



Wyoming Department of Education

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MEMORANDUM NO. 2009-145

TO: School District Superintendents

FROM: Kay Post, Unit Director
Educational Quality and Accountability *KP*

DATE: September 18, 2009

SUBJECT: State System of Support 2009-2010

IMPORTANT -- PLEASE READ

The Wyoming Department of Education's (WDE) theory of action to assist districts/schools in the educational improvement process is called the State System of Support (SSoS) and 2009-2010 will be the pilot year of implementation. WDE is using a three-tiered model with each district receiving a tier-level determination. The tier-level determination will establish the level of state support that a district will receive. All of the attachments with this memo will give further explanations of the SSoS theory of action; attached are: (1) the SSoS Overview, (2) the History of Technical Assistance, (3) the Pillar of Support visual, (4) the SSoS organization visual, (5) the Regional Contacts Map, and (6) the District Tier Level Chart with designated Coaches/District Consultants and their contact information.

Every Wyoming school district has a WDE District Consultant or District Coach assigned as their primary point of contact at WDE. In addition to District Consultants/Coaches, WDE is continuing to have WDE Regional Contacts. If your District Consultant or Coach has not already contacted you, he/she will in the next week or two to answer any questions you may have about the 2009-2010 SSoS theory of action and to set up his/her first semester on-site visit.

Thank you for your support in the pilot year of the SSoS. We will be asking you to complete an evaluation in late January 2010 to ascertain how the pilot year of SSoS is working for you and your district.

For more information regarding the SSoS theory of action, please contact your District Consultant/Coach or Regional Contact or Kay Post at 777-3498 or kpost@educ.state.wy.us.

KP: al

Attachments (6)

State System of Support for 2009-2010 School Year Overview



- The Wyoming Department of Education's (WDE) theory of action to assist districts/schools in the educational improvement process is called the State System of Support (SSoS) and 2009-2010 will be the pilot year of implementation. WDE is providing direction and leadership in more data-driven decision making. WDE is focusing on building capacity at the district-level to enable districts to better assist their schools.
- WDE is refocusing manpower to provide new services to districts/schools and is providing training/professional development to WDE personnel to help implement the new SSoS.
- WDE is implementing a systems-based operations approach (based on the Baldrige Management System) and several districts are piloting the same type of systems approach. WDE is focusing on accountability by improving customer service and having more effective and efficient operations.
- WDE is also providing leadership and on-site visits to several districts in the systems-based approach called Organizational Assessment—essentially the Baldrige System with curriculum and instruction added to the criteria.
- Every Wyoming school district has a WDE District Consultant or District Coach assigned as their primary point of contact at WDE. In addition to District Consultants/Coaches, WDE is continuing to have WDE regional contacts.
 - The District Consultant/Coach will go onsite at a district at least once a year.
 - The District Consultant/Coach will provide other types of contact throughout the year, i.e., emails, telephone calls, and electronic interaction such as WEN video, etc.
 - Every district/school that did not meet adequate yearly progress (AYP) will be provided additional assistance.
 - For districts that are assigned a Coach and need more assistance from WDE, a WDE oversight team will be created to give more in-depth district support.
- A Toolkit/Notebook will be provided to every district. The Toolkit contains information regarding WDE programs/projects/initiatives, WDE contact information, and educational best-practices and research-based program access information.
- WDE is in partnership with AdvancEd (formerly North Central Accreditation Association) regarding district/school accreditation and district monitoring for compliance with state statutes/rules. SSoS is not only focusing on the monitoring process but also on providing technical assistance for those areas that are not in compliance and/or areas that need to be improved.
- WDE is providing direction and leadership in linking student academic achievement and the certified personnel performance appraisal system as outlined in the revisions of the Chapter 29 Rules.
- WDE is providing technical assistance and professional development to districts to help achieve the Wyoming Public Education and WDE student-focused goals.

For more information, please contact Kay Post at 307.777.3498, kpost@educ.state.wy.us or Joy Mockelmann at 307.777.8712, jmocke@educ.state.wy.us .

Wyoming Department of Education History of Technical Assistance from 1998 - 2009

Wyoming Department of Education has provided technical assistance to the state's districts/schools since the state accreditation process and federal programs became our responsibility. The No Child Left Behind Act of 2001 (NCLB) was designed to help create high-performing districts/schools. Its cornerstone accountability provisions require states to build upon rigorous academic content and achievement standards with assessments that adequately measured those standards.

Every state educational agency (SEA) developed an approved system for implementing the accountability provisions of NCLB by creating definitions of adequate yearly progress (AYP) for all districts/schools in the state. Consequences for not making this AYP determination had to be included in this system. SEAs are required to intervene in districts/schools that do not meet the state-set targets. When a district/school misses the targets for two years in a row in the same content area, they are identified as in need of improvement. Identifying a district/school for improvement serves as a formal acknowledgement that the district/school is not meeting the challenge of successfully teaching all of its students. This identification marks the beginning of a special relationship with the SEA who will provide a district/school extensive support and *technical assistance* (TA) in designing and implementing a plan to improve student achievement.

The historical process of technical assistance included the following highlights:

- State accreditation process 1998
- NCA accreditation since 2003, except for one district
- School Improvement Technical Assistance Team (SITAT) 2003
- District Support and Coordination Team (DSC Team) 2008
- Coach for Level Three districts 2008

Wyoming's approved Accountability Plan outlines that technical assistance will give priority to the creation of district/school support teams to assist districts/schools in corrective action, in need of improvement, or in need of support and assistance. (NCLB) (1117(a) (4) (B) WY Element 1.6 Chapter 6. This technical assistance began in 2003, when the state was divided into five regions with a member of the School Improvement Technical Assistance Team assigned as a Regional Contact.

The first step for the Regional Contacts was to build capacity to provide high-quality technical assistance and become a team committed to school improvement. The district/school improvement process begins with the district/school developing a two-year plan that addresses the academic issues that caused it to be identified for district/school improvement. The purpose of the plan is to improve the quality of teaching and learning in the district/school so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics. This plan should provide a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a district/school, as determined by

the data. This data comes from the state assessment, but should be supported by other sources as well.

Members of the School Improvement Technical Assistance Team served on NCA accreditation teams, followed up on state accreditation assurances, and worked with schools that did not make AYP. Their primary focus was to provide technical assistance to districts/schools that had been identified as “high priority” as a result of not making AYP for two or more consecutive years in the same content area.

At the end of 2006, WDE staff members who provided districts/schools with technical assistance began an investigation to build a model for the WDE technical assistance delivery system. A representative group from WDE was selected to go to the Technical Assistance Symposium hosted by the Northwest Regional Comprehensive Center in Portland, OR, February 8 and 9, 2007. There was sharing by teams from other states, and the Wyoming team had work time to develop drafts of a model. The “Pillar of Support” model was selected as the model to be used by the WDE during the 2007-2009 school years.

To deliver the levels of technical assistance, multiple tools are made available to incorporate best practices of the field. Samples of these tools include:

- Change Management as illustrated in the *Reinventing Education/IBM & CCSSO* components.
- Adult Learning pedagogy explains how adults learn differently, how their culture and norms influence what is learned, and how the hierarchy and roles they play help or hinder improvement efforts during the delivery of technical assistance.
- Systems operations that help organizations create continuously- improved learning with the focus on student achievement is a guiding principle of WDE technical assistance.
- The Baldrige framework and its seven components are the basis of the technical assistance process.
- The APQC (previously known as the American Productivity Center and the American Productivity & Quality Center) has a *Process Classification Framework for Education* that reflects the specific processes and activities that are characteristic of the education sector in its 12 components. It enables organizations to understand their inner workings from a horizontal process viewpoint, rather than a vertical function viewpoint.

The state of Wyoming utilizes AdvancEd (formerly North Central Accreditation - NCA) and their tools to help schools attain the seven standards of effective school improvement efforts. The AdvancED Accreditation Process applies a systems approach to improving student performance results over time. The accreditation process recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the school work together to meet the needs of students.

To roll out the pillar model, SITAT developed two phases of training to expand Wyoming educators’ capacity of continuous improvement—Pillars of Education Progress. Phase One focused on the process of detecting a need to change instruction to how to make sound instructional decisions based on the knowledge and utilization of data. Phase Two was intended to deepen the level of understanding of data analysis while learning from others in the

state who shared their recommendations and lessons learned. The trainings were offered regionally in the Fall and Spring of the 2007-2008 school year.

In 2008, the District/school Improvement Technical Assistance Team (SITAT) evolved into the District Support and Coordination (DSC) Team. As SITAT, the technical assistance focus was at the school level; while the DSC Team's focus is on *District* improvement and guiding districts to help their own schools' improvement efforts.

Everyone at the Wyoming Department of Education provides some form of TA. The DSC Team was also tasked with "coordinating" all TA efforts to better serve our customers. During the 2008-2009 pilot year, we explored options for efficient and effective technical assistance. WDE has access to supportive partners like McREL, who did a focus-group study that is used to guide WDE personnel in improving the relevance, responsiveness, and quality of its services to Wyoming schools, districts, and educators. The Northwest Regional Comp Center (NWRCC) in Portland, Oregon helps us with services to better deliver Statewide Systems of Support (SSOS). Lawrence Picus and Allan Odden, consultants to Wyoming through Lawrence O. Picus and Associates, offer 10 strategies to double student performance. These strategies are shared with districts to review their practices in keeping the focus on student achievement. A wide selection of consultants and experts are available to WDE staff to access services, reports, research, and other resources that help us build the capacity of districts to better serve Wyoming students.

The technical assistance provided varies depending on district/school needs. While Wyoming's small educational population would like one-on-one contact with Regional Contacts, manpower, distances and weather posed obstacles during the 2008-2009 school year. Therefore, the DSC Team supported districts/schools as they developed and implemented their district/school improvement plans through email, phone, WEN and Webinars as well as on-site visits. If the district needs were determined to be at Level III, a WDE coach was assigned to work with the district leadership team. The coach helps the district develop Plan-Do-Study-Act (PDSA) forms for 60-day periods to guide their work to increase school improvement efforts.

In 2008-2009, the WDE began offering Organizational Assessments (OA) at the District level. This assessment is a process of gathering and analyzing information collected from various stakeholders to assess a District's performance from a systems perspective. The assessment instrument consists of 7 core components and 26 elements. The instrument is research-based and modeled after the Malcolm Baldrige National Quality Award. The DSC Team has been trained in this process and will be conducting OA's for Districts across the State. There will be a continued "systems" focus in Districts in the technical assistance that will be provided.

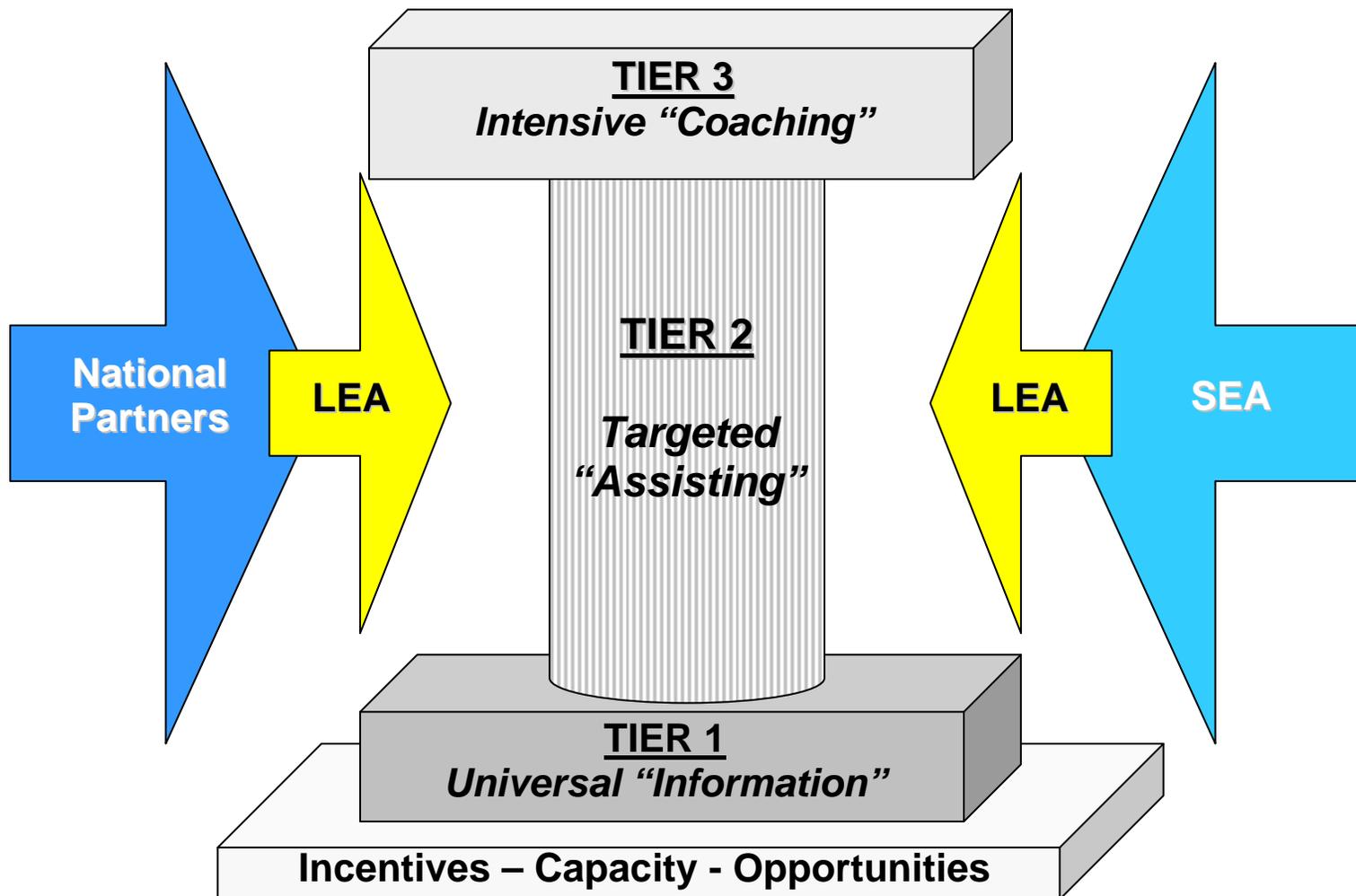
In May 2009, WDE reviewed the process of what had taken place during the 2007-2009 school years. The next step for WDE is what we are now calling the "State System of Support" (SSoS) which includes the DSC Team and more WDE staff. This new theory of action will be the main focus of the WDE for the 2009-2010 school year; will provide for more leadership from the WDE and more contact with Districts; and build on the department motto – "One Team, One Effort."



Wyoming Department of Education

PILLAR OF SUPPORT

A Three-Tiered Model of State System of Support

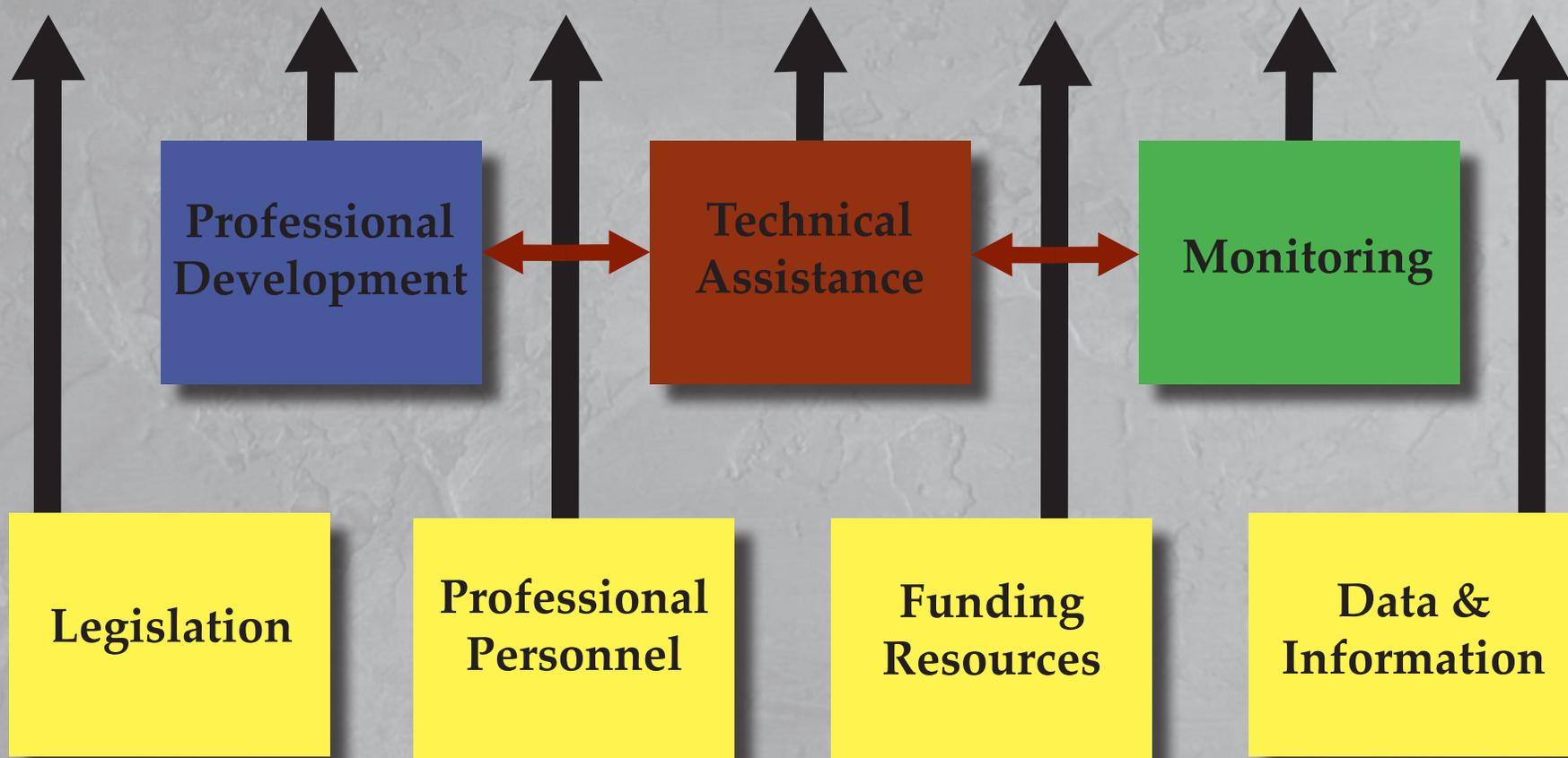


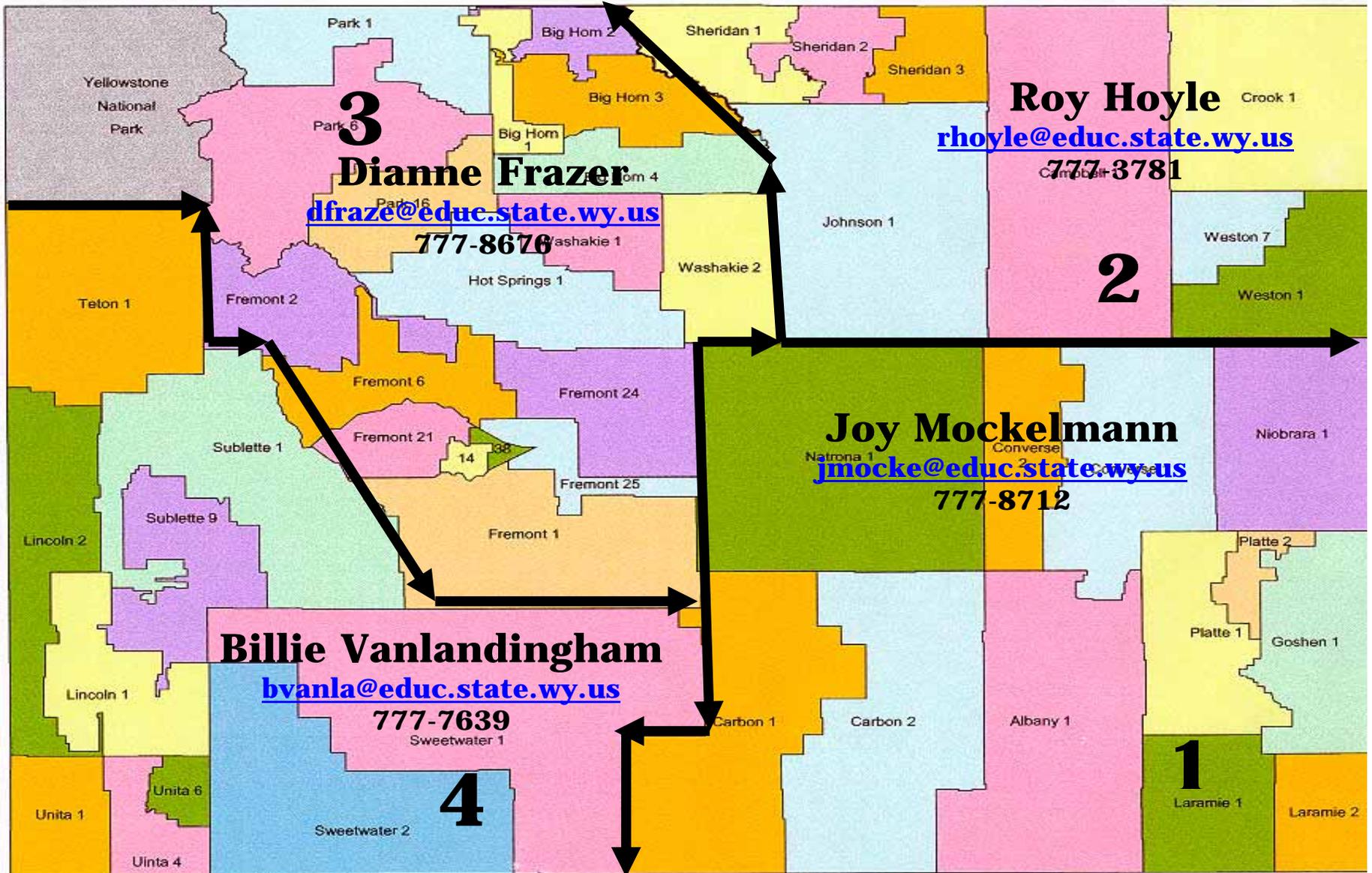


Wyoming Department of Education



State System of Support





WDE State Systems of Support Regions 2009-2010



State System of Support

September 18, 2009

Districts/Institutions/Schools:

Tier 2 in **green** print (10 districts, 1 institution) (note: links to Pillar of Support document)

Tier 3 in **red** print (5 districts, 1 institution, 1 school) (note: links to Pillar of Support document)

	District Name	City	Tier Level	Coach/District Consultant
1.	Albany CSD #1	Laramie	2	Lynda Collins
2.	Big Horn CSD #1	Cowley	1	Lynda Collins
3.	Big Horn CSD #2	Lovell	1	Dianne Frazer
4.	Big Horn CSD #3	Greybull	1	Margie Simineo
5.	Big Horn CSD #4	Basin	1	Margie Simineo
6.	Campbell CSD #1	Gillette	1	Kay Post
7.	Carbon CSD #1	Rawlins	3	Wayne Beatty
8.	Carbon CSD #2	Saratoga	2	Gerry Maas
9.	Converse CSD #1	Douglas	1	Joy Mockelmann
10.	Converse CSD #2	Glenrock	1	Joy Mockelmann
11.	Crook CSD #1	Sundance	2	Roy Hoyle
12.	Fremont CSD #1	Lander	2	Joe Simpson
13.	Fremont CSD #2	Dubois	1	Kenya Haynes
14.	Fremont CSD #6	Pavillion	1	Kenya Haynes
15.	Fremont CSD #14	Ethete	1	Gerry Maas
16.	Fremont CSD #21	Ft. Washakie	3	Margie Simineo
17.	Fremont CSD #24	Shoshoni	1	Bill Pannell
18.	Fremont CSD #25	Riverton	2	Dianne Frazer
19.	Fremont CSD #38	Arapahoe	3	Gerry Maas
20.	Goshen CSD #1	Torrington	1	Joy Mockelmann
21.	Hot Springs CSD #1	Thermopolis	1	Dianne Frazer
22.	Johnson CSD #1	Buffalo	1	Roy Hoyle
23.	Laramie CSD #1	Cheyenne	3	Gerry Maas
24.	Laramie CSD #2	Pine Bluffs	1	Kay Post
25.	Lincoln CSD #1	Kemmerer	1	Billie Vanlandingham



	District Name	City	Tier Level	Coach/District Consultant
26.	Lincoln CSD #2	Afton	1	Billie Vanlandingham
27.	Natrona CSD #1	Casper	3	Wayne Beatty
28.	Niobrara CSD #1	Lusk	2	Joy Mockelmann
29.	Park CSD #1	Powell	1	Dianne Frazer
30.	Park CSD #6	Cody	1	Carol Illian
31.	Park CSD #16	Meeteetse	1	Carol Illian
32.	Platte CSD #1	Wheatland	1	Joy Mockelmann
33.	Platte CSD #2	Guernsey	2	Joy Mockelmann
34.	Sheridan CSD #1	Ranchester	2	Tom Martin
35.	Sheridan CSD #2	Sheridan	1	Tom Martin
36.	Sheridan CSD #3	Clearmont	1	Tom Martin
37.	Sublette CSD #1	Pinedale	1	Billie Vanlandingham
38.	Sublette CSD #9	Big Piney	1	Billie Vanlandingham
39.	Sweetwater CSD #1	Rock Springs	2	Bob Bryant
40.	Sweetwater CSD #2	Green River	1	Bob Bryant
41.	Teton CSD #1	Jackson	1	Joe Simpson
42.	Uinta CSD #1	Evanston	2	Billie Vanlandingham
43.	Uinta CSD #4	Mountain View	1	Billie Vanlandingham
44.	Uinta CSD #6	Lyman	1	Billie Vanlandingham
45.	Washakie CSD #1	Worland	2	Margie Simineo
46.	Washakie CSD #2	Ten Sleep	1	Bill Pannell
47.	Weston CSD #1	Newcastle	1	Roy Hoyle
48.	Weston CSD #7	Upton	1	Roy Hoyle
Institutions				
		City	Tier Level	Coach/District Consultant
1.	Normative Services	Sheridan	2	Wayne Beatty
2.	Jeffrey C. Wardle Academy	Cheyenne	3	Wayne Beatty
School				
1.	St. Stephen's Indian School	St. Stephens	3	Wayne Beatty



Coach/District Consultant Contact Information (alphabetical by last name):

	Telephone Number	Email
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Roy Hoyle	307-777-3781	rhoyle@educ.state.wy.us
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Bill Pannell	307-777-3549	bpanne@educ.state.wy.us
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Joe Simpson	307-777-7674	deputysupt@educ.state.wy.us
Billie Vanlandingham	307-777-7639	bvanla@educ.state.wy.us

