finalize it during this meeting, but I need enough information so I can get a draft to you by the October meeting. Now, I think we might want to actually revisit this issue at the end of the retreat (and I put it on the agenda at the end) because I anticipate that what we talk about during that time might influence what we want to share with the legislature. I'll follow your lead on that.

Wyoming State Board of Education
Administrative Committee
September 16, 2015
Notes

- Update on budget –Paige presented an update on the budget, which Treasurer Rathbun has also reviewed.
 - The committee recommends that the Board officially review and adopt our budget request for the next biennium. We anticipate the same funding level.
 - The committee does not anticipate requesting additional funding for the current biennium through an exception request.
 - The committee recommends that we continue to convey our belief that the SBE is in need of a permanent coordinator/ director position, but that we are not requesting such a position at this time due to the state’s economic condition.

- NASBE Grant –On our behalf, Paige has submitted a proposal focused on “Leading a Standards-Based System: Aligning Policy to Standards”. If funded, the grant would provide us with approximately \$13,000 for each of the next two years to continue our work in several key areas:
 - Goal 1: Completion of Strategic Plan
 - Goal 2: Conduct Policy Audit
 - Goal 3: Evaluating the Quality of Existing Standards
 - Goal 4: Communicating Effectively
 - These goals align with work that we have started and should help us continue our efforts in these areas. Who knows we might actually get them completed!!!
 - Paige did a great job on this application and if accepted by the SBE, the Governor, and NASBE we may need some volunteers to attend a meeting in Baltimore Oct.21st.

- Legislative agenda – we discussed our lack of progress on legislative matters.
 - The committee recommends that we present a list of priorities for the upcoming legislative session that include two of our major responsibilities – State System of Support and State Assessment System.
 - The committee recommends that we discuss our legislative agenda during the retreat.
 - We are looking for a way to revamp our process in this arena.

- Duties prescribed by law – in our October 15th report to the Joint Education Committee we have the opportunity to make recommendations about modifications to State Board of Education duties as prescribed by law.
 - The committee recommended that during our retreat we take time to review the most current chart that delineates our duties and those of the State Superintendent. This would give us a context for determining any modifications we might want to suggest.
 - Paige will see that all board members receive the latest version.

- Review of Pinedale agenda
 - It was suggested that we take a couple of hours on Thursday to visit some of the schools in Pinedale. Paige will contact Superintendent Harnack to arrange something.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: September 16, 2015

ISSUE: NASBE Stipend Application Approval

AUTHORITY: NA

BACKGROUND/HISTORY:

We discussed this at our August meeting. Paige reviewed the requirements with Pete, and feedback from the board about applying was positive. The stipend allows us to get support and guidance to complete tasks that we have to complete anyway, and it supplements a tight budget for the next two years.

FUNDING: Doesn't cost us anything...but will bring in a little less than \$27,000.

IMPLEMENTATION AND SUSTAINABILITY: The board has attempted to do a comprehensive policy review using an ad hoc committee. The work was started, but not completed. This stipend will allow us access to NASBE's policy review toolkit, allow us to utilize support from NASBE to facilitate the work, and will allow us to be part of a network of states doing the same work. Also, Brent and Dicky have talked with us about the process the board will use to determine if a review of standards is needed. The support from NASBE will allow us to create a process to use for determining the quality of existing standards which would be a necessary component to determining if they might need to be reviewed. We need to complete some goals/objectives and associated measures for our board priorities. We have to do the work...so I'm suggesting that getting some help from NASBE can only increase our capacity to do it well. We are actually going to take a stab at beginning this process during our retreat. Finally, this stipend can provide additional dollars for us to move ahead with some portions of the communications plan by supplementing our budget.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to approve the NASBE "Leading a Standards-Based System" stipend application.

SUPPORTING INFORMATION ATTACHED: Excel budget request worksheet.

PREPARED BY: Paige Fenton Hughes
Paige Fenton Hughes, Coordinator

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

COMMENTS:



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

PETE GOSAR
Chair, Laramie

KATHY COON
Vice Chair, Lusk

KEN RATHBUN
Treasurer, Sundance

JILLIAN BALOW
State Superintendent

SUE BELISH
Ranchester

NATE BREEN
Cheyenne

HUGH HAGEMAN
Fort Laramie

RON MICHELI
Fort Bridger

SCOTTY RATLIFF
Riverton

JIM ROSE
Ex-Officio, CCC

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 4, 2015

To: NASBE Leading a Standards-Based System Stipend Selection Committee Members

From: Paige Fenton Hughes, Coordinator

Please find attached the Wyoming State Board of Education application for a "Leading a Standards-Based System Stipend." The stipend application outlines a plan to continue work that has already begun by the state board in the areas of policy review and communicating about the importance of rigorous college and career ready standards. Additionally, the stipend proposes the continuation of key elements of the Wyoming Excellence in Education Initiative that was begun last year with the support of a NASBE "Connections Stipend."

The proposal itself consists of an overview document, the stipend application, the application narratives, and a projected budget estimate.

On behalf of the Wyoming State Board of Education, we extend our gratitude to NASBE for contacting us about the possibility of applying for this grant. Our board was very interested in the overview Francis Eberle presented to them about the framework for leading a standards-based system. Moreover, we appreciate the opportunity to possibly partner with other states who are undertaking the challenging work of aligning policy to standards. We look forward to visiting with your selection committee further about the content of our proposal. Please don't hesitate to contact Chelsie Oaks at 307.777.6213 or Paige Fenton Hughes at 307.349.4506 if you have questions or require further information.



Continuing to Make Connections: The Wyoming Excellence in Education Initiative

State Stipend Proposal submitted to
National Association of State Boards of Education
September 4, 2015

Continuing Our Work

Background:

Since last November, the Wyoming State Board of Education has been focused on two priority areas of work that were the result of three days of discussion at a board retreat. Those two priority areas are a comprehensive system of support for Wyoming's 48 school districts and collaborative partnerships aimed at bringing together Wyoming's education stakeholders to focus on moving the state toward a common vision and a common set of aspirational educational targets aimed at making Wyoming a national leader in education.

The collaborative group has convened, and the board is in the process of attempting to forge a path forward and create a framework from which this collaborative group can work. This continued work is a topic for our upcoming board retreat in late September. The second prong of the board's work has been around the priority area of creating a system of district supports. Here is what the board envisioned when it wrote for the "Connections Stipend" last winter:

"The board envisions a statewide system encompassing the legislature, governor's office, state board, department of education, post-secondary institutions, professional groups, and community organizations coming together to provide a much wider safety net for districts as they go about meeting the changing needs of Wyoming's students. This collective initiative will bring together partners in an inclusive process to focus on the work of reviewing and adopting college and career ready science standards; supporting the implementation of the Wyoming Content and Performance Standards in language arts and math (CCSS); and supporting school and district administrators in leading the transition to college and career ready standards. However, the real need for the Wyoming State Board of Education is to obtain professional guidance in crafting and implementing a comprehensive communication plan about the importance of high-quality college and career standards and the development of an aspirational educational culture in the state."

The Wyoming Department of Education is in the process of leading a stakeholder group through a review of science standards, and that group will be bringing a recommendation to the board this winter. Support is being offered to administrators, both superintendents and principals, in leading the transition to more rigorous college and career ready standards through training provided by the Wyoming Center for Educational Leadership (WyCEL) and supported by the NASBE Connections Stipend. Also using that stipend funding, the board obtained the professional services of a communications expert to craft a comprehensive communications plan which includes extensive focus on communicating the importance of college and career ready standards and high expectations for all students.

Next Steps:

The logical next steps now include an extensive policy review aimed at aligning policy, rules, and regulations with the recently adopted college and career ready standards in all content areas. However, the board has yet to "flesh out" the goals and objectives associated with their visioning and priority setting work done last winter. Furthermore, the continued communication about the importance of

adopting rigorous standards, aligning local curricula to those standards, and having high expectations for all students is an integral part of building and sustaining an aspirational educational culture in the state of Wyoming.

It seems the first order of business for the board would be to complete a strategic plan driven by the one-page visioning and priority setting document developed by the board in November of 2014. Finalizing a plan with both short-term and long-term goals complete with strategies, deliverables, and timelines is key to mapping a path forward for the board's work over the next few months and into the future. Moreover, such a document will provide consistency and sustainability when there is turnover on the board and when there is change in administration at the department of education.

The science standards are the last content area to come before the board for approval. We anticipate that happening this winter as a result of the current review process being led by the Wyoming Department of Education. When those standards are approved, the board will have reviewed and adopted new standards in all nine content areas in the past three to four years. The next review cycle begins in a couple of years. That timeline provides the perfect opportunity for the board to embark on a process to both align policy to standards and to review the effectiveness and quality of existing standards. This work also is a priority and a request of the state superintendent's chief of staff, and he has requested that the board begin a policy review process. In fact, this work would not only fit nicely into the overall work of the board, but it would be a continuation of an initial review begun by a board committee last year as a result of the governor's request to simply regulatory guidance in state agencies.

Finally, the need for the board to communicate more effectively about its work around standards and associated assessments is paramount in our state. Misinformation about standards and curriculum, the content of and adoption of the Common Core State Standards, the Next Generation Science Standards, sex education in health, and other topics can dominate the conservative political landscape of Wyoming if there is no comprehensive and concerted effort to educate the various stakeholders about the facts. The board contracted for the creation of a comprehensive communication plan, and we seek the means to fully implement the plan over the next few years.

After having a discussion with the board, it seems clear this stipend comes at an opportune time to both mesh with work that has already begun (policy review) and to continue the good work begun last year around standards that was supported by the NASBE Connections Stipend.



NASBE

National Association of
State Boards of Education

Request for Proposals

Leading a Standards-Based System: Aligning Policy to Standards

Introduction

The National Association of State Boards of Education (NASBE) seeks applicants to join a collaborative network of state boards of education dedicated to the implementation of a leadership model for a standards-based education system. This project continues and expands NASBE's mission to strengthen the capacity of state boards of education to create a public education system that prepares every student for college, career, and citizenship through tightly aligned policies and processes. The project is funded through the support of the Bill & Melinda Gates Foundation.

Eligibility

All state boards of education who are members of NASBE are eligible to apply for the Leading a Standards-Based System: Aligning Policy to Standards stipend.

Deadline

All applications must be received by **5:00 p.m. Eastern Daylight Time on Friday, August 21, 2015**. Submit completed applications only to robert.hull@nasbe.org.

Contact Information

For questions or technical assistance, please contact Robert Hull, Director, Center for College, Career, and Civic Readiness. Contact information: robert.hull@nasbe.org or 703-740-4837.

Bidder's Webinar

The application process and grant specifics will be discussed during an open webinar for all bidders at 1:30 p.m. on Thursday, August 6, 2015. Although not required, interested parties are encouraged to participate in the bidder's webinar. Webinar registration may be completed at <http://www.nasbe.org/webinar/nasbe-stipend-information-session-leading-a-standards-based-system/>

Background

Nearly all states and territories have adopted high-quality learning standards for students, which are most commonly referred to as College and Career Readiness Standards. Yet, most states have not aligned ancillary policies that are essential to the successful implementation of those standards in a comprehensive and cohesive manner. For state boards of education to lead a truly standards-based system, they must be intentional in aligning and integrating standards-related policies.

NASBE's primary approach to creating and leading an authentic standards-based state education system is to outline a simple yet comprehensive process to enable states to accomplish that outcome. Working with a select group of strategically chosen Network States that are focused on the evaluation, revision, and adoption of standards and related policies and are committed to putting those standards at the center of strategic planning and standards-related decision making, NASBE will move those states from the standards adoption phase into one of policy alignment and integration that results in a true standards-based leadership model.

An aligned standards-based system will produce more effective policy implementation and hence better standards implementation. As a recently published NASBE Policy Update noted, "In a standards-based system, learning standards cannot be adopted or implemented in isolation. They must be the hub of all other education system components, permeating all other system functions and serving as the lens through which state board members view all policy design and development. . . . Regardless of which standards are adopted, they must ground all strategic planning and subsequent decisions; in this way, a standards-based system keeps learning as its primary focus" ("Leading a Standards-Based System: Aligning Policy to Standards," *Policy Update* 21, no. 3, December 2014, http://www.nasbe.org/wp-content/uploads/Hull_Leading-Standards-Based-System-final.pdf). This conclusion is similarly supported by a recent Brookings Institution report about implementation of the Common Core State Standards (<http://www.brookings.edu/research/reports/2015/03/24-brown-center-report-loveless>).

The purpose of this *Leading a Standards-Based System: Alignment Policy to Standards* stipend initiative is to establish a network of five to eight states to collaboratively work to fully align policies and processes as outlined in the NASBE Framework for Standards-Based Leadership over a for a two-year period.

Timeline

Bidder's webinar: 1:30 p.m., Thursday, August 8, 2015
Application deadline: 5:00 p.m., Friday, August 21, 2015
Stipend processing and screening: August 24-26, 2015
Finalist phone interviews: August 27-31, 2015
Award announcement: Friday, September 4, 2015
Stipend duration: 22 months
Stipend period: September 2015 through June 2017

Stipend Awards Available

Stipend Awards: \$10,000 to \$15,000 per year for two years for a total of \$20,000 to \$30,000
Number of Stipends: five to eight states

Application Components

A completed application must include these six components:

- 1) General Information
- 2) Statement of Interest and Commitment
- 3) Capacity and State Environment
- 4) Strategic Partnerships
- 5) Goals and Objectives
- 6) Budget Narrative

Strategies

While each Network State will differ slightly in the pace and scope of the stipend initiative, all stipend recipients will employ the following strategies:

1. **Assessment of Standards Adoption:** Network states will conduct an assessment to ascertain the appropriateness of the current learning standards prior to embarking on the alignment of ancillary policies. This process will vary among network states and will be individualized as needed utilizing the NASBE Standards Review Tool.
2. **Utilization of the Policy Audit Toolkit and Process:** Each Network State will use the policy audit toolkit as a means to conduct a policy audit, establish one to three priority policy areas, and identify policy decisions/revisions to be undertaken over the course of two years. The work will be guided by the state leadership, with technical assistance and guidance from NASBE staff and relevant content experts. Each Network State will produce deliverable outcomes, as outlined in the audit, and will participate in a final evaluation of the toolkit prior to its publication and dissemination to other SBEs.
3. **Development and Deployment of a Work Plan:** Based on the results of the standards review and policy audit, Network states will develop and deploy a two-year actionable work plan to guide the policy review and alignment process in two to three key priority areas.
4. **Evaluating and Revising Policy:** Based on the results of the policy audit, states will take official board action to make policy revisions in the key priority areas as outlined in the agreed-upon work plan.
5. **Communicating Effectively:** Network states will utilize a web-based communications platform to collaborate and communicate with NASBE staff and fellow stipend recipients.
6. **Strengthening Partnerships:** Network states will work collaboratively with other state agencies, organizations, and entities throughout this process to strengthen communication exchange ideas at all levels.
7. **Collaborate Across the Network:** Network states attend two or three convenings and participate in regular virtual discussions and webinars in order to foster collaboration among network states and NASBE.

NASBE Support

NASBE is committed to facilitating the work of the Network States and will provide substantial state-specific support as follows:

- Technical support for the development of stipend applications as requested.
- Work with the state leadership team to devise a Memorandum of Understanding that will include a final budget designed to meet the specific needs of each Network State.
- Develop and refine a model by which SBEs can conduct a standards self-assessment and comprehensive audit of all state board policies to assess their alignment with high-quality learning standards. The audit findings will fuel strategic planning and establish a framework for effective decision making.
- Visit each Network State to assist the leadership team with the self-assessment process, policy audit, and work plan development.
- Provide regular training throughout the two-year grant cycle. When appropriate, data from the audits will be combined with state board evaluation data to form an internal knowledge base about SBEs' concerns and effectiveness.
- Tailor training to the needs of each state. Joint trainings may be offered to a group of states dealing with common issues and priorities and thereby encourage development of an iterative and vibrant interstate network. These trainings and supplemental supports may be delivered via webinar, conference calls, or other electronic means. Some topics may be of such interest that NASBE will open the training to non-network states depending on the level of interest.
- Seek supplemental funding to convene the Network States at least twice a year so that SBE members can share lessons learned within the network at the same time they are learning from experts.
- Facilitate webinars and connections with experts and participate in state policy workshops to provide guidance and coordination to state boards of education to improve the quality and effectiveness of work plans, evaluation strategies, and collaborative activities with other agencies and organizations.
- Support ongoing opportunities to foster networking, communication, and coordination, and serve as a conduit for information exchange, including fostering collaboration between awardees that would not normally interact with each other or collaborate on education policy efforts.

Selection Considerations

1. *Readiness*: Demonstration of board and state readiness and commitment for policy work in the area as documented in the application narrative.
2. *Capacity for Action*: The extent to which there is proven capacity for growth and successful implementation of the project goals in an effective, strategic, and collaborative manner as well as a commitment to working with other governmental and educational entities.
3. *Board Capacity and Policy Strengthening*: Stated commitment to taking state board action based on the policy audit and process implementation.
4. *Board Commitment*: Stipend application approved by the state board prior to (or scheduled within two weeks of) the finalist phone interviews; the designation of a state board member liaison; the stated commitment of individual board members and staff to participate fully in the stipend work and all Network activities.
5. *Impact*: The extent to which activities measurably impact the stated goals and move policy forward in the state.

Note: As stated previously, preference will be given to NASBE members. Additionally, NASBE strives to serve all of its members and in so doing, reserves the right to consider equitable distribution of stipends among its regions.

Application Procedures

1. Submit fully completed application by the deadline as outlined above.
2. Demonstrate the commitment of the state board with the signature of the chair or vice chair.
3. If selected as a finalist, participate in a phone interview with NASBE staff during the specified window.

STATE STIPEND APPLICATION
Leading a Standards-Based System:
Aligning Policy to Standards

GENERAL INFORMATION

State

Wyoming

Signature of board chair or vice chair



Name, title, phone, and email of state liaison

Paige Fenton Hughes, Coordinator, 307.349.4506, paige.fentonhughes@gmail.com

Name, phone, and email of the lead State Board of Education member (if different from above)

Belenda Willson, Board Member, 307.921.1559, belenda.willson@wyboards.gov

Is your state board a member of NASBE?

- Yes
 No

Date of State Board vote (or anticipated vote) on stipend application:

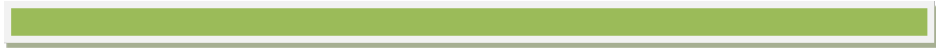
Discussed August 13, 2015; Approval will be September 23, 2015

Application Narrative (limit each response to one typed page)

1. **Statement of Interest and Commitment:** Describe the level of interest of your Board of Education in this stipend and the level of commitment shown from members. Why are you interested in joining the Network? What you hope to achieve by joining the Network? How will you ensure the work progresses as outlined in the agreed-upon work plan? What processes are in place to monitor the progress of the work plan and make adjustments as necessary?
2. **Capacity and State Landscape:** Describe the state board’s capacity to accomplish the activities in this proposal. Why do you believe your BOE has the capacity to undertake this initiative at this time? What is the current landscape of your state in terms of readiness for policy change? In addition to financial and human resources, consider state experience in related areas, knowledge and passion of state board members, public will and interest, and other stakeholder expertise and capacity.
3. **Strategic Partnerships:** Describe the current and potential state board relationships with key stakeholders related to this initiative. What critical partnerships exist that will assist with this work? What entities will you include in the planning and execution of the work plan? What relationship exists with other political entities impacted by this work – legislature, governor’s office, local districts, etc.? How will you communicate regularly with various stakeholders throughout the two-year cycle of the stipend?
4. **Goals and Objectives:** Please share the general goals you wish to accomplish by joining the Network and list some specific objectives that you will include in your work plan. Please note that a final Memorandum of Understanding will be agreed-upon that will include specific goals and objectives developed jointly by NASBE and your leadership team during the initial state visit.
5. **Budget Narrative:** Please share your general proposal for how the stipend funds (\$30,000) will be spent over the two-year stipend cycle. General categories are fine, as a specific budget will be jointly constructed by NASBE and your leadership team as part of the Memorandum of Understanding development during the initial state visit.

Proposed budget based upon \$30,000 stipend award (as outlined in the budget narrative)

Line Item	Amount	Description
Personnel		
Consulting Services and Professional Fees	\$22,500	Contract(s) for continuing communications support
Conferences, Conventions, and Meetings (facilities, food etc.)		
Publications and Communications Vehicles	\$5,000	Written documents and media releases
Travel	\$2,500	Travel for in-person appearances at meetings across the state
Other:		
Other:		
TOTAL	\$30,000	



**Wyoming Excellence in Education Initiative--
Continued
Wyoming State Board of Education
Leading a Standards-Based System Stipend
Application Narrative**

1. *Statement of Interest and Commitment: Describe the level of interest of your Board of Education in this stipend and the level of commitment shown from members. Why are you interested in joining the Network? What you hope to achieve by joining the Network? How will you ensure the work progresses as outlined in the agreed-upon work plan? What processes are in place to monitor the progress of the work plan and make adjustments as necessary?*

After receiving a call from Robert Hull from NASBE, the possibility of applying for this stipend was discussed with the board chair and then by the full board during the August 13, 2015 regular board meeting. The state board coordinator sent the full set of information to all board members and asked for their follow-up input and suggestions regarding application for the stipend. The coordinator received only positive feedback, and so proceeded to craft the stipend application as a continuation of an initiative begun last year with a prior NASBE stipend.

The Wyoming State Board of education is committed to being a positive policy voice as part of statewide educational governance. After the coordinator and Vice-Chair Kathy Coon attended the regional NASBE meeting in St. Louis, they requested that Francis Eberle present the framework for aligning policy to standards to the entire board during his standards workshop held in Saratoga, Wyoming. The policy alignment framework was well-received by the board, and has since sparked discussion among board members about how to use such a vehicle to tackle some of the statewide governance issues that were brought forward in a commissioned study and report to the Joint Education Committee in 2014.

Moreover, the state of Wyoming has a new state superintendent, and her chief of staff has requested that the board engage in a comprehensive policy review process in collaboration with the Wyoming Department of Education. Both the board and the department would then align all rules and regulations to the updated policies.

As you may know, the Wyoming state board has members and staff who are interested in and committed to being active with NASBE initiatives at the national level. We have been fortunate to meet amazing and dedicated folks from other states at workshops, conferences, and as part of NASBE projects. The importance of working together with others who “do what we do” as we share and learn together cannot be discounted. In addition to being able to learn from others, share information and best practices, and perhaps prevent unnecessary duplication of efforts, the Wyoming folks would hope to be contributors to the rich discussions and would provide appropriate resources and manpower to completing joint projects.

The Wyoming State Board of Education was fortunate to receive another NASBE stipend to further our work, and the processes we used to monitor and complete the work were developed from the submitted plan. The timelines were closely followed, and projects were completed through the work of board committees which made recommendations to the whole board. Deliverables were monitored and reported to the committees and then to the whole board. Because that process has been successful, we would anticipate using the same format to implement and monitor the work associated with this stipend. Our four-member administrative committee would take the lead on this policy work, and they have already done some background work with regard to an initial review of board policy. Our intention is to use this stipend to continue and further the very initial policy review that has already begun as well as to build upon the Wyoming Excellence in Education Initiative begun last year with the help of a NASBE stipend.



2. *Capacity and State Landscape: Describe the state board’s capacity to accomplish the activities in this proposal. Why do you believe your BOE has the capacity to undertake this initiative at this time? What is the current landscape of your state in terms of readiness for policy change? In addition to financial and human resources, consider state experience in related areas, knowledge and passion of state board members, public will and interest, and other stakeholder expertise and capacity.*

The Wyoming State Board of Education has the capacity to both undertake this project and complete the work in a timely fashion as well as contribute to the group of states that are ultimately partners in the network. The state board has a full-time coordinator and executive assistant who organize and support the work of the board and its committees. The contact person for this stipend, Belenda Willson, is an experienced state board member who brings a great deal of knowledge and background to the table. As mentioned earlier, the administrative committee will spearhead the work associated with the stipend deliverables. That committee is made up of experienced members (including the current chair, past chair, WDE representative, and policy advisor to the Select Committee on Statewide Education Accountability) who are passionate about creating a shared educational vision that drives an aligned and coherent governance structure supported by sound statute and policy. Because the state is emerging from a time of turmoil and disruption on the education front, the time is right to initiate positive and proactive conversations about how to move the state forward toward a set of ambitious education goals which are already outlined in statute. One of those goals is to have every student graduate from high school college and career ready. We have a governor who is a supporter of quality education for all children P through 16, and his policy advisor works closely with the state board. We have a new state superintendent who has ushered in a new era for the Wyoming Department of Education led by a new group of leaders who serve as liaisons to the state board. And, the state board enjoys a close and collaborative relationship with the legislative committees with which it works. Over the past few years, those committees have worked closely with the board to pass some meaningful pieces of legislation. But, with all that said, the governance study conducted last year and presented to our Joint Education Committee pointed out the “weak links” in our statewide governance structure, and having sound policy in place that is aligned to our college and career ready standards would be an essential piece to undergirding a stronger governance structure at the state level. Finally, the state board has reviewed and adopted new, more rigorous standards in all content areas (except science) since 2012. So districts are still aligning their own curriculum and instructional strategies with the new standards. A new standards adoption timeline was approved by the board in July (as a result of a statutory change initiated and supported by the board) which stretches out the review cycle to nine years rather than the five that was previously required. It is really perfect timing to embark upon aligning the policies to the new standards now, shortly after the adoption of new content and performance standards and before the new review cycle begins.



- 3. Strategic Partnerships: Describe the current and potential state board relationships with key stakeholders related to this initiative. What critical partnerships exist that will assist with this work? What entities will you include in the planning and execution of the work plan? What relationship exists with other political entities impacted by this work – legislature, governor's office, local districts, etc.? How will you communicate regularly with various stakeholders throughout the two-year cycle of the stipend?*

Some of our key relationships were discussed as part of the capacity question above. Wyoming, although a large state geographically, is a small state in all other ways. The state board's work is accomplished by working strategically with other entities such as the governor's office, legislative committees and leaders, the legislative service office, and most importantly, the Wyoming Department of Education. The Department of Education, because all of our work is intertwined, will be the closest partner in the completion of this policy work. After all, the department will be charged with carrying out the policies once they are adopted. So working closely with their leadership and staff will be critical in ensuring the policies not only align with a college and career ready set of standards and vision for our students, but that they are practical and workable as well. Additionally, the state board enjoys close working relationships with professional groups in the state such as the Wyoming Association of School Administrators, the Wyoming School Boards Association, elementary and secondary principals' organizations, Wyoming Curriculum Directors Association, the Wyoming Community College Commission, the University of Wyoming, the Wyoming School-University Partnership, the Wyoming Education Association, and the Wyoming Business Alliance. We have also partnered with the Wyoming Center for Educational Leadership (WyCEL) on training for principals around higher standards (which was funded by a NASBE stipend).

Communication of a consistent message to all stakeholder groups in our state has been an issue for our board, especially in light of increased accountability, new standards, and changes in assessments. The board used the funds from our NASBE stipend to work with a firm to develop a comprehensive communications plan. The board will see that final plan at our upcoming meeting in September. Moving forward with that communications plan will be part of this work plan associated with policy work aligned to rigorous standards. The board has not had that mechanism in the past, and inconsistent communication has plagued our efforts.



4. *Goals and Objectives: Please share the general goals you wish to accomplish by joining the Network and list some specific objectives that you will include in your work plan. Please note that a final Memorandum of Understanding will be agreed-upon that will include specific goals and objectives developed jointly by NASBE and your leadership team during the initial state visit.*

Goal 1: Completion of Strategic Plan

Last fall the state board crafted a vision and mission and selected priority areas of focus. The board has yet to use these overarching ideas as drivers of a comprehensive strategic planning process. Meshing what the board has already started with this alignment to the recently adopted college and career ready standards makes perfect sense as a “next step.”

Objectives:

- A. Adopt both short-term and long-term goals
- B. Determine measurables and targets
- C. Set timelines and designate “persons responsible”

Goal 2: Conduct Policy Audit

As mentioned above, the board has begun (in partnership with the attorney general’s office and the state superintendent’s group) to review board policies. But the work was begun without a roadmap or a tool such as NASBE’s Policy Audit Toolkit. The board could greatly benefit from the support of NASBE in continuing and completing this process. Also, the governor has called for all agencies to review, simplify, and pare down their policies, rules, and regulations; so this process will help the board comply with the governor’s directive.

Objectives:

- A. Complete the policy audit
- B. Determine priority areas including rules revisions
- C. Determine a timeline for appropriate revisions

Goal 3: Evaluating the Quality of Existing Standards

Because the Wyoming State Board of Education has recently revised and adopted new standards in all content areas, the next two years are prime times to begin to evaluate the effectiveness of those new standards and to contemplate appropriate revisions. One thing that is not “settled” yet with regard to the new standards adoption timeline is the process that could “trigger” a revisiting of the standards before the nine-year required review. In other words, if science is to be reviewed in 2025, what might happen between then and now that would prompt the board to initiate a review before the deadline? That’s an issue that needs to be explored, and eventually a plan needs to be put into policy.

Objectives:

1. Determine how the effectiveness of standards will be measured
2. Initiate some measuring of the effectiveness of the standards
3. Determine the “trigger” mechanism for earlier review of standards
4. Align policy



Goal 4: Communicating Effectively

A major focus of the work of the board has been around thinking through and building a comprehensive communication plan to reach all stakeholders across our state. A prior NASBE stipend supported that work. The areas of focus of the communication plan are around communicating the importance of an aspirational culture for education in our state centered around high standards for all of our children. We need to continue this work. Although the communication area as described in the grant description is among the states taking part in the network, Wyoming would likely ask to expand that focus to allow us to continue to spread our message about the importance of college and career ready standards and the effect of those standards on the success of our students after they leave the K-12 realm. Implementing the comprehensive communications plan we developed will continue to be a priority for our board.

Objectives:

1. Communicate with other network states by distance means and at network convenings to support each other
2. Implement the elements of the comprehensive communications plan associated with content and performance standards
3. Measure the effectiveness of communications efforts
4. Modify communications efforts about rigorous standards as per data gathered regarding effectiveness of prior efforts



5. *Budget Narrative: Please share your general proposal for how the stipend funds (\$30,000) will be spent over the two-year stipend cycle. General categories are fine, as a specific budget will be jointly constructed by NASBE and your leadership team as part of the Memorandum of Understanding development during the initial state visit.*

The Wyoming State Board of Education has the personnel capacity to manage and oversee the implementation of the stipend work plan. However, it will be necessary for the board to contract with certain professionals to ensure specific goals and objectives can be carried out in a timely fashion. For instance, with NASBE's support and the support of the board's coordinator, it is likely the strategic plan can be fleshed out from the previous work the board has done regarding visioning and priority setting. Likewise, it is probable that the support of NASBE and guidance of the coordinator will be enough to complete the policy audit. However, the bulk of the work around communicating the importance of college and career ready standards across Wyoming's educational stakeholder base, producing written documents and media releases, and implementing a public relations campaign to garner support for the implementation of rigorous standards will be an area in which the board will need to seek professional support. So the bulk of the budget will likely end up in the categories of professional services and publications and communications. Because of the size of the state of Wyoming, it is also likely that the board's regular budget for travel will need to be supplemented in order to disseminate information in person regarding the importance of rigorous content and performance standards.





WYOMING

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Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Communications Committee Report and Communications Planning

Your communications committee met to review the final communications plan submitted by Kelly Pascal Gould of Pascal Public Relations. They also reviewed the cost estimates.

So, our last “business” item is to take a look at the final communications plan Kelly submitted, and then determine how we think we want to move forward. You’ll also find in your packet a funding proposal if we want to do continued work with Kelly to carry out the plan, or parts of the plan. We do not have enough money in our general budget to take advantage of every part of Kelly’s proposal. Kari Eakins, communications director at WDE, will be available to talk to us about the services she and her team can provide for us. Likely we’ll need to take that into consideration and then prioritize what we want to do in order to make it work within our budget. Plan for a pretty in depth conversation about this particular item.

Here are some budget considerations to guide your thinking. Kelly is proposing somewhere around \$5400 per month for all the services in the proposal. We have about nine months left in this biennial budget. Because of the work Chelsie did in moving funds around in our budget to ensure expenditures are allocated appropriately to accountability or regular funding, we have freed up some dollars in our regular professional services budget. We have proportional amounts of funding available from the accountability dollars. Therefore, I’m estimating we’ll have approximately \$37,000 to work with. So use that as a guide to your thinking about this issue.

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

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I. Executive Summary

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

Overall Recommendations

- We recommend that the State Board of Education activate a cohesive, consistent communications plan that seeks to work in partnership with the Department of Education, leveraging Department tools, resources and experience whenever possible. We also recommend that the Board maintain its integrity as an independent body so that it may authentically represent the needs and concerns of stakeholders throughout Wyoming. This requires some independent communication and a separate voice on a variety of issues.

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

Plan Objectives:

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

Goals:

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

Strategic Recommendations:

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

Challenges:

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

Communications Process:

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

Action Plan:

Tier I

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

Tier II

- Build, maintain and implement an annual communications opportunities chart
- Implement four focus areas each year to highlight priorities with stakeholders
- Establish, maintain and monitor two-way communication with stakeholders
- Build and maintain more consistent relationships with media, community, business and educational leaders across the state

Tools & Tactics:

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

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

II. Research Overview & Findings

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

Summarized Communications Audit Findings:

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

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

Summarized WDE Statewide Survey Findings:

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

The findings are summarized as follows:

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

Summarized Email Survey Findings:

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

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

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

III. Challenges

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

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

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

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

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

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

The state superintendent, the director and the state board shall, in accordance with W.S. 9-2-1014, report to the governor and recommend such legislation concerning education and appropriations for educational activities as they may deem appropriate.

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

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

IV. Communications Plan

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

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

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

A. Vision & Mission

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

VISION

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

MISSION

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

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

UNIFIED GOALS FOR WYOMING EDUCATION

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

B. Plan Objectives

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

C. Measureable Goals

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

D. Stakeholders

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

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

E. Strategic Recommendations

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

- **Build relationships and partnerships with stakeholders.**
 - Listen in order to be heard. Enhance stakeholder engagement and support by enhancing frequency and quality of dialogue throughout the state.
 - Commit to being more visible and available on a local and statewide level. Attend events, host events and create partnerships with key business and educational organizations.
 - Establish more direct lines of communication with all stakeholders to more effectively garner feedback and more efficiently share information.
 - Develop local education, business and community leadership partnerships to help convey and localize communications throughout the state.

- **Establish and maintain a State Board voice.**
 - Develop State Board viewpoints, quotes and potentially, a simple State Board logo.
 - Be proactive, in the right places and at the right times – and responsive on matters of the greatest importance and/or concern.

- **Make communication relevant to stakeholders throughout Wyoming.**
 - Anchor communications with relevant ties to students, schools, classrooms and key themes so that the public has a reason to get engaged, ask questions, share viewpoints and better understand the value of and purpose for the State Board of Education’s key responsibilities.
 - Integrate statewide public education goals and unified vision for education, when complete.
 - Key themes should highlight State Board responsibilities and big-picture goals. Examples include:
 - Student empowerment
 - District, school and teacher support and empowerment
 - The value of student achievement
 - Post-secondary and real-world success
 - Evolving themes should be integrated as well. Recommended 2016 examples include:
 - Systems of Support
 - Science Standards
 - Student Achievement
 - Open Public-Input Period
 - View each communication as an opportunity to move stakeholders through the engagement process:



- **Stay focused.**
 - Prioritize communication with an 80/20 approach: 80% dedicated to dialogue about key responsibilities and practical, relevant effects of policy making surrounding accreditation, accountability, standards and assessments, and 20% dedicated to conveyance of, and two-way discussions about other issues of interest to the board.
 - In practical application, this means the board should focus its communication efforts on key, mandated responsibilities, tied back to the big picture and statewide goals for Wyoming education.

- **Be clear, consistent and jargon-free.**
 - Commit to consistent communication of the facts, and the practical effects and goals of policy making.
 - Clarify roles and responsibilities:
 - State Board, Department of Education, Districts, Legislature & Governor
 - Interplay/collaboration between Wyoming's educational entities
 - Federal vs. State decision-making
 - State vs. District/local decision-making
 - When warranted, dedicate the time to dispel myths and misunderstandings.
 - Eliminate industry jargon and acronyms to ensure better understanding of topics and how they impact students, schools and the future of Wyoming.

- **Be ready to communicate.**
 - Develop a full suite of communications materials. Utilize and/or customize tools and content from the Department of Education whenever possible and develop your own when necessary. Be prepared to customize content and approach per audience.
 - Spend the time to gain alignment on goals, project status and needs for public input on a regular basis – monthly, quarterly and annually.
 - Whenever possible, develop content in advance of key events and opportunities for communication. Customize further as needed to ensure authentic information is shared with the public.

- **Anticipate issues and obstacles.**
 - Prepare for public debate, misunderstandings, misinformation and other issues by developing action plans that evolve and/or expand your communications approach when necessary.
 - For example, some are unclear about body of work within the NGSS. They may believe that it derives from federal mandates related to STEM education. They may also believe that the recommended standards will take a pro-energy or anti-energy approach. This presents an opportunity to be clear about what NGSS are and what they are not, and to seek out ways to demonstrate its practical application in classrooms and beyond.

- **Establish the infrastructure, systems, support and processes to ensure effective outcomes.**
 - Develop and follow a communications process that clarifies roles, timing and platforms.
 - Communication needs evolve, so your strategy and support system must be designed to evolve based on public sentiment, new facts, current news and opportunities.
 - See Section F for recommended activation process.

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

F. Activation Process

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

Process challenges

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

Communications Process

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

G. Immediate Action Plans

First Tier:

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

- **Build content**
 - Develop a suite of flexible documents so that the Board may more easily, quickly and consistently share information, clarify roles and demystify the policy-making process. Because details are ever changing, content creation and editing must be an ongoing priority.
 - Leverage content already developed by the Department of Education whenever possible and prudent. There is a significant amount of content available right now on the Department of Education website.

- **Update State Board website to be more dynamic, image rich and engaging**
 - Redesign site with a more engaging, image-rich, high-level focus – supported by more substantial, fact-based content. Utilize key themes and statewide education goals to drive organization of refreshed site.
 - Tie site more directly to relevant Department of Education pages.
 - Update and align site with news and content on a weekly, monthly, quarterly and annual basis.

- **Launch a State Board Twitter account**
 - Establish guidelines for posting and maintaining account.
 - Focus on mandated responsibilities tied to goals, practical application and key themes.
 - Focus retweets primarily on education-related news, with business and community news peppered in when relevant.
 - Avoid personal opinions.
 - Respond to tweets with facts and resources, not arguments.
 - Post at least 3 original tweets per week.

- **Develop a State Board mark, seal or logo**
 - A simple graphic mark will help to differentiate and identify the Wyoming State Board of Education whenever and wherever a logo would naturally be needed.

- **Select spokespeople and schedule stakeholder/media training**
 - While we recommend that the Chairman, and possibly the coordinator, serve as the Board's primary spokespeople, we recommend that all board members attend a one-day stakeholder/media training session.
 - The best training prepares attendees to communicate more effectively with all stakeholders in a variety of situations.

- **Announce milestones as they happen**
 - Be timely in your communication about key milestones.
 - Utilize multiple communications vehicles to ensure the public has the maximum opportunity to become aware of and engage in the conversation.
 - Consider the audience and the medium, and customize approach as appropriate.
 - Consistently use the Activation Process to more efficiently communicate.

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

Second Tier:

- **Build, maintain and implement an annual communications opportunities chart.**
 - Planning is essential to an organized communication effort. An annual communications opportunities chart allows the board to get ahead of opportunities, integrate new opportunities, partner with the Department of Education and other entities more effectively and utilize resources more efficiently.
 - Discuss chart in Section H.

- **Implement four focus areas each year. 2016 recommendations include:**
 - Science Standards
 - Annual public open-input sessions
 - High school graduation
 - Systems of Support
 - Review chart in Section H for details. This was developed as a draft for the Board to edit and embellish to fit the true timing of the Board's work and other events and milestones throughout the year.

- **Establish, maintain and monitor two-way communication with stakeholders**
 - Establish annual open-input period – where stakeholders are invited to share perspectives on guided topics and in an open-ended fashion. Engage media to get the word out and cover outcomes.
 - Establish quarterly town halls, district leadership meetings, business and/or community meet and greets, and in-classroom observation surrounding board meetings around the state.
 - Establish and communicate via multiple remote platforms for stakeholders to engage with presentations and share feedback on key topics in an organized fashion. (Mindmixer, Granicus, Joinme or Webex, for example)
 - Schedule twice-annual legislative meetings and once annual meetings with Governor Mead.
 - Participate in key annual educational events in a meaningful way.
 - Develop a systematic way of gathering viewpoints so that the board may assess public sentiment and develop tools to clarify topics, quell misunderstandings and correct factual inaccuracies. This can include:

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

H. Opportunities for Action

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

	Accountability	Accreditation	Standards	Assessments	Operational Performance	Wyo. State Board of Education Planning	Public Activities Plan	Other Opportunities	Department of Education collaboration opportunities
January	• Admin. & Strategic SRB Minutes		2015-16 Science Standards proposed review cycle		<ul style="list-style-type: none"> • Review NCCS/DOCS Agreements • Review NCCS/DOCS Agreements • Develop and distribute annual board of goals • Annual report development • Self-meeting announcement • Self-meeting outcomes • First of year - Data table/media check ins 	<ul style="list-style-type: none"> • Review NCCS/DOCS Agreements • Develop and distribute annual board of goals • Annual report development • Self-meeting announcement • Self-meeting outcomes • First of year - Data table/media check ins 	<p>Objective: Gather further input from the public and educational leaders and educators on what they need to be successful. Convey the state board's commitment to supporting educator success in classrooms throughout Wyoming.</p> <p>Strategic: The state board will be successful in engaging public in a dialogue about their expectations and how the state board of education supports local teachers and local districts through systems of support.</p> <p>Measure of Success: Board public & professional educator engagement & input, specific recommendations that can be activated in systems of support, educator confidence in the state board presentation, guided input documents, community ambassadors to coherate local discussions, News Release, Survey, Fact Sheet, FAQ.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
February					<ul style="list-style-type: none"> • Announce new SRB of activities • Annual report distribution • Self-meeting announcement • Quarterly Desk side/media check ins 		<p>Objective: Build confidence in and support for NCCS by establishing specific benefits to Wyoming and its 90,000+ students.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
March			Spring 2016 NCCS Update		<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 		<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
April		• Accreditation update			<ul style="list-style-type: none"> • Charter schools Update • Self-meeting announcement • Self-meeting outcomes 	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes 	
May					<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 		<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
June	• Approve new leadership accountability by policies	• Accreditation & monthly board meeting			<ul style="list-style-type: none"> • Human Resources School Schedules • Budget • Select committee for new policy manual • Self-meeting announcement • Self-meeting outcomes • Quarterly Desk side/media check ins 	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes 	
July					<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes 	
August	• Milestones on Systems of Support		2015 - WABE to present NCCS update to SRB	• Aug 11-12 Science Standards Review Committee Meeting	• Aug 13 - SRB Meeting	• Aug 13 - SRB Meeting	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
September	• Launch accountability oversight			• Sept 9 - Assessment Task Force Meeting	• Sept 23 - SRB Meeting	• Sept 23 - SRB Meeting	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
October	• Assessment P/PJ System of Support due by Oct. 17 for JIC Packet			• Sept 9 - Assessment Task Force Meeting	• Oct 27-28 - SRB Meeting	• Oct 27-28 - SRB Meeting	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
November			Once SRB Committee is done present proposed Standard to the SRB		• Nov 11-12 - SRB Meeting	• Nov 11-12 - SRB Meeting	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
December					• Self-meeting announcement	• Self-meeting announcement	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
Ongoing					<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes
Future	<ul style="list-style-type: none"> • Approve new teacher accountability policies 2017 		<ul style="list-style-type: none"> • For legal language & Fine and Performing Arts Standards Aligned by start of SY 2016-17 • Extended Math & Extended ELA Standards Aligned by start of SY 2015-16 		<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<p>Objective: Encourage students to achieve and parents to support their academic success.</p> <p>Strategic: Encourage students to achieve and parents to support their academic success.</p> <p>Measure of Success: Board public & professional educator input & support, enhanced public of Wyoming.</p>	<ul style="list-style-type: none"> • Self-meeting announcement • Self-meeting outcomes 	<ul style="list-style-type: none"> • Community College Commission meeting - February 19, 2016 @ UCC (the 18. Greenhorn @ Little America) • WABSD Annual Conference February 23, 2016 • Self-meeting announcement • Self-meeting outcomes

I. Tools:

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

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

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

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

J. Messaging:

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

For example:

Standards

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

Assessments:

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

Accountability:

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

Accreditation:

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

V. Content Development

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

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

State Board of Education Descriptor - Draft

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

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

Sample Fact Sheet - Draft

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

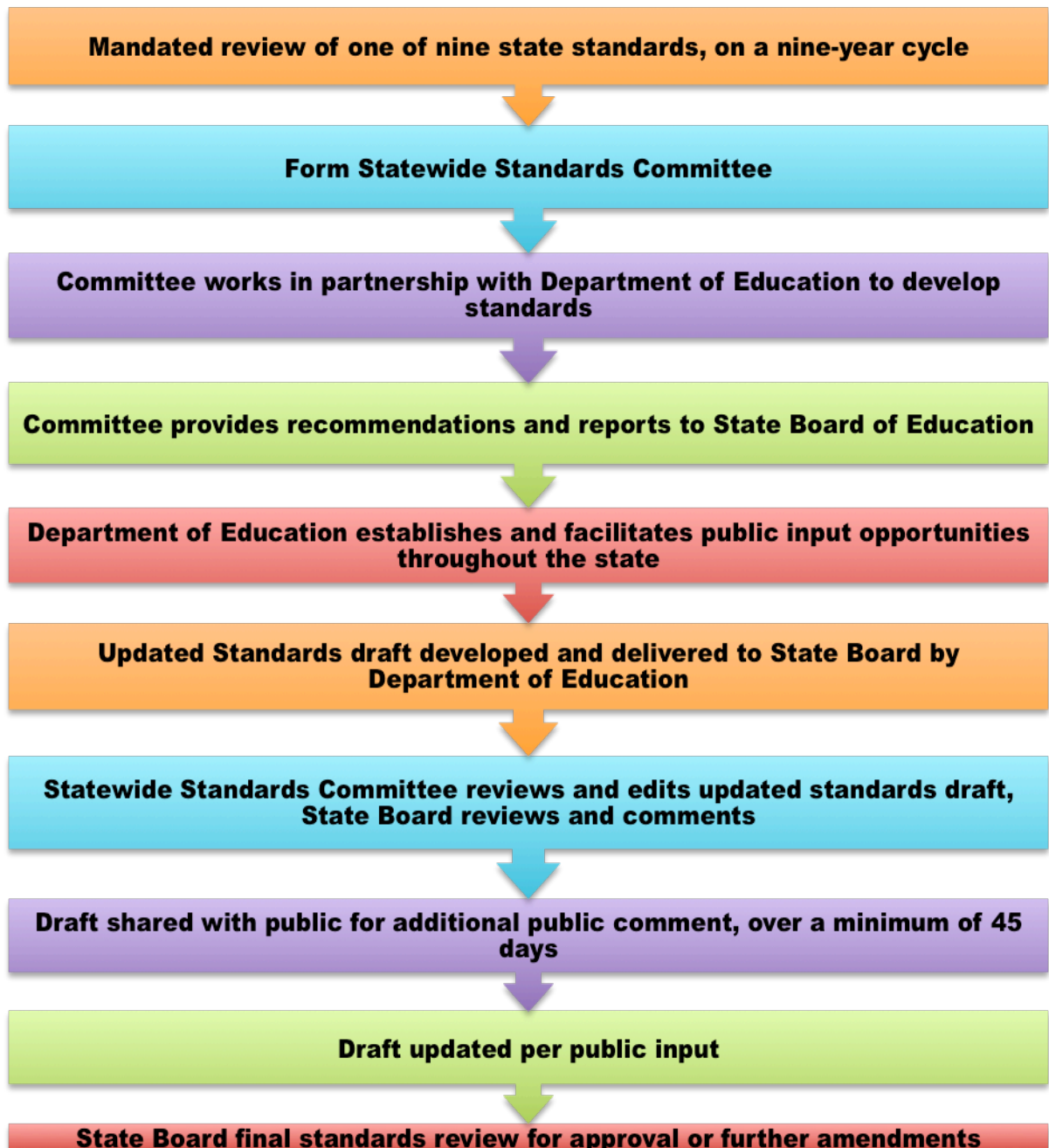
Below are the Wyoming State Board of Education's key policy-making responsibilities:

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

Sample Policy Making Process Flow Chart – Draft

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

Wyoming State Board of Education Standards Review Process



Sample FAQ – Draft

What does the State Board of Education do?

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

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

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

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

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

How is the board chosen?

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

How do they work with other entities in the state?

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

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

Public input is vital to the State Board of Education. All board members are interested in stakeholder ideas, comments and feedback about education in Wyoming. The State Board of Education meets monthly throughout the state and the public is welcome to attend and comment. The State Board also works in partnership with the Department of Education to host town hall meetings throughout the state. Schedules are available on the Department of Education website. Emails and phone calls directed to State Board Members are also always welcome. The State Board is working on additional ways to ensure they garner broad public input and engagement prior to policy decision-making.

VI. Next Steps

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

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

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

###

**Pascal Public Relations
Recommendations & Estimates
Presented to Wyoming State Board of Education
August 26, 2015**

Recommendation

Given the strategic, long-term nature of the communications plan, we recommend that the State Board engage with a firm that will drive and support their communications work on an ongoing basis. Pascal Public Relations respectfully submits the following scope of work and estimate for the State Board of Education's consideration.

Pascal Public Relations will implement an ongoing communications program designed to help the State Board of Education enhance stakeholder awareness, support, engagement and long-term relationships.

Scope of Work

The agency's scope of work will include a variety of activities recommended within the strategic communications plan, and other duties as assigned or recommended. In order to meet the State Board's objectives, the agency will utilize a combination of earned, owned, social and possibly purchased media. Specific activities may include, but will not be limited to:

- Ongoing strategic planning
- Strategic counsel
- Issues management
- Content development (presentations, letters, reports, web, social, etc.)
- Messaging, ongoing spokesperson preparation and theme development
- Media relations
- Community relations
- Events planning
- Media monitoring
- Monthly and quarterly reporting of activities

Department of Education Resources

Whenever possible and prudent, the agency will seek to leverage Department of Education resources. The Department of Education has already stated its willingness to execute a few key items within the plan, including:

- Train State Board of Education coordinator and administrative assistant to launch Twitter Page
- Develop State Board of Education logo (Fall 2015)
- Redesign State Board of Education web site (Fall 2015)
- Train coordinator and administrative assistant to develop and announce milestones as they occur – with media and Gov Delivery (Fall 2015)

Agency Estimates

Agency Fees: Pascal Public Relations recommends a contract not to exceed \$60,000 for a 12-month period, billed at \$125/hour. Monthly opportunities and responsibilities will vary. Agency will bill actual time spent, not to exceed \$60,000 for a 12-month period. Consulting time will be billed at \$125/hour. Travel time will be billed at \$75/hour.

Travel Costs: \$5,250 estimate
Based on 30 travel days at \$175/day per Diem to cover lodging and food, based on state rate. When traveling to locations that have an increased state rate due to increased local costs, agency will adjust per diem to reflect that.

General Hard Costs: \$5,000 estimate
Hard costs, such as printing, postage, subscriptions, supplies and other miscellaneous expenses will vary. If more extensive hard costs are required, agency will supply an estimate in writing for State Board review and approval.

One-time Hard Cost: \$4,000 - 5,000 estimate
Pascal Public Relations recommends a one-day media and stakeholder training session for all members of the board. Colorado-based Holdren Communications specializes in media training and has performed media trainings in the education space throughout the western U.S., including Wyoming. Estimate includes Holdren Communications' preparation and execution of a customized board training to prepare for media and stakeholder communications, aimed at enhancing dialogue and long-term relationships.

###



WYOMING

State Board of Education

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KATHY COON
Vice Chair, Lusk

KEN RATHBUN
Treasurer, Sundance

JILLIAN BALOW
State Superintendent

SUE BELISH
Ranchester

NATE BREEN
Cheyenne

HUGH HAGEMAN
Fort Laramie

RON MICHELI
Fort Bridger

SCOTTY RATLIFF
Riverton

JIM ROSE
Ex-Officio, CCC

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: WDE Updates

As always, Brent will be on hand to give an update of the work going on at the WDE including an update on the alternative school committee that has been meeting during the interim.



WYOMING
DEPARTMENT OF EDUCATION



Jillian Balow

Superintendent of Public Instruction



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On the Web

edu.wyoming.gov
www.wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, Wyoming State Board of Education
FROM: Brent Young, WDE
DATE: September 15, 2015
RE: WDE Update

Meeting Date: September 23, 2015

Agenda Item: WDE Update

Item Type: Action: _____ Informational: x

Background:

Native American Education

The Select Committee on Tribal Relations will meet November 30, and December 1, 2015. The WDE is on the agenda to provide an update on the draft legislation that the committee asked the department to create. Rob Black will testify to the draft legislation for the department. The draft legislation has been shared with Fremont County superintendents and school boards. It has also been shared with both tribal councils.

A Career Fair will be held October 28, 2015 at Wyoming Indian High School.

Accreditation

Accreditation visits will occur in the following counties this October: Fremont, Park, Washakie, Big Horn

Alternative School Technical Advisory Group

The task of this group is to bring recommendations forward to the Select Committee on Accountability for the development of separate accountability measures for Wyoming's alternative schools. This group will have met in Casper on September 21, 2015, to finalize their recommendations for the report. A summary of the meeting will be provided.

Distance Education Task Force

An attachment is included that provides a summary by the Distance Education Task Force (DETF).

Hathaway Scholarship Program

The Hathaway Scholarship Program is working on improving several different aspects of the program. Several areas are becoming more automated and efficient. One area of note that is also going to be revamped is the branding and marketing of the program. Warehouse Twenty One has been contracted to complete this project with the end-goals of marketing to younger students, supplying more resources to school districts, and making the marketing more fun for our students as a whole.

Statutory References (if applicable):

Fiscal Impact (if applicable):

Supporting Documents/Attachments: Draft Legislation, DETF Summary

DRAFT WYOMING NATIVE AMERICAN EDUCATION LEGISLATION

Title 21, Chapter 4, Article 6: EDUCATION PROGRAMS ON THE WIND RIVER RESERVATION

W.S. 21-4-602 is created to read:

21-4-602. Statewide understanding of Native American culture.

Purpose and Beliefs

The purpose of this legislation is to increase statewide understanding of and respect for the cultural heritage of the Eastern Shoshone and Northern Arapaho tribes. It is the belief of the legislature that every Wyoming student, whether Indian or non-Indian, should learn about the culture and history of the Eastern Shoshone and Northern Arapaho tribes.

Wyoming Department of Education Indian Education Staff

The Superintendent of Public Instruction (Superintendent) shall maintain sufficient Wyoming Department of Education (Department) staff to implement and provide ongoing technical assistance related to this legislation. Department personnel shall work with tribal leaders to develop and disseminate accurate information specific to the cultural heritage and contemporary contributions of Wyoming Indian tribes. Department staff shall conduct in-services, trainings, workshops, conferences and other activities to advance statewide understanding of Native American culture.

Indian Education Advisory Council

The Superintendent shall appoint an Indian Education Advisory Council. The council shall consist of representatives from each tribe in Wyoming and other Indian education stakeholders as deemed appropriate by the superintendent. The representatives of the tribes shall be appointed from nominations submitted by the tribal councils of each of the tribes. The advisory council members shall serve for three-year terms.

Essential Understandings and Web Resources

The Department will work collaboratively with the Indian Education Advisory Council and other state agencies to develop essential understandings for Eastern Shoshone and Northern Arapaho tribes. The essential understandings will reference source documents and media resources to enable an accurate understanding of the culture and history of the Wyoming tribes. The essential understandings will be made available through internet access, and may be provided in a print format.

References and media resources will be made available through internet access. The website will also feature current authors, visual artists, dancers, performing artists and others from the Wind River reservation that would add to understanding of contemporary Native American culture in Wyoming.

Native American Literature

The legislature recognizes the importance of Native American literature in advancing statewide understanding of Native American culture. The advisory council will develop and maintain a list of recommended Native American authors and books that are culturally relevant and school appropriate.

Language Revitalization

The legislature encourages American Indians in the state to use, study and teach their native languages in order to encourage and promote: The survival of the native language; Increased student scholarship; Increased student awareness of the student's culture and history; increased student success. Provisions for certification of teachers of the Arapaho and Shoshoni language are included in W.S.21-2-802(ii)(A).

American Indian Studies

Any teacher new to the profession, from out-of-state, or certified after 2017 shall complete a three credit hour course in American Indian studies offered by a Wyoming college. The course shall pertain to the history, traditions, customs, values, beliefs, ethics, and contemporary affairs of American Indians, particularly the tribes of Wyoming. Coursework will be aligned to the essential understandings that were developed by the department and the Indian education advisory committee.

The district board of trustees may adopt a policy requiring all of its certified personnel to satisfy the course requirement for American Indian studies. If such policy is adopted, enforcement and administration is the sole responsibility of the district board of trustees. Members of boards of trustees and all non-certified personnel in public school districts are encouraged to take the course in American Indian studies.

Indian Student Performance

Support for schools to improve Native American student performance is provided through the Multi-Tiered System of Support defined in W.S.21-2-204(f), the contractual agreement with the tribes referenced in 21-4-601, other state programs within the department focused on dropout prevention and improvement of academic performance, and all federal programs dedicated to raising the academic achievement of the disadvantaged.

Contractor(s)

The department may contract with service providers to provide training, coordinate the advisory committee, and/or to conduct other aspects of this legislation. The department will not, however, transfer the management and decision making authority for Native American education as defined in this statute to a contractor.

Distance Education Task Force (DETF) Overview of Progress State Board of Education Meeting

Summary of Task Force Activities

As of the date of this report, the following task force activities have been completed:

- Task force membership was established (March 2015)
- Task force meetings from May 2015 through September 2015 were scheduled (April 2015)
- Five (5) task force meetings have been conducted (April, May, June, July, August 2015)
- The current challenges in Wyoming distance education were identified (April 2015)
- The priorities of the task force were established (April 2015)
- Options to address the priorities have been and will continue to be researched (May 2015, Ongoing)
- An initial vision and definition for virtual education has been drafted (June 2015)
- Distance education administration models have been proposed and discussed in detail (June 2015)
- Recommendations on teacher certification were agreed upon (July 2015)
- The Subcommittee for Virtual Education recommendation was developed (July 2015)
- The DETF Funding Subcommittee was developed (July 2015)
- The task force voted on which models they would like to move forward as recommendations to the legislature and would develop recommendations on how to fund these models. (August 2015)
- The DETF Funding Subcommittee developed funding recommendations for the proposed single virtual course part-time model for the full DETF to consider at its September meeting (August-September 2015).

Overview

The DETF is focused on two types of virtual education; part-time enrollment and full-time enrollment. Part-time enrollment describes the majority of classes being taken in the brick and

WYOMING DEPARTMENT OF EDUCATION

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



mortar environment with some courses (typically one to two) taken online. Full-time enrollment describes the majority or all courses being taken online.

Model A describes the development of a system for creating a registration system for virtual courses accessible through the WDE website. This site would include contact and enrollment information for each statewide online provider for online education courses. The emphasis for this model would be on increasing accessibility and ease of enrollment into single course offerings from a variety of providers. Model B describes creating an online collaborative model which would consist of districts collaborating and pooling resources to develop and deliver online courses. Educators across the participating districts would collaborate in the development and teaching of online courses with students from those districts being able take the online courses at no additional cost to their primary district. Model C describes a revision to the current distance education model. The revised version of this model would address the challenges defined by the DETF including reporting, accountability, and assessment issues.



WYOMING

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BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

September 15, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Time to retreat...we hope!

When we are done with the business portion of our meeting, we will begin the "retreat" part of our time together. I think we all wish we had more time together just to talk through issues and determine direction; but alas, we have a lot of business issues on our plate right now.

I hope you've all had some time to spend in Robert Putnam's book. I find it a powerful commentary, and I also appreciated that it was not an attack on public education. I will set up our work in Edmodo, but what I hope we can do is ground ourselves in a discussion about *Our Kids* and relate that to the work of the board through some articles that appeared in the May 2015 *State Education Standard*, which is the journal of NASBE. You don't have to read those articles ahead of time. We will read them and share out during our retreat. Those articles discuss potential policy implications, and I think we can use those as the impetus to frame our subsequent work.

I think it's important for us to spend quite a bit of time with our "one-pager" from our retreat last November in Ucross. It's essential that we associate some objectives/goals with the priority areas we determined last fall. I also think that those objectives then will determine how we resolve the issues that have been hanging over our heads, unresolved, for several months.

We need to determine what we are going to do about the definition of a high school graduate. Please see in your packets the working paper crafted by Complete College Wyoming regarding college and career readiness for Wyoming students. It seems that we really may not want to reinvent the wheel here when a good deal of work has been done in this regard. Moreover, you will find in your packets the information gathered in Saratoga about the definition of a graduate. We can take all of this into consideration, as well as the conversations we have around the Putnam book, to help shape the direction we want to go from here.

And...we have this collaborative education council issue still hanging out there unresolved. We have heard the feedback from the original group, we have read about and heard from Idaho, I'm including a link to the collaborative visioning work in Delaware...and I don't know that we have that much more to consider. It's probably time to determine whether we want to try to move forward with a collaborative working group.

As I mentioned earlier, we might want to revisit the discussion about our legislative agenda and our communications planning after this retreat time. Your discussion during the retreat could shape the direction we go with these two items.

Please let Chelsie or me know if you are having any problems accessing Edmodo. You'll need to be able to get in there to find readings and questions. We can help you before we arrive in Pinedale...or on Wednesday...to make sure we can all get in there and use the Edmodo site.

VISION

WYOMING EDUCATION PARTNERS SUPPORT A STUDENT-CENTERED LEARNING SYSTEM IN WHICH ALL WYOMING STUDENTS GRADUATE PREPARED AND EMPOWERED TO CREATE AND OWN THEIR FUTURES.

MISSION

LEAD COLLABORATIVE PARTNERSHIPS, IN WHICH STUDENT, TEACHER AND ADMINISTRATIVE JUDGMENT ARE VALUED, TO CRAFT POLICIES AND CREATE FUTURE-FOCUSED SYSTEMS ORIENTED AROUND THE INDIVIDUAL STUDENT BY COMMUNICATING THE URGENT NEED FOR TRANSFORMATIONAL CHANGE; INCENTIVIZING INNOVATIVE EDUCATION (SUPPORTING INNOVATIVE EARLY CHILDHOOD EDUCATION); DEVELOPING A SYSTEM OF DISTRICT SUPPORT; AND UTILIZING FLEXIBLE MEASUREMENTS TO GAUGE AND CELEBRATE SUCCESSFUL CHANGE.



NATIONAL LEADER AMONG STATES



ACHIEVEMENT
COLLEGE/CAREER READINESS
GROWTH
EQUITY



EFFICIENCY/ RESOURCING
CREDIBILITY
INNOVATION



EDUCATOR QUALITY
CIVIL CITIZENSHIP
HIGH-QUALITY
EARLY CHILDHOOD



Wyoming High School Graduate Definition

- Engaged, employable, citizen
- Savvy consumer
- Curious/resilient, lifelong, adaptable learner
- Healthy, questioning human
- Committed producer
- Creative, committed problem solver
- Creative, critical, reflective, logical, active thinker
- Civil, ethical, open-minded, motivated participant
- Societal contributor
- Confident
- Knowledgeable elector
- Conscientious steward
- Competent researcher
- Fluent reader
- Persistent effort
- Diverse opportunities



Working Paper

College and Career Readiness for Wyoming Students

This working draft of a definition for college and career readiness is an effort to focus our statewide dialog about student success around those attributes that will help them make a seamless transition from K-12 through college and into the workforce. By 2022, 65% of Wyoming’s workforce needs some type of higher education in order to meet our workforce needs. Better preparation for students at every level will make our State more successful economically and socially. Educated citizens who make a living wage and are satisfied in their careers lead to fewer social and workforce challenges. Agreeing on what it means to be ready to move into college and into the workforce will help us leverage our talent and manage our programs and services to gain the greatest return. Help us by participating in the discussion of what it means to be college and career ready.

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

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

Preamble

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

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

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

- Synthesize information from multiple sources to draw conclusions

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

Qualities and Strategies

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

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

Personal & Professional Skills

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

Work Ethic and Professionalism

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

Effective Communication and Interpersonal Skills

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

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

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