

Attachment #1

Various Notifications were provided to LEAs and the public. These included Press releases, Memorandums to District Superintendents, and emails.

The following is the first notification that was sent out almost immediately after the decision was made for WDE to apply for the ESEA Flexibility Waivers. It was sent out by email to LEA superintendents, Title I Directors, and various staff at the Wyoming Department of Education (WDE). WDE staff were asked to forward this notification to the constituency lists for the programs for which they were responsible.

Included in this email was an attachment with the waivers requested, assurances, and consultation information. Additional consultation and feedback will be gathered over the coming months.

David Holbrook <david.holbrook@wyo.gov>
ESEA Flexibility Waiver Submission

David Holbrook <david.holbrook@wyo.gov> Tue, Feb 26, 2013 at 1:50 PM
To: David Holbrook <david.holbrook@wyo.gov>
Cc: Carol Illian <carol.illian@wyo.gov>, Deb Lindsey <deb.lindsey@wyo.gov>, Julie Magee <julie.magee@wyo.gov>, Drew Dilly <drew.dilly@wyo.gov>, Teri Wigert <teri.wigert@wyo.gov>, Susan Williams <susan.williams@wyo.gov>, Randall Butt <randall.butt@wyo.gov>, Darlena Schlachter <darlena.schlachter@wyo.gov>, Sean McInerney <sean.mcinerney@wyo.gov>, Laurie Hernandez <laurie.hernandez@wyo.gov>, Jim Rose <jim.rose@wyo.gov>, Marykay Hill <marykay.hill@wyo.gov>, Tom Lacock <tom.lacock@wyo.gov>, Jo-ann Numoto <jo-ann.numoto@wyo.gov>, Kenya Haynes <kenya.haynes@wyo.gov>, Dianne Frazer <dianne.frazer@wyo.gov>, Elaine Marces <elaine.marces@wyo.gov>, Beth VanDeWege <beth.vandewege@wyo.gov>, Rita Watson <rita.watson@wyo.gov>, Trisha Sparks <trisha.sparks@wyo.gov>

Hello District Superintendents, Title I Directors, Committee of Practitioners, and others,

Last week, Governor Matt Mead met with some of the leadership at the United States Department of Education to discuss issues related to education in Wyoming. One of the topics that was discussed was the need for relief from the escalating AYP targets set for the Annual Measurable Objectives (AMOs) which are set to scale up to 100% proficient for all categories during the 2013-2014 school year.

Governor Mead's discussions resulted in a decision to ask the Wyoming Department of Education to submit a request for the ESEA Flexibility Waivers offered by the United States Department of Education. Window Four (4) of the ESEA Flexibility Waiver Submissions closes on February 28th, 2013. It is the intention of the Wyoming Department of Education to submit an ESEA Flexibility Waiver request during Window Four (4).

Attached you will find the portion of Wyoming's ESEA Flexibility Waiver request that includes the waivers requested, the assurances required to receive those waivers, and the need for consultation with you and other stakeholders.

There are Thirteen (13) waivers offered, three of which are optional. Wyoming is seeking 11 of the 13 waivers. The optional waiver Wyoming is requesting relates to allowing high schools to be served with Title I-A funds out of rank order if the high school has a graduation rate below 60 percent.

This email is one of the first steps in the consultation process that is required for the ESEA Flexibility Waivers. Dr. Rose announced that WDE would likely be pursuing these waivers when he met with district superintendents virtually on February 20th. Further consultation in addition to this email is planned in order to gain input from all stakeholders, however, this will need to take place after our waiver submission to United State Department of Education.

Please, if possible, review the attached document with the waivers, assurances, and consultation requirements and reply to this message with any comments you may have regarding the appropriateness of the waivers and assurances for Wyoming, and ideas to ensure that you and other stakeholders have opportunity for meaningful input.

I will continue to receive comments beyond submission, but if you are able to reply by noon on Thursday, Feb 28th those comments can be included in our submission.

Thanks,
David

P.S. Please forward this to all interested parties that might like to comment.

Dr. David J. Holbrook
Federal Programs Division Director
Supervisor, Title I and Title III Section
Title I Program Manager
Native American Education Consultant
Wyoming Department of Education
2300 Capitol Avenue, 2nd Floor Hathaway Building
Cheyenne, WY 82002
307-777-6260
Waivers - Assurances - consultation for ESEA Flexibility Waivers.docx



Wyoming Department of Education PRESS RELEASE

For Immediate Release:

March 15, 2013

Contact:

Tom Lacock

(307) 777-5399

tom.lacock@wyo.gov

edu.wyoming.gov

Wyoming granted extension for ESEA Waiver application

CHEYENNE - The Wyoming Department of Education (WDE) has been granted an extension on its application for a flexibility waiver from the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act.

The extension allows the WDE to submit a revised flexibility waiver request to the US Department of Education by April 15, 2013. The US Department of Education informed the WDE that it had granted the extension in a letter from Assistant Secretary Deborah Delisle to WDE Interim Director Dr. Jim Rose on March 7.

“This gives us a significant amount of time to flesh out and draft a more comprehensive response that is substantially more approvable,” said Wyoming Department of Education Federal Programs Unit Director Dr. David Holbrook. “It also allows more time for our stakeholders in Wyoming to offer their comments and suggestions for the process.”

The flexibility waiver requests relief from provisions of the ESEA also known as the No Child Left Behind Act. Almost every other state in the country has already been granted a waiver. Without a waiver, every single student in Wyoming would have to score at the proficient level or higher in 2014. Schools could face budget restrictions if every student does not meet these standards.

With this extension, WDE has been granted additional time to prepare and submit a request that will allow Wyoming school districts the flexibility to use their Title I funding to target the greatest needs in their schools and district.

If a school fails to make AYP for two consecutive years, the district can go into “improvement,” status, which compromises the ability of local districts to spend some federal education money in ways they see as beneficial. Instead, the United States Department of Education requires those

districts to spend portions of their federal dollars in specific areas eliminating some local control over school budgets.

“We have a federal accountability system that doesn’t necessarily reflect the needs of districts and schools in Wyoming,” Holbrook said. “This will allow us to use the State Accountability system developed by the Wyoming Legislature to report to both state and federal systems. This will cut down on the bureaucracy.”

The components of the legislation that has been passed into law by the Wyoming Legislature in the Wyoming Accountability in Education Act (WAEA), are well-aligned to the federal priorities outlined in the ESEA Flexibility Waivers.

Without the waivers, Wyoming’s highest performing schools will be categorized under the Wyoming system as “Exceeding Expectations,” while under the federal ESEA system, in 2014, will very likely be categorized as failing schools because they would not be able to meet AYP targets of 100 percent proficiency for all students and all subgroups of students.

After submission of the waiver and a time of negotiation and assurance between the US Department of Education and the WDE, it is hoped that the waiver request decision will come in time for the 2013-14 school year.

Comments from Wyoming stakeholders may be included in the submission if received before noon, April 15. They can be directed to Dr. David Holbrook, Federal Programs Unit Leader at 307-777-6260 or david.holbrook@wyo.gov.

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Wyoming Department of Education

Jim Rose, Interim Director
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013-026

TO: School District Superintendents

FROM: Dr. Jim Rose, Interim Director, Wyoming Department of Education
Dr. David Holbrook, Unit Leader, Federal Programs

DATE: March 18, 2013

SUBJECT: Wyoming Granted Extension for ESEA Waiver Application

INFORMATION TO SHARE

The Wyoming Department of Education (WDE) has been granted an extension on its application for a flexibility waiver from the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act.

The extension allows the WDE to submit a revised flexibility waiver request to the US Department of Education by April 15, 2013. The US Department of Education informed the WDE that it had granted the extension in a letter from Assistant Secretary Deborah Delisle to WDE Interim Director Dr. Jim Rose on March 7.

The WDE had submitted its original flexibility waiver request to the US Department of Education on February 28, which was the final day in Window Four of the ESEA Flexibility Submission calendar. In subsequent conversations with the US Department of Education, WDE requested additional time to prepare its flexibility waiver submission and receive comments and suggestions regarding the waiver from its stakeholders in Wyoming.

The US Department of Education responded with a letter granting the extension late last week and offered its assistance to the WDE through the waiver application process.

The flexibility waiver requests relief from provisions of the ESEA, specifically escalating Adequate Yearly Progress (AYP) targets set for the Annual Measurable Objectives (AMO's). Without the flexibility waiver, the AYP targets set for 2014

School District Superintendents

March 18 , 2013

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require that all students in Wyoming be proficient or advanced, as measured by the state assessment, (PAWS in grades 3-8) in reading, science and math and the ACT in grade 11.

With this extension, WDE has been granted additional time to prepare and submit a request that will allow Wyoming school districts the flexibility to use their Title I funding to target the greatest needs in their schools and district.

When a school does not meet AYP for two or more consecutive years, it enters into improvement status. Year one of improvement status requires the school district to set aside 20 percent of its total Title I-A allocations for School Choice Transportation. In year two of improvement, 20 percent of Title I-A allocations for both School Choice Transportation and Supplemental Educational Services. In addition, schools identified for improvement are required to set aside at least 10 percent of the Title I-A funds they receive for professional development of their staff.

If granted, the flexibility waiver will offer relief from these rules for schools which do not achieve 100 percent proficiency in all subjects and are therefore classified as “in improvement.”

It is the intent of WDE to use the additional time provided to craft a request so Wyoming can use the educational accountability and support system designed by the Wyoming Legislature as the system that is used to meet both state and federal accountability reporting requirements and provide needed support for schools and districts as identified by this system.

The components of the legislation that has been passed into law by the Wyoming Legislature in the Wyoming Accountability in Education Act (WAEA), are well-aligned to the federal priorities outlined in the ESEA Flexibility Waivers.

Without the waivers, Wyoming will be subject to two accountability and support systems--one outlined in the Wyoming Educational Accountability Act, the other outlined in federal Title I statute. Without the waivers, Wyoming’s highest performing schools will be categorized under the Wyoming system as “Exceeding Expectations,” in 2014 could be categorized under the federal ESEA system as failing schools because they very likely will not be able to meet AYP targets of 100 percent proficiency for all students and all subgroups of students.

After submission of the waiver and a time of negotiation and assurance between the US Department of Education and the WDE, it is hoped that the waiver request decision will come in time for the 2013-14 school year.

Comments from Wyoming stakeholders may be included in the submission if received before noon, April 15. They can be directed to Dr. David Holbrook, Federal Programs Unit Leader at 307-777-6260 or david.holbrook@wyo.gov.

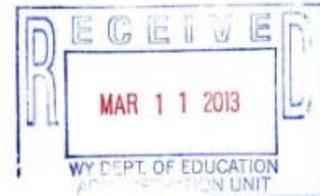


UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

March 7, 2013



The Honorable James O. Rose
Interim Director
Wyoming Department of Education
2300 Capitol Avenue, 2nd floor Hathaway Building
Cheyenne, WY 82002

Dear Director Rose:

On February 28, 2013, the Wyoming Department of Education (WDE) submitted a request for flexibility in response to the U.S. Department of Education's (Department's) September 23, 2011, document titled *ESEA Flexibility*, which invited each State educational agency (SEA) to request waivers regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

WDE staff subsequently indicated, in a March 1, 2013, phone call with Department staff, that the request it submitted, while brief, reflected recent legislation related to the State's transition to college- and career-ready standards; implementation of a more nuanced system of differentiated recognition, accountability, and support; and development and implementation of more accurate teacher and principal evaluation and support systems. The State further indicated that, given additional time, it could describe more comprehensively its plans for reform in each of these areas as required for an approvable request for ESEA flexibility.

I agree that WDE would benefit from additional time to prepare a request that responds more fully to each of the principles of ESEA flexibility and, therefore, I am granting WDE an extension to resubmit its request no later than April 15, 2013. At the same time, given the importance of expediting review and revisions, if needed, to ensure that, if WDE's request is approved, such approval occurs in time for full implementation by the beginning of the 2013-2014 school year, I believe it is essential to provide technical assistance to WDE staff on key aspects of ESEA flexibility. I am, therefore, granting this extension to WDE subject to the condition that WDE staff consult regularly with Department staff during the preparation of Wyoming's revised request. Victoria Hammer of my staff will reach out to WDE staff in the coming days to discuss the details of that consultation.

I anticipate that peer review of WDE's resubmitted request will occur the week of May 6, 2013.

I look forward to receiving WDE's complete request and working with WDE to increase student achievement and improve the quality of instruction for all students. Thank you for your commitment to all students in Wyoming.

Sincerely,

Deborah S. Delisle
Assistant Secretary

cc: David Holbrook, Federal Programs Division Director

Attachment 2

Wyoming ESEA Flexibility Submission Comments from stakeholders

From Wes Martel, Joint Tribal Business Council of the Northern Arapaho and Eastern Shoshone
Good morning. Would it be possible to get a little more of an explanation about all of this and how we can participate as the JBC? Hahou

From: **Scott James** <sjames@platte1.k12.wy.us>
Date: Wed, Feb 27, 2013 at 2:54 PM
Subject: Feedback regarding ESEA Waiver Request
To: "Robin Holbrook (robin.holbrook@wyo.gov)" <robin.holbrook@wyo.gov>

Good Afternoon,

I wanted to provide some information regarding the Federal Waiver Request. First, personally I am supportive of submitting the request. Secondly, I have attached a letter from the Wyoming Curriculum Directors Association. Hearing the news of the waiver request, I did a poll of WCDA members and they are highly supportive. The purpose of the letter is to express this support, and if needed provide documentation of stakeholder input. Please let me know if you have any questions. Thank you for your work in pursuit of the waiver request.

Scott James,
WCDA President

On Wed, Feb 27, 2013 at 11:43 AM, Johann Nield <johann@sheridan.k12.wy.us> wrote:

David,

My Superintendent passed this data on to me and I must say "Thank You" I'm looking forwarded to having a Dept of ED that understands the situation our school districts are having. Together we (The school board members across the state) will be able to create the true accountability of our students needs. Please pass on our thanks to Dr. Rose on this very important first step toward our ESEA goals.

Johann K. Nield
Sheridan 1 School Trustee

From: [REDACTED]
Sent: Wednesday, February 27, 2013 9:18 AM
To: 'David Holbrook'
Cc: [REDACTED]
Subject: FW: Seeking comments on waivers from US Dept of Ed

Hello David,

I received a copy of this email from Keja and provided the comment that Fremont #6 would request that Wyoming also submit for the Optional Flexibility waiver #11 allowing for use of 21st Century funds to support during the school day activities, as well as extended day.

Also, wanted to check on whether this was sent to District Supts. I did not receive this email directly or maybe I missed a department memo? I would appreciate knowing so I can be certain that emails are coming through to me without getting lost behind fire walls.

Thanks and have a great day,
Diana

On Thu, Feb 28, 2013 at 8:56 AM, [REDACTED] > wrote:

Hi David,

I can't thank you, Dr. Rose, and Governor Mead enough for being willing to take this on. If the request is granted, it would help so much. A memo of support attached. Please use as needed.

Best regards,

[REDACTED]
[REDACTED]
Albany County School District 1
509 South 9th Street
Laramie, WY 82070
[REDACTED]

On Thu, Feb 28, 2013 at 11:56 AM, kim west <kwest@ecdcqualitycare.org> wrote:
Mr. Hollbrook; I am writing you this email to provide information about the ESEA Waiver from one of the stakeholders in a 21st Century out of school facility. It is my understanding that as of this moment we will not be checking Box #11 in the waiver and I wanted to express to you that I think this box should remain **unchecked**. I am the executive director of two large centers in Uinta County. I have over 100 children attending our center before and or after school. In our center we provide a safe, academic, environment for children who are not attending our very successful after school program in the schools. For various reason these children do not attend the school program but should be provided a quality after school experience in our center. I served on the local school board for Over 16 years and I have a great partnership with our district. We work together to provide homework help and practice activities for math, literacy and science. We are not funded in the same manner as the district and we rely on the 21st century funds to provide a quality program taught by teachers with BA degrees. Without these funds, we would not be able to accomplish this. I know firsthand that our school district is provided with enough funds to provide this program right now, after school and it's working quite well. The school day is filled with the necessities and demands for a quality education, there really isn't time available during the school day to deviate. After school and before school are the perfect opportunities to give children that extra help and practice without pulling them out of class and taking them away from valuable school time. I realize that a lot is expected of our local schools and as a community member I am more than willing to help them accomplish our goal of preparing our children for the 21st century. It is vital to have that partnership for success. The 21CCLC box is **not** currently checked and I want to be on the record that I agree with keeping the box unchecked, Thank you for allowing me to give you this input!

Kendra L. West,
Executive director Evanston Child Development Center and The Children's Learning Foundation (Mt View)

[REDACTED] 12:30 PM (3 minutes ago)
[REDACTED]
to me

Please do not check the box.

We in Campbell County feel it is great that we have the flexibility to fund programs in community agencies, and would like to keep the funding as is.

Thanks,

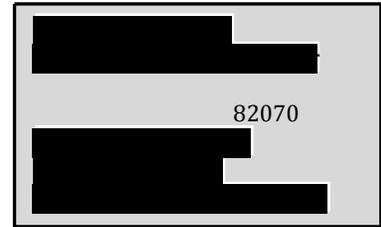
[REDACTED]

[REDACTED]

Campbell County 21CCLC Project

[REDACTED]

Albany County School District #1



To: David Holbrook, WDE Federal Programs Division Director

From: [REDACTED]

Date: February 27, 2013

Subject: Comments on WDE ED Flex Waiver Submittal

As [REDACTED] for Albany County School District 1, I would welcome the submission, by the state of Wyoming, of a request for the ESEA Flexibility Waivers offered by the United States Department of Education.

Wyoming schools find themselves in an unfortunate position given the current escalation of AYP targets to 100 percent in the upcoming school year. The ability of Wyoming school districts to plan, budget, and utilize federal funds in the service of at-risk students has become increasingly difficult in light of continuing federal budget reductions and NCLB school improvement consequences now being applied to even high-performing schools. These same schools are labeled as failing when by any other measure; they would be labeled as effective schools.

LEA's are currently being put in an awkward position with parents. Schools that have excellent academic achievement rates find themselves being labeled as "in their warning year" or in "School Improvement", having not made AYP. There will always be the need to disaggregate performance data to make real gains in educating *all* students. There will always be the need to focus on continuous improvement. This is the pursuit of excellence! But leading parents to believe that these same schools are failing is wrong.

Schools need parental support and assistance to achieve educating all students to high levels. The current system leads the public to believe that Wyoming schools are performing at dismal rates. Ed Flexibility would allow our state to continue to address school accountability, set a high bar, yet tailor the system of supports and improvement efforts to fit Wyoming's unique, educational needs. It would also allow the focus of supports to truly target schools with chronic achievement gaps, versus the current punitive structure of NCLB as we approach targets set at 100 percent.

Federal budget reductions have resulted in a drop in our district Title I allocation in the last three fiscal years. Downsizing Title I programs has been an on-going process over these years. With the specter of sequestration looming in March, an additional six percent cut to state and district Title I allocations is to be expected. These realities, coupled with NCLB set-aside requirements tied to school improvement, leave LEA's with little funding on which to operate Title I programs in the schools! These fiscal realities translate to a conservative, projected loss of \$470,000 dollars that will not be available for funding

effective Title I programs in our district in the upcoming school year. Ed Flex puts \$389,000 of those dollars back into the schools instead of NCLB sanctions. This would go a long way to keeping a quality Title I program functioning in the eligible schools.

For these reasons, I wish the state of Wyoming the best of luck in securing the request for the ESEA Flexibility Waivers offered by the United States Department of Education - for our students and in hopes of their bright futures.

Wyoming Curriculum Directors Association

President:
Scott James
sjames@planet1.k12.wy.us

Secretary:
Jeanie Barent

Treasurer:
Kelly Glass
kglass@pqschool.org

Regional Representatives

Southeast Region

Marc Lohiff
Kelly Glass

Northeast Region

Steve Fenton
Teresa Brown

Northwest Region

RJ Kost
Nancy Carron

Southwest Region

Kim Doleza
Sheryl Wilson

February 27, 2013

RE: Feedback on ESEA Waiver Request

Dear Dr. Holbrook:

The Wyoming Curriculum Directors Association (WCDA) is comprised of curriculum directors and assessment directors from across the great state of Wyoming. The WCDA and most of its membership support the WDE in pursuing a waiver request to the "No Child Left Behind" (ESEA) requirements.

We think that the combination of adoption of the Common Core State Standards in Literacy and Mathematics by the State coupled with the Wyoming's Educational Accountability laws fulfill many of the waiver requirements. More importantly, by pursuing such a waiver, we may be held accountable for the growth of our students and improvement of our educational systems versus a static measurement scale.

The WCDA supports the WDE efforts for a waiver. Please contact us if we may be of assistance.

Respectfully,



S. Scott James
WCDA President

- Should parents contact you to help make sure that this program will not go away? If not, why would the state take away an option for parents for their child's education and improvement?
- Is there wording that you can add to the documents so that parents can receive this help from districts as the old requirement had?
- What action will be taken if public comment suggests that items in the Flexibility Waiver need to be changed?

As mentioned in your presentation this morning, changes can still be made. Please take into consideration the wording and requirements for the districts to allow parents to continue to have tutoring choices in their child's education. This is very important to a number of families throughout this state. We will continue to serve many families, but if this waiver goes through as planned it will be a detriment to the educational development of many students, it will take away the voice of parents of choice and it will take away jobs for a number of adults in our states.

Thank you for taking time to visit with me yesterday. Please take time to reflect on the decisions that are being made that are directly impacting students, parents, business and families of Wyoming in an adverse fashion.

Sincerely,

[REDACTED]

Cheyenne, WY [REDACTED]
Alpine Learning Services
DBA: Tutoring Club
[REDACTED]

WDE spoke directly with this SES provider as well. In addition to this email from this SES provider, WDE also received comments from this SES provider and one other person in opposition to allowing SES to be optional during its April 12th online presentation to the general public regarding the details of Wyoming's ESEA Flexibility Waivers application. Subsequently, three phone calls were also received from parents expressing concern that districts will not be required to provide SES and their choices for tutoring for their children will be left to the school districts.

Portions of this ESEA Flexibility Waiver application were sent to key Wyoming educators who came forward and offer assistance to provide feedback prior to the April 12th online presentation. The feedback of the two educators who responded is included here.

Kristeen Cundall

Apr 10 (3 days ago)

to me, Jennifer

I have a couple of clarifying questions:

Are only Title I schools included? Does the waiver require a mandatory percentage of schools be identified as Priority or Focus because what if that number is not identified as Not Meeting Expectations. ****

I am not sure what you meant in the email (third paragraph) WAEA requirements for achievement gap analysis.

Data Burden Reduction Document:

I thought the example in the third paragraph was spot on. Will the readers know what "SIF" means. I would say that as a building principal, I definitely see a reduction in reports and time spent competing those. However, reading through some of the requirements listed in these documents appear to be necessitating additional paperwork and causing repetition.

Wyoming AMOs for Flexibility

Is there a particular reason for the AMO calculation? I thought the calculation was hard to understand but maybe a verbal explanation would clear up my confusion.

Regarding the subgroups – the advisory committee recommended only reporting subgroups but not using subgroups for calculation purposes. Students would only be counted as proficient or not.

Wyoming Transitional System for 2013-2014 Year

I don't feel that the system as spelled out correlates with WAEA. The descriptors of the WAEA categories are given. Then the document describes how schools would be categorized as Priority, Focus and Reward. The PJP is still working on the calculations to categorize schools, but can those not be used to place into the Waiver categories? Or why not just use the WAEA categories in the first place? ****Question from above.

Page 4 of the document - "receive specified services and supports" What are these specified services and supports and who is doing the specifying?

Again, I am concerned about varying from the WAEA identified school categories and how those categories are calculated. The calculation process is much more complex (including other indicators than PAWS and graduation rate) than "ranking" schools. In fact, the advisory committee recommended against this practice.

Also, I again question if only Title I schools are impacted and if a certain number of schools must be identified or if the WAEA categories don't have that many schools in the lowest category.

I think the last paragraph indicates that even schools not falling in the lowest category could be identified using their Advanc-ED School Improvement plans. I would question the validity and fairness of that practice.

Data Analysis Methodology

In the third paragraph "Data used is from the 2010-2011 and 2011-2012 school years. I am concerned about this as one year included writing and one year didn't. Even if you are only looking at the reading scores, I think the scores are impacted because of the length of time tested is considerably different and you don't know what order tests were given.

I think the work of the PJP should be considered when computing things such as the enumerated paragraph. I don't understand the sample given in #4 – again, maybe a verbal explanation would clear that up. I am also curious if these computations have been proven to be statistically valid. Again, the work of the PJP is already going to be used and I think should be used here as well.

2.D.iii

Do these steps align with the steps laid out in WAEA? Who would be making these decisions? (I am not taking a pot-shot at the department, but I have heard over and over again from the groups I represent that they are not comfortable with those decisions and support coming from the department. Also, is it good practice for the support and decisions to be coming from the same entity?) I know the [Ad-Hoc Committee on Statewide System of Support](#) (part of the Advisory

Committee) is working on these issues. I think there is support around the state that currently nowhere in the state has the capacity to do this work well. Obviously, I would have issues with removing the principal if that person had not been allowed time to implement some of the suggestions listed after that step. I think there needs to be assurances of research validation before any of these steps were implemented. I don't think the worst performing schools should be permitted to do a "self assessment" Truly, they have been doing this all along with Advanc-ED and at this level, probably need to do that in a structured format with assistance. Second page, third paragraph "the school will also be responsible for providing goals and its own evaluation process" Again, this seems out of whack if they are in the category as Priority. It should be an external assessment. Last paragraph – Again, are only Title 1 schools impacted? What are other possible funding sources if Title 1 funds are not available, competitive grants not received or possible drastic reductions in Title 1 funding?

2.C.iii

Why are only Title 1 schools eligible? What if none of the schools in Exceeds Expectations are Title 1 schools? Would it be possible to recognize all Exceeds Expectations schools.

2.D.iv

When is the waiver expected to be approved? We are already 1/3 through April so I think the projected timeline is already behind schedule. Considering that the WAEA is not yet fully operational and the PJP has work yet to do in determining the status of schools, school year 2013-2014 seems premature. The data would be derived from tests that have drastically changed (and will change even more drastically going into common core). Growth will be nearly impossible to achieve when comparing two different tests.

I think the turnaround principles need to be more completely defined and feedback on these gathered from stakeholders. Who would provide this training and what coaching support is going to be provided during the school year.

Where will the Priority school coaches come from? Again, what if the Priority school doesn't receive a competitive grant.

The timeline seems disjointed and very ambitious – when will the self-assessment (if that is allowed) be completed. When will the decision be made (and who will make it) as to what interventions will be implemented at the Priority school. Training needs and facilitators would need to be evaluated and planned.

The projected timeline doesn't appear to be in alignment with the dates in the bolded title.

Principle 3: Supporting Effective Instruction and Leadership

I believe the focus of the evaluation system is teachers, principals and district leaders.

I hope this is helpful. I think my biggest concerns were that I don't think the documents are aligned clearly to the WAEA categories for identifying schools. It seems redundant to have the WAEA system and additionally, the WDE system for the waiver. Also, I don't feel that all the work has been done yet for the WAEA and these documents make suppositions about how some of that will transpire or look like. Also, I have great concerns (including for WAEA) with the knowledge that we will be moving from our state standards based PAWS assessment to an assessment based on CCSS.

Feel free to contact me to clarify any points or to discuss anything I have. I will be in Cheyenne next Wed and Thursday and would be more than willing to meet face to face if that would help.

Kris Cundall, Principal

Walnut Elementary
Sweetwater #1
WAEMSP State Representative
[\(307\) 352-3225](tel:3073523225)

Jones, Kenny L.

Apr 11 (2 days ago)

to me

WOW, what a ton of work!! I am not sure I was able to truly grasp / wrap my mind around this but I do want to give you a little feedback from someone that is “in the trenches” and not completely up to speed on the WAEA requirements as of yet. Since this is going to the federal boys I am assuming this waiver does apply only to Title 1 schools.

Wyoming AMOs for Flexibility

This section is a bit confusing when just read but as I reread it I do believe I understand the process, I do worry about the baseline levels being set so high especially since we will be seeing a major change in the rigor of the assessment (or at least I would guess it will increase) due to the adoption of the common core.

Wyoming Transitional System

As I mentioned above I am not confident in my knowledge of the new WAEA so I am assuming the process you have within this document aligns with the WAEA. The one term I really don't like in all of this is “ranking.” If I remember correctly the purpose of the state assessment was to improve teaching and learning not rank schools – makes me wonder how many more Atlanta's we will see as the pressure to rank highest increases.

Data Burden Reduction

Any steps taken to lighten the reporting load is much appreciated! I liked this part ☺.\

Data Analysis Methodology

I somewhat understand the reasoning for the controlling for grade in school and proficiency index to make sure all schools are measured in an equal, for lack of a better term, fashion. I did get a little lost when you got to the frequency distribution table that looks at both achievement and progress to identify schools. I would have to listen to that explanation rather than just reading it. And of course the R word!

Turn Around Principles

I think I would be remiss if I didn't state first that the removal of the principal as a first step to turning around a school is wrong – I would even suggest looking at schools that have gone down this road and measure their success rate. I do feel the 10 indicators are the key components to an effective and efficient school however I wonder about an underperforming school completing a self-assessment. Given our NCA process (although most if not all districts have gone to district accreditation) each building should be already doing a self-evaluation – sometimes folks can't see the forest because of the trees. I understand it needs to be turned in for review but I still

think an onsite review would result in a better review from the WDE. I feel the financial support area is weak, especially in light of Title 1 budgets already being reduced and then the idea of having to compete for grants seems a little out there to me. If a school needs the money, get them the money.

Rewards

As a school that was just rewarded (Blue Ribbon School 2012) I can tell you that sharing your best practices and completing application processes didn't, at times, seem much like a reward. A real reward would be a little cash that schools could use for any identified need without a bunch of strings attached. Just don't make the "reward" an extra work burden for a school.

Timeline

I just wonder how schools will be identified this month as focus or priority school. Timeline seems a little lofty.

Thanks for allowing me to share/vent and sorry that it has taken me so long to get back to you. I am hoping I will understand this more after I listen to the webinar in the morning. Thanks for all of your hard work on this David!

Kenny Jones
Principal
Parkside Elementary School

Attachment 3

Public Notification

The Notification of the Wyoming Department of Education's intent to request a Flexibility Waiver from the United States Department of Education may be found on the WDE home page as well as two places on the Communications page.

The media release is located on the front page: edu.wyoming.gov and links to the media release here: <http://edu.wyoming.gov/sf-docs/wde-press-releases/wyoming-to-request-flexibility-waiver-pr.pdf?sfvrsn=2>

Our Communications page is a depository for both Memorandum from the Director as well as another place to find Media Releases. The Memorandum to Directors regarding the Flexibility Waiver (memo no. 2013-019) is on the Communications page and is also linked to this document: <http://edu.wyoming.gov/sf-docs/wde-press-releases/2013-019-esea-flexibility-waiver.pdf?sfvrsn=2>

We also log each of our Memorandum from the Director in a log with live links and place that log on the Communications page. It can be accessed directly at: <http://edu.wyoming.gov/sf-docs/suptmemos/2-28-13-directors-memo-list.pdf?sfvrsn=4>

WDE did a presentation on the details of its Flexibility Waviers application on April 12th. The Power Point of this presentation is available on the WDE web site as well as a recording of the presentation. This presentation was announced to education staff in Wyoming through a Memorandum to Superintendents and via email.

The following email was sent to District Superintendents and Title I Directors and included the Memorandum that follows.

David Holbrook <david.holbrook@wyo.gov> Apr 5 (8 days ago)

Hi everyone,

Next Friday, April 12th, there will be a presentation on the draft ESEA Flexibility waiver. If you are interested in learning more about Wyoming's proposed waiver submission and/or would like to provide feedback on what WDE is proposing, please plan to attend. The hour and a half presentation will be held at 10:00am and then again at 1:00pm.

Thanks,

David

--

Dr. David J. Holbrook
Federal Programs Division Director
Supervisor, Title I and Title III Section
Title I Program Manager
Native American Education Consultant
Wyoming Department of Education
2300 Capitol Avenue, 2nd Floor Hathaway Building
Cheyenne, WY 82002

[307-777-6260](tel:307-777-6260)



Wyoming Department of Education

Jim Rose, Interim Director

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne WY 82002-0050

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013-038

TO: School District Superintendents

FROM: Dr. David Holbrook, Federal Programs Unit Leader
Wyoming Department of Education

DATE: April 5, 2013

SUBJECT: Blackboard Collaborate Session to Receive
Feedback on ESEA Waiver

IMPORTANT INFORMATION

The Wyoming Department of Education (WDE) will host a pair of online presentations to unveil details of its flexibility waiver application from certain aspects of the Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind.

In order to solicit as much public comment as possible, the department will host online meetings at 10 a.m. and 1 p.m. on Friday, April 12. Each presentation will last approximately an hour and a half.

Wyoming Department of Education Unit Leader of Federal Programs, Dr. David Holbrook and other staff from the WDE will present this update through the Department of Education's online public meeting space, Blackboard Collaborate. Instructions for the Blackboard Collaborate system are listed below, including system requirements and an online tutorial.

The WDE submitted a flexibility waiver to the US Department of Education on Feb. 28. On March 7, the US Department of Education granted the state of Wyoming an extension until April 15 to re-submit a waiver request.

District Superintendents

April 5, 2013

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In the presentations, Dr. Holbrook and others will discuss the WDE's work on the flexibility waiver including the WDE's intention to use one system of support and accountability for both federal and state reporting. He will also offer an update on a school rating system as well as teacher and principal evaluations.

For those unable to attend, but who still wish to offer comments, please contact Dr. David Holbrook, Federal Programs Unit Leader at 307-777-6260 or david.holbrook@wyo.gov.

The Link to join the Blackboard Collaborate is:

http://tiny.cc/WDE_Participant

or

<https://sas.illuminate.com/site/external/launch/dropin.jnlp?sid=vclass&password=ODG15IPOCRZU5XBHR15O>

Please treat this link as you would any other public meeting space. This webinar platform should be accessed only at the scheduled time and date of the event. (Blackboard does offer a public platform that can be accessed at any time.)

Webinars are collaborative and interactive online experiences. If you are new to Blackboard Collaborate, please visit the "Tutorial and Documentation" links below. Prior to attending any sessions, we strongly suggest that you use the "System Check" links below to confirm that your system is properly configured. These are simply one-time technical checks and, in the future, you will not need this process unless you switch computers. **Blackboard Collaborate is not compatible at this time with iPads.**

System Check:

- Configuration - Verification that your computer's operating system and Java are supported through Blackboard Collaborate's Configuration page: <http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473>
- Demo Room - If you will be using a microphone (or web-cam), Blackboard Collaborate has a demo room that can be used to verify the connection to these devices through the "Audio Setup Wizard": <https://sas.illuminate.com/site/external/jwsdetect/meeting.jnlp?sid=345&password=M.A2DE26587EB74583B59A0F8AAD0CC4&username=Test>

Tutorial and Documentation:

- Online Orientation (Video): <http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0>
- On-Demand Learning (Documentation): <http://www.blackboard.com/Platforms/Collaborate/Services/On-Demand-Learning-Center/Web-Conferencing.aspx>

The announcement for the April 12th presentation was also published in local newspapers.



Attachment 4

Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process.

Wyoming has adopted the Common Core State Standards (CCSS) in Language Arts and Mathematics. The Wyoming Content and Performance Standards are reviewed every five years. In 2010, a committee of Wyoming educators came together and reviewed our state’s 2008 standards. After several meetings and discussions, both the Language Arts and Mathematics committees determined that the CCSS aligned with the goals of Wyoming education in these two content areas. The CCSS were presented to the State Board of Education, and the Board voted to adopt these standards for Wyoming Language Arts and Mathematics. State rules were promulgated to adopt the CCSS in place of the former 2008 Standards for Language Arts and Mathematics. As part of the rules promulgation process, the public had a 45-day window to submit comment regarding the CCSS. Additionally, the Wyoming Department of Education hosted multiple public hearings where participants had the opportunity to vocally share their opinions about adopting the CCSS. After a review of the public comments, the State Board of Education again voted to adopt the CCSS in Wyoming. Subsequently, the governor signed the CCSS into our state law on July 11, 2013 and can be found on the Secretary of State’s website:

Link to Chapter 31 Rules (see Section 8): <http://soswy.state.wy.us/Rules/RULES/8666.pdf>

Due to the sheer volume of the Standards, all Wyoming Standards are adopted *by reference* within the Chapter 31 Rules. A link to the actual standards is provided here:

Link to math standards:

<http://edu.wyoming.gov/sf-docs/standards/final-2012-math-standards.pdf?sfvrsn=2>

Link to language arts standards:

<http://edu.wyoming.gov/sf-docs/standards/final-2012-ela-standards.pdf?sfvrsn=2>

A crosswalk and gap analysis between Wyoming’s former standards and the newly adopted CCSS can be found here:

Link to crosswalk and gap analysis between 2008 WY standards and CCSS:

http://edu.wyoming.gov/programs/standards/standards_review.aspx

It is important to note that the Chapter 31 Rules where the Wyoming Content and Performance Standards currently reside is proposed to be divided into two chapters in which the Wyoming Content and Performance Standards would be separated from the rest of Chapter 31 (High School Graduation Requirements) and become their own chapter (Chapter 10). This proposed rule change is currently in promulgation. We anticipate this proposal will be signed into law later this spring or early summer. With this in mind, realize that the web location of the evidence of CCSS adoption may move, however the links to the actual standards should remain the same.



Wyoming Department of Education

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Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013 – 028

TO: District Superintendents
Curriculum Directors
Instructional Facilitators and Coaches
Language Arts Teachers, K-12
Mathematics Teachers, K-12

FROM: Laurie Hernandez, Supervisor
Standards, Learning, and Accountability Unit

DATE: March 18, 2013

SUBJECT: UPCOMING PROFESSIONAL DEVELOPMENT: *Teaching and Assessing Common Core Standards*

TIME SENSITIVE INFORMATION – PLEASE SHARE IMMEDIATELY

On Friday, April 12, 2013, the Wyoming Department of Education will be offering a professional development workshop on *Teaching and Assessing Common Core Standards*. There will be two sessions offered: one in the morning from 8:30 – 11:30 a.m. and another from 1:00 – 4:00 p.m. at the McMurry Training Center in Casper, WY (2220 N. Bryan Stock Trail). **Please note:** the two workshops are identical, and participants need only attend one session.

The purpose of this workshop is to provide information about resources available around assessment and CCSS in the areas of language arts and mathematics. The training will be especially helpful to those who are just starting the implementation process. Interested parties should register at the following link: <https://www.surveymonkey.com/s/W22KFF5>

A block of 20 rooms has been reserved at the Holiday Inn McMurry Park under the “Wyoming Department of Education – Standards Division.” The rate is \$77 per night. Participants are responsible for their own lodging expenses.

If you have any questions or problems registering, please contact Laurie Hernandez at Laurie.Hernandez@wyo.gov or 307-777-3469.

LAH:dr



Wyoming Department of Education

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Cheyenne WY 82002-0050

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013 – 029

TO: District Superintendents
Curriculum Directors

FROM: Julie Magee, Unit Leader
Standards, Learning & Accountability

DATE: March 18, 2013

SUBJECT: Update Regarding Chapter 31 Rules and the District Assessment System

INFORMATION TO SHARE

On Tuesday, March 12, 2013, the Wyoming State Board of Education voted to further revise the Chapter 31 Rules: High School Graduation Requirements.

Presently, Chapter 31 contains rules regarding Wyoming Content and Performance Standards, including revisions to the Foreign Language and Fine & Performing Arts Standards, as well as guidance about the District Assessment System (formerly Body of Evidence; see Section 10 of the attached rules). In order to be consistent with Enrolled Act 116 (HB0091 – attached), Section 10 of these rules will be revised to incorporate the new laws relating to the District Assessment System. For specific details, please review W.S. 21-2-304 as outlined in EA116.

What does this mean for the proposed revisions to the Foreign Language and Fine & Performing Arts Standards?

On November 2, 2012, the State Board of Education voted to adopt the newly revised standards in each of these content areas. Although the Chapter 31 Rules revision is currently delayed, the Board realizes that districts are eager to begin implementing the revised standards and may begin working toward that end.

District Superintendents
Curriculum Directors
March 18, 2013
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What does this mean for the summer 2013 review of the District Assessment System?

The additional revisions in the Chapter 31 Rules will address the process and components of the District Assessment System review. However, because those guidelines have not yet been established in a manner consistent with EA116, there will be no formal review of any district's assessment system before the 2013-2014 school year.

The Department will be meeting with the Wyoming Curriculum Directors Association on April 11, 2013, to discuss and receive feedback about the components of the District Assessment System.

If you have any questions, please contact Julie Magee at 307.777.8740 or julie.magee@wyo.edu.

JM:dr

Attachments (2)

Wyoming Department of Education**Chapter 31****Wyoming Graduation Requirements and Content and Performance Standards****Section 1. Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. Definitions.

(a) **Advanced Performance.** The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) **Common Core of Knowledge.** Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) **Common Core of Skills.** Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) **Compensatory Approach.** A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) **Conjunctive Approach.** A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

(f) **Content and Performance Standards.** Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

(g) **Proficient Performance.** The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(h) **School Years of English/Mathematics/Science/and Social Studies.** With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(i) **Standards for Graduation.** The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)].

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of

knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

Section 8. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

31-3

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 and amended on November 19, 2008;

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003 , amended on November 19, 2008, and amended on September 23, 2011;

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008 and September 23, 2011, are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

Section 9. High School Diploma.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) Four (4) school years of English;

(ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under Section 8 of this chapter. [W.S. 21-2-304(a)(iii) and (iv)] A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section 10. Evidence.

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in Section 8 of this chapter. The assessment system shall be designed and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.

(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.

(iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

(iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.

(b) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

(c) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

(d) A committee of peers shall review each district's assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education. The district shall submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education based upon the evaluation criteria identified in Section 10 (a). This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.

(e) All Wyoming school districts with a high school shall submit their assessment system documentation, as described in Section 10(d) of this chapter to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates.

(f) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies

for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section 11. Effective Date for Graduation Requirements.

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 9(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in Section 8 of this chapter as set forth in Section 10 of this chapter and who also completes the requirements set forth in Section 9 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 9(c) of this chapter.

ORIGINAL HOUSE
BILL NO. 0091

ENGROSSED

ENROLLED ACT NO. 116, HOUSE OF REPRESENTATIVES

SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING
2013 GENERAL SESSION

AN ACT relating to education accountability; extending timelines specified for phase I of the accountability system under the Wyoming Accountability in Education Act; clarifying specified assessment and accountability provisions; modifying accountability system college readiness measures as specified; modifying duties and tasks of phase I development and initial implementation; modifying school district assessment requirements for determining graduation eligibility; authorizing rulemaking and requiring reporting; providing compensation, mileage and per diem for state board members; providing appropriations and support for system development; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-204(b)(intro), (c)(iv), by creating a new paragraph (vii), (d)(intro), (e)(intro), (h)(intro), (i)(intro) and (j), 21-2-303, 21-2-304(a)(iv)(intro) and 21-3-110(a)(xxiv) are amended to read:

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(b) A statewide education accountability system shall be established by the state board through the department of education in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

ORIGINAL HOUSE
BILL NO. 0091

ENROLLED ACT NO. 116, HOUSE OF REPRESENTATIVES

SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING
2013 GENERAL SESSION

(c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:

(iv) Readiness, as defined by a standardized achievement college entrance examination ~~or the computer-adaptive college placement assessment~~ administered pursuant to W.S. 21-2-202(a)(xxx) in ~~grades~~ grade eleven (11), ~~and twelve (12) together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310~~, with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness;

(vii) Equity as defined by a measure of academic student growth for nonproficient students in reading and mathematics, subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time. If a school is without a sufficient sequence of assessment scores to support growth computations, another approach to equity may be used subject to approval of the director.

(d) Beginning in school year ~~2012-2013~~ 2013-2014, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section.

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Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

(e) The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board through the department to:

(h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system. In establishing a reporting system under this subsection, the ~~state board~~ department shall describe the performance of each public school in Wyoming. The performance report shall:

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(i) Include an overall school performance rating along with ratings for each of the indicators and content levels in the accountability system that:

(j) Beginning school year ~~2013-2014~~2014-2015, and each school year thereafter, the state board shall through the director, annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, ~~2014-2015~~, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

21-2-303. Expenses.

All appointed members of the state board shall receive ~~travel expenses, for compensation~~, per diem, and mileage expense for actual time spent in performance of their duties and traveling expenses while in attendance, and going to and from board meetings in the same manner and amount as ~~employees of the state~~ members of the Wyoming legislature.

21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(iv) Effective school year 2013-2014, and each school year thereafter, require district administration of

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common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Beginning school year 2014-2015, and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district's measure or measures. The state board shall through the department, annually review and approve each district's assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304(a)(iii). To the extent required by W.S. 21-2-204 and 21-2-304(a)(vii), the district assessment system shall be integrated with the statewide assessment

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system and the statewide accountability system. Components of the district assessment system required by this paragraph shall be designed and used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101(b). Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system established under this paragraph. Beginning school year 2013-2014 and each school year thereafter, a component of the district assessment system shall include common benchmark adaptive assessments for reading and mathematics in grades two (2) through eight (8), common to all districts statewide, administered at least two (2) times during any one (1) school year and administered once in grade one (1). An additional component of the district assessment system shall continue the longitudinal study of summer school program effectiveness which uses a single common benchmark adaptive assessment in reading and mathematics administered for summer school and extended day intervention and remediation programs in accordance with W.S. 21-13-334(h)(iv);

Section 2. W.S. 21-2-202(a)(xxx), 21-2-204(f)(intro), (v) and (vi), 21-2-304(a)(v)(E) and (vi) and 21-3-110(a)(xxix), as amended by 2013 Wyoming Session Laws, Chapter 1, Section 2, are amended to read:

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21-2-202. Duties of the director.

(a) In addition to any other duties assigned by law, the director shall:

(xxx) Effective school year 2012-2013 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination, computer-adaptive college placement assessment and a job skills assessment test selected by the director to all students in the eleventh and twelfth grades throughout the state in accordance with this paragraph. The examinations and tests selected by the director, shall be administered throughout the United States and shall be relied upon by institutions of higher education. The college entrance examination shall at a minimum test in the areas of English, reading, writing, mathematics and science for all students in grade eleven (11). The jobs skills assessment test shall be optional for all students in grade eleven (11) and shall at a minimum test in the areas of applied math, reading for information and locating information. The director shall pay all costs associated with administering the college entrance examination, the computer-adaptive college placement assessment and the jobs skills assessment test and shall schedule a day during which examinations shall be provided. ~~and one (1) shall be administered to all eleventh and twelfth grade students throughout the state.~~ The date for administration of the college entrance examination in grade eleven (11) shall be selected so that following receipt of scores, students may timely register for senior year classes which may be necessary to allow the student to qualify for a state provided scholarship. The computer adaptive college placement assessment shall be optional and all students in

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grade twelve (12) shall be provided at least one (1) opportunity to take the computer adaptive college placement assessment in the spring during the school year. The director may enter into agreements with an administrator of the college entrance examination and the computer-adaptive college placement assessment and an administrator of the jobs skills assessment test and adopt rules as necessary to ensure compliance with any requirements of an administrator, such as a secure environment. Waivers may be granted for the examinations and tests required by this paragraph for students with disabilities in accordance with the provisions of the federal No Child Left Behind Act of 2001 and the federal Individuals with Disabilities Education Act. Alternate assessments and accommodations may shall be offered by the director in accordance with rule and regulation;

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board director, and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013-2014-2014-2015, and each school year thereafter, the director shall take action based upon system results according to the following:

(v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a

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representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be recommended by the school district superintendent and approved by the local board of trustees ~~and submitted to the school district superintendent~~ prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

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21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(v) Through the director and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(E) ~~Include—Use only~~ multiple ~~measures choice items~~ to ensure alignment to the statewide content and performance standards, ~~including multiple choice items.~~ For the writing and language assessment only, include multiple measures and item types to ensure alignment, which may include grade appropriate open response tasks, constructed and extended response items as appropriate;

(vi) Subject to and in accordance with W.S. 21-2-204, through the director and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, ~~and~~ readiness ~~and equity~~ as required by W.S. 21-2-204. The

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state board, through the director, shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi-tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences and supports resulting from accountability determinations;

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxix) Beginning in school year 2012-2013, and each school year thereafter, administer a program where all students enrolled in the eleventh and twelfth grades in the district shall be required to take or be provided the opportunity to take, on a date specified by the director of the department of education, a standardized, curriculum based, achievement college entrance examination, a computer-adaptive college placement assessment or a jobs skills assessment test in accordance with W.S. 21-2-202(a)(xxx). Each school district shall provide the opportunity for all home school and private school students in the eleventh and twelfth grades and residing within the district to take the examinations or the jobs skills assessment test at no cost to the student on the same date administered to all eleventh and twelfth grade public

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school students in the state. The results of the examinations or jobs skills assessment test taken shall be included in each student's transcript;

Section 3. 2011 Wyoming Session Laws, Chapter 184, Section 4(d)(vii) is amended to read:

Section 4.

(d) The select committee on statewide education accountability shall be assisted by an advisory committee to provide information to the select committee as it deems necessary to carry out this section. The advisory committee shall consist of the following members:

(vii) A representative of the department of education designated by the ~~state superintendent of public instruction~~ director of the department;

Section 4. W.S. 21-2-204(g) is repealed.

Section 5.

(a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 5, and subject to the advice and guidance of the state board, the department of education shall develop phase I of the pilot statewide education accountability system in accordance with components prescribed by W.S. 21-2-204 and 21-2-304(a)(vi). Specifically, the phase I pilot accountability system development shall:

(i) Refine and correct components of the pilot accountability system, as developed by the state board

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submitted in a November 2012 report to the select committee on statewide education accountability, which is in a manner that is in accordance with the January, 2012 education accountability report and W.S. 21-2-204. In executing this paragraph, the department shall develop a model reflecting refined and corrected components that is based upon:

(A) Technically defensible computations of achievement, growth, equity and readiness, with proper consideration provided for inclusion and attribution requirements; and

(B) Data analyses to evaluate the reliability and validity of each component and the overall accountability system, conducted in a manner consistent with the January, 2012 education accountability report.

(ii) Include completion of business rules required for the implementation and administration of a fully operational phase I pilot accountability system refined and corrected under paragraph (i) of this subsection, including alternative schools under W.S. 21-13-309(m) (v) (B);

(iii) Reconvene the Wyoming education accountability professional judgment panel established under 2012 Wyoming Session Laws, Chapter 101, Section 5(b)(ii), expanded as deemed necessary by the department and the state board to include additional and alternative members beyond those members specified under law. The professional judgment panel shall be used by the department in developing and establishing target performance levels specified under W.S. 21-2-204(e);

(iv) Use available data from prior school years to demonstrate operation of the phase I pilot system

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subject to business rules developed by the department under paragraph (ii) of this subsection and target performance levels determined by the professional judgment panel under paragraph (iii) of this subsection. The pilot system shall analyze and recommend possible use of results from the computer adaptive placement assessment in grade twelve (12) administered under W.S. 21-2-202(a)(xxx) in a manner that is technically valid and defensible. The results from the computer adaptive placement assessment shall be aggregated at the school level, as a measure of post secondary readiness, and shall include specific values and weights for incorporation into the phase I pilot system;

(v) In consultation with the advisory committee to the select committee on statewide education accountability created under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as amended by section 3 of this act, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4(b), design a multi-tiered system of support, interventions and consequences which is coordinated with school performance determinations and complies with W.S. 21-2-204(f). The system of support shall be specified in a design document and implementation plan.

(b) Not later than October 15, 2013, the state board, through the department, shall submit a report on phase I of the pilot statewide education accountability system developed under this section to the select committee on statewide education accountability established under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued by 2012 Wyoming Session Laws, Chapter 101, Section 4. Based upon this report, the select committee shall report its findings and recommendations to the Wyoming legislature prior to the 2014 budget session, including implementing legislation and a timeline for implementation when applicable.

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(c) Notwithstanding W.S. 21-2-204 and 21-2-304, the state board and the department of education shall investigate options available to the state for future assessment system development. The state board, through the department, shall periodically report to the select committee on statewide education accountability regarding the status of assessment development, investigation of options available to the state and the impact of existing law governing statewide assessments on future assessment development. The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development.

(d) The department of education shall continue work necessary to secure a waiver from the federal department of education allowing the use of the standardized achievement college entrance examination administered in grade eleven (11) as required by 2012 Wyoming Session Laws, Chapter 101, Section 3(a).

(e) The state board and department of education, in implementing W.S. 21-2-304(a)(iv) and 21-3-110(a)(xxiv), as amended by section 1 of this act, pertaining to development of guidelines for measures to be included within school district assessment systems for purposes of determining successful completion of high school graduation requirements, shall periodically report progress to the select committee. A report with final recommendations on guidelines shall be included within the October 15, 2013, report required under subsection (b) of this section.

(f) In carrying out duties prescribed by this section, and in addition to outreach provided by members of the advisory committee to the select committee as created by 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as

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amended by section 3 of this act, the state board through the department of education shall provide outreach activities and communications to school districts and to local communities coinciding with the development of components of the report required by subsection (b) of this section, and with the development of recommendations contained within this report. Comments generated from district and local community outreach activities shall be considered by the board and the department in executing requirements imposed under this section, and shall be included within the report submitted to the select committee pursuant to subsection (b) of this section.

Section 6.

(a) For the period commencing on the effective date of this section and ending June 30, 2014, up to two hundred fifty thousand dollars (\$250,000.00) is appropriated from the school foundation program account to the department of education to carry out duties imposed by this act upon the department and the state board. This appropriation may be expended for acquisition of necessary professional consulting expertise. The department and state board shall report expenditures of amounts appropriated under this subsection to members of the select committee on statewide education accountability on or before January 15, 2014.

(b) In addition to support provided to the state board of education and the department of education under subsection (a) of this section, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the provisions of this act.

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Section 7. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk



Wyoming Department of Education

Jim Rose, Interim Director
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050
Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013-033

TO: School District Superintendents
Principals
Curriculum Directors
Special Education Directors
District Assessment Coordinators
K-12 Teachers

FROM: Deb Lindsey, Director of State Assessment

DATE: March 25, 2013

SUBJECT: Interest Survey for CCSS Expansion/Alternate Standards Committee

TIME SENSITIVE MATERIAL

The Wyoming Department of Education (WDE) needs interested Wyoming teachers and administrators in grades K-12, to participate in the development of CCSS-aligned standards extensions for students with significant cognitive disabilities.

Committee work has been scheduled for June 11-14, 2013 in Cheyenne.

The WDE has created a survey for educators to indicate interest in this professional development opportunity. Please note that responding with an interest does not commit you to anything at this time. The Standards Committee members will be selected from the list of those interested. Please disseminate this survey as widely as possible so that all educators are aware of this opportunity.

The link below will take you to the survey which will be open from March 22-April 12.

<https://www.surveymonkey.com/s/C5387O2>

For more information, contact Pari Swanson at pari.swanson@wyo.gov or call (307) 777-5292.

MEMORANDUM NO. 2013 – XXX

TO: District Superintendents
Curriculum Directors
Instructional Facilitators and Coaches
Language Arts Teachers, K-12
Mathematics Teachers, K-12

FROM: Laurie Hernandez, Supervisor of Standards and Early Childhood Educational Consultant, Math Standards, Learning, and Accountability Division

DATE: March 18, 2013

SUBJECT: UPCOMING PROFESSIONAL DEVELOPMENT: *Teaching and Assessing Common Core Standards*

TIME SENSITIVE INFORMATION – PLEASE SHARE IMMEDIATELY

On Friday, April 12, 2013, the Wyoming Department of Education will be offering a professional development on *Teaching and Assessing Common Core Standards*. There will be two sessions offered: one in the morning from 8:30 – 11:30 a.m. and one in the afternoon from 1:00 – 4:00 p.m. at the McMurry Training Center in Casper, WY (2220 N. Bryan Stock Trail). Please note: the two workshops are identical, and participants need only attend one session or the other.

The purpose of this workshop is to provide information about resources available around assessment and CCSS in the areas of language arts and mathematics, especially those who are just starting the implementation process. Interested parties should register at the following link:

<https://www.surveymonkey.com/s/W22KFF5>

A block of 20 rooms has been reserved at the Holiday Inn McMurry Park under the “Wyoming Department of Education – Standards Division”. The rate is \$77/night. Participants are responsible for their own lodging expenses.

If you have any questions or problems registering, please contact Laurie Hernandez at Laurie.Hernandez@wyo.gov or 307-777-3469.

LAH:dr

WYOMING LANGUAGE ARTS STANDARDS

2008 Wyoming Content & Performance Standards for Language Arts	Common Core State Standards for Language Arts
<p>Three <u>Standards</u>:</p> <ol style="list-style-type: none"> 1. Students use the reading process to demonstrate understanding of literary and informational texts. 2. Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. 3. Students use listening and speaking skills for a variety of purposes and audiences. 	<p>Six <u>Strands</u>:</p> <ol style="list-style-type: none"> 1. Reading of Literature 2. Reading of Informational Texts 3. Writing 4. Listening and Speaking 5. Language 6. Reading Foundational Skills (K-5 only)
<p><u>Benchmarks</u> are written to individual grade levels in kindergarten through grade 8, and grade 11. Ninth through twelfth grade students work toward the achievement of the eleventh grade benchmarks.</p>	<p><u>Standards</u> are written to individual grade levels in kindergarten through grade 8, and two-year bands in grades 9–12. Ninth grade students work toward the achievement of the tenth grade standards; eleventh grade students work toward the achievement of the twelfth grade standards.</p>
<p><u>Benchmarks</u> for a single grade-level are presented on each page. While certain benchmarks are introduced at varying levels of complexity at multiple grade levels, the document was not created with the intent to show the linear progression of specific benchmarks, or skills, across grade levels.</p>	<p><u>Standards</u> for several grade levels are presented on each page, displaying the linear progression of each standard, or skill, from one grade level to the next.</p> <p>*The grade-level/grade-band standards correspond to the College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>
<p>Literacy standards and benchmarks are defined for English language arts with a strong focus on the reading and writing of narrative and informational texts; however, literacy standards are not explicitly identified for other content area disciplines.</p>	<p>Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).</p> <p>This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.</p>

What is new in the Wyoming Language Arts Standards?

1. What was once called **Standards** is now called **Strands**. Three standards (1. Reading, 2. Writing, 3. Listening & Speaking) have now been revised into SIX STRANDS (1. Reading of Literature, 2. Reading of Informational Texts, 3. Writing, 4. Listening & Speaking, 5. Language, 6. Reading Foundational Skills for grades K-5). The table above outlines other changes in structure and terminology.
2. Changes in Reading include the following:
 - a. OLD: presents a variety of genres, but most emphasis was on expository and functional texts
 - b. NEW: reflects shift between *literary* and *informational* texts (clearer emphasis, more balanced); there is a page of standards for each type of text
 - c. OLD: *levels* of text not mentioned in 2008 standards
 - d. NEW: reading level (*complexity band*) explicitly mentioned; Lexile levels of texts increase as grade level progresses; vertical alignment is evident from grade level to grade level
3. Changes in Writing include the following:
 - a. OLD: two genres tested—NARRATIVE (Expressive) and EXPOSITORY
 - b. NEW: three genres—NARRATIVE, EXPOSITORY, and PERSUASIVE (Persuasive originally rolled up into Expository).
 - c. OLD: writing rubric based on four traits (IDEAS, ORGANIZATION, VOICE, CONVENTIONS)
 - d. NEW: writing rubric (for state assessment) may change, but that is yet to be determined
 - e. OLD: conventions/grammar/usage taught within the Writing Process
 - f. NEW: conventions/grammar/usage now separate Strand called “Language”

Quick Sheet - WY Math Standards Compared to Common Core Standards

Probability – WY starts in 2nd grade with tallying the number of times a spinner lands on a color or number, but truly starts later when students can grasp the ideas. CC starts in 6th grade.

Measurement – WY only uses U.S. measurement system until HS; CC focuses more on metric measurement.

<u>WY terminology</u>	<u>CC terminology</u>
Standards	Domain
Benchmarks	Standards
Skills	Clusters

Kindergarten

- **CC Introduces later (WY introduces in this grade)**
 - Money is moved to 2nd grade in CC
 - CC doesn't specifically ask students to be able to identify coins like WY does
 - Measurement of length is moved to 1st grade in CC
 - Number Patterns is moved to 3rd + grade in CC
- **More rigorous in CC**
 - Counting up to 20 (WY only up to 9)
- **Newly introduced in CC, not in WY standards**
 - Addition and Subtraction within 10 (WY 1st grade)
 - Comparing numbers (WY 1st grade)
 - Geometry standards (WY 1st grade)

1st Grade

- **CC Introduces later (WY introduces in this grade)**
 - Money is moved to 2nd grade in CC
 - Number Patterns are introduced later (grades 3+) in CC
 - Simple probability experiments, recorded as tally marks (rigorously starts in 6th grade in CC)
- **More rigorous in CC**
 - Students will read & represent numbers up to 120 (WY up to 99)
 - All Geometry standards are introduced in Kindergarten in CC
- **Newly introduced in CC, not in WY standards**
 - Commutative property of addition [$3+8=11$ therefore, $8+3=11$] - (WY 2nd grade)
 - Associative property of addition [$2+6+4 = 2+10=12$] - (WY 2nd grade)
 - Time (WY 2nd grade)
 - Subtraction (WY 2nd grade)

2nd Grade

- **CC Introduces later (WY introduces in this grade)**
 - Number Patterns are introduced later (grades 3+) in CC
 - Estimation and measurement of weight is moved to 3rd grade in CC
 - Probability experiments with spinners (WY) is introduced much later in 6th grade in CC
- **CC Introduces earlier than WY standards**
 - Students will learn the commutative property in 1st grade in CC [8+3=11 therefore, 3+8=11]
- **Newly introduced in CC, not in WY standards**
 - Foundations of Multiplication [add by 2s, 5s....] - (WY 4th grade)

3rd Grade

- **CC Introduces later (WY introduces in this grade)**
 - Simple probability experiments are introduced much later in 6th grade in CC
 - Congruency & line of symmetry is not directly addressed until 8th grade in CC
- **CC Introduces earlier than WY standards**
 - Read & write numbers up to 1000 moves down to 2nd grade in CC
 - Money up to \$5 (WY) is studied in 2nd grade in CC (not specifically up to \$5)
 - Add & Subtract up to 20 is studied in 2nd grade in CC
 - Communicating method of problem-solving is moved down to 2nd grade in CC
 - Use US measurement for length in 2nd grade in CC
- **More rigorous in CC**
 - Move from US measurement to metric measurement in 3rd grade
 - Algebra patterns is more in depth than WY standards; introduce (×) & (÷) properties and relationships
- **Newly introduced in CC, not in WY standards**
 - Fractions (WY 5th)
 - Multiplication and division within 100 (WY 4th – 5th grade)
 - Metric measurements (WY 7th grade)
 - Area and multiplication with geometric measurement (WY 4th grade)

4th Grade

- **More rigorous in CC**
 - Use 4 operations to solve multi-step word problems [WY (+), (-) to 20 & (×) to 10]
 - Measurement is more deeply introduced in 2nd grade in CC and continues through 3rd and 4th grade
 - Data analysis, collection, organization and interpreting graphs (starts in 2nd grade in CC)
- **Newly added in CC, not in WY**
 - Multiply a whole number of up to 4 digits by a one-digit whole number (WY 6th grade)

5th Grade

- **CC Introduces later (WY introduces in this grade)**
 - Geometric terms, shapes, & 3-D figures is moved to 6th grade in CC
- **More rigorous in CC**
 - Compare decimals to 1000ths (WY up to 100ths)
 - Add and subtract fractions with unlike denominators (WY only with like denominator)
 - Solve word problems involving (+) and (-) of fractions
 - Perform operations with multi-digit numbers and with decimals to 100ths (WY to 100) [100.75 vs. 100]
 - Using a variable as an unknown to solve a problem starts down in 1st+ grade in CC
- **Newly introduced in CC, not in WY standards**
 - Graph points on the coordinate plane to solve problems
 - (×) and (÷) fractions

6th Grade

- **More rigorous in CC**
 - 2-D and 3-D geometric shapes introduced 3rd+ grade in CC
 - Ratio reasoning to solve problems [e.g. $\frac{3}{4}$ of \$5]
 - Statistics and Probability (much deeper understanding here and following grades)
- **Newly introduced in CC, not in WY standards**
 - Divide by fractions (WY 7th grade)
 - Represent and analyze quantitative relationships between dependent and independent variables (WY doesn't specifically in any grade)

7th Grade

- **Introduced much earlier in CC than in WY standards**
 - (×) & (÷) of fractions and decimals found in 5th + in CC
 - Geometry addressed earlier in grades 4th + in CC (except congruency in 8th in CC)
 - Measurement including volume, weight, and mass is addressed 2nd – 5th grades in CC
- **More rigorous in CC**
 - Operations with fractions to (+), (-), (×), and (÷) rational numbers - Ordering of rational numbers (WY 4th +)
 - Geometry – surface area and volume (WY 8th grade)
 - Geometry – solve problems involving scale drawings (WY doesn't in any grade)
 - Algebra – order of operations and problem solving (WY 6th grade)
 - Problem solving from a graph leading to inequalities (WY doesn't in any grade)
- **Newly introduced in CC, not in WY standards**
 - Probability models and using them to find discrepancies (WY doesn't in any grade)
 - Random sampling to draw inferences about a population (WY doesn't in any grade)
 - Draw informal comparative inferences about two populations (WY doesn't in any grade)

8th Grade

- **Introduced earlier in CC than in WY standards**
 - Measurement introduced in 2nd + grade in CC
- **More rigorous in CC**
 - Analyze and solve pairs of simultaneous linear equations
 - Using geometry software
 - Irrational numbers
 - Geometry – volume of cylinders, cones, and spheres
- **Newly introduced in CC, not in WY standards**
 - Describe effect of dilations, translations, and rotations on 2-D figures using coordinates (WY did reflections earlier in 4th grade)
 - Investigate patterns of association in bivariate data (WY doesn't in any grade)
 - Use functions to model relationships between quantities (WY doesn't in any grade)

H.S. – Number and Quantity

- **CC Introduces earlier than WY standards**
 - Estimation of problem-solving starts in 7th grade in CC
 - Represent and apply real number systems in a variety of forms starts in 6th grade in CC
 - Proportional reasoning to solve problems starts in 7th grade in CC
- **More rigorous in CC**
 - Use properties of irrational numbers (WY only states rational numbers)
- **Newly introduced in CC, not in WY standards**
 - Use complex numbers in polynomial identities and equations
 - Represent and model with vector quantities
 - Perform operations on vectors
 - Perform operations on matrices and use matrices in applications

H.S. - Algebra

- **More rigorous in CC**
 - Linear equations – solve, graph and interpret systems starts in 8th grade in CC
 - Write, model, and evaluate expressions, functions, equations, and inequalities (6th & 7th in CC)
- **Newly introduced in CC, not in WY standards**
 - Understand the relationship between zeros and factors of polynomials
 - Use polynomial identities to solve problems

H.S. - Functions

- WY standards address some of these domains in Geometry
 - **Newly introduced in CC, not in WY standards**
 - Function notation
 - Exponential models
 - Trigonometric functions and identities

H.S. – Geometry

- **More rigorous in CC**
 - Estimation and measurement (mass, volume) starts 4th + grade in CC
- **Newly introduced in CC, not in WY standards**
 - Define trigonometry ratios and solve problems involving right triangles
 - Apply trigonometry to general triangles
 - Understand and apply theorems about circles
 - Find arc lengths and areas of sectors in circles
 - Translate between the geometric description and the equation for a conic section
 - Explain volume formulas and use them to solve problems

H.S. – Statistics and Probability

- **More rigorous in CC**
 - Building and representing data
 - Interpret linear models
- **Newly introduced in CC, not in WY standards**
 - Summarize, represent, and interpret data on two categorical and quantitative variables
 - Understand and evaluate random processes underlying statistical experiments
 - Understand independence and conditional probability to compute probabilities of compound events in a uniform probability model
 - Calculate expected values and use them to solve problems
 - Use probability to evaluate outcomes of decisions

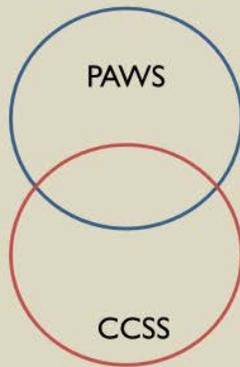
PAWS Blueprints

Reading and Mathematics

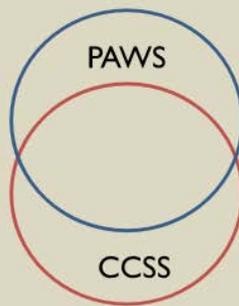


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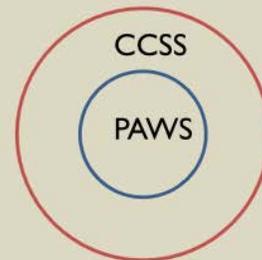
PAWS Test Design Changes



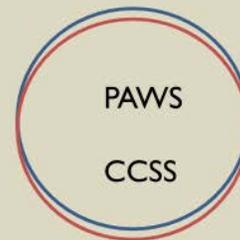
2012



2013



2014



2015



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PAWS Test Design

School Year	2012-2013	2013-2014	2014-2015
What will be assessed	<p>Standards from the 2008 and 2012 Wyoming Content Standards will be assessed for reading and mathematics.</p> <p>2008 Wyoming Content Standards will be assessed for science.</p> <p>Operational items will align to the 2008 and 2012 Wyoming Content Standards. Some items will align to 2008 standards only while others will align to both sets of standards.</p> <p>Field test items will align to Phase I assessment targets, which align to the 2012 Wyoming Content Standards.</p>	<p>2012 Wyoming Content Standards will be assessed for reading and mathematics.</p> <p>2008 Wyoming Content Standards will be assessed for science.</p> <p>Operational items will align to Phase I assessment targets, which align to the 2012 Wyoming Content Standards.</p> <p>Field test items will align to Phase II assessment targets, which align to the 2012 Wyoming Content Standards.</p>	<p>2012 Wyoming Content Standards will be assessed for reading and mathematics.</p> <p>2008 Wyoming Content Standards will be assessed for science.</p> <p>Operational items will align to both Phase I and Phase II assessment targets, which align to the 2012 Wyoming Content Standards.</p> <p>Field test items will align to Phase I and Phase II assessment targets, which align to the 2012 Wyoming Content Standards.</p>



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Assessment Design Considerations

- **Legislation**
 - Item types, length of test, use of test results
- **2012 Wyoming Standards (CCSS)**
 - Text complexity, item types, additional content
- **Consortium Assessments**
 - Breadth of content, item types
- **Test Development**
 - Skills, reporting decisions, transition



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2014 PAWS Assessment Blueprint for Math

Laurie Hernandez, M.Ed.
WDE – Education Consultant -
Math



Wyoming Department of Education

Objectives:

- To recognize the functions and purpose of the PAWS Mathematics Blueprint design.
- To consider a reduction in the number of items on the assessment due to increased difficulty.



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DRAFT - 2014 Assessment Blueprints for Mathematics

CCSSM Standard	2014 WY Targets - 3rd Grade Mathematics (Cluster Headings)	Focus m = major s = supporting a = additional	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBAC Emphasis
Operations and Algebraic Thinking			24			
3.OA.1	Represent and solve problems involving multiplication and division.	m		8	40%	47%
3.OA.2						
3.OA.3						
3.OA.4						
3.OA.5	Understand properties of multiplication and the relationship between multiplication and division.	m		5		
3.OA.6						
3.OA.7	Multiply and divide within 100.	m		5		
3.OA.8	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	m		6		
3.OA.9						
Number and Operations - Base Ten			7			
3.NBT.1	Use place value understanding and properties of operations to perform multi-digit arithmetic.	a		7	12%	9%
3.NBT.2						
3.NBT.3						
Number and Operations - Fractions			7			
3.NF.1	Develop understanding of fractions as numbers.	m		7	12%	10%
3.NF.2						
3.NF.3						



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DRAFT - 2014 Assessment Blueprints for Mathematics

Measurement and Data			16			
3.MD.1	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	m		6	27%	25%
3.MD.2						
3.MD.3	Represent and interpret data.	s		2		
3.MD.4						
3.MD.5	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	m		5		
3.MD.6						
3.MD.7						
3.MD.8	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	a		3		
Geometry			6			
3.G.1	Reason with shapes and their attributes.	s		6	10%	9%
3.G.2						
			60	60	100%	100%



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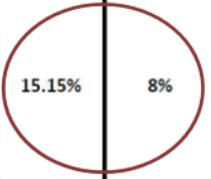
DRAFT - 2014 Assessment Blueprints for Mathematics

CCSSM Standard	2014 WY Targets - 7th Grade Mathematics (Cluster Heading)	Focus m = major s = supporting a = additional	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBAC Emphasis
Ratios and Proportional Relationships			14			
7.RP.1 7.RP.2 7.RP.3	Analyze proportional relationships and use them to solve real-world and mathematical problems.	m		14	21.21%	22%
The Number System			12			
7.NS.1 7.NS.2 7.NS.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	m		12	18.18%	15%
Expressions and Equations			20			
7.EE.1 7.EE.2 7.EE.3 7.EE.4	Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	m m		8 12	30.30%	38%
Geometry			10			
7.G.1 7.G.2 7.G.3 7.G.4 7.G.5 7.G.6	Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	a a		3 7	15.15%	17%



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DRAFT - 2014 Assessment Blueprints for Mathematics

Statistics and Probability			10			
7.SP.1	Use random sampling to draw inferences about a population.	s		3		
7.SP.2						
7.SP.3	Draw informal comparative inferences about two populations.	a		2		
7.SP.4						
7.SP.5	Investigate chance processes and develop, use, and evaluate probability models.					
7.SP.6		s		5		
7.SP.7						
7.SP.8						
			66	66	100.00%	100%



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DRAFT - 2014 Assessment Blueprints for Mathematics

CCSSM Standard	2014 WY Targets - 3rd Grade Mathematics (Cluster Headings)	Focus m= major s= supporting a= additional	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBAC Emphasis	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis
Operations and Algebraic Thinking			24				10		
3.OA.1	Represent and solve problems involving multiplication and division.	m		8	40%	47%		7	40%
3.OA.2									
3.OA.3									
3.OA.4									
3.OA.5	Understand properties of multiplication and the relationship between multiplication and division.	m		5			4		
3.OA.6									
3.OA.7	Multiply and divide within 100.	m		5			4		
3.OA.8	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	m		6			5		
3.OA.9									

TO MORE COMPLEX AND MULTI-STEP ITEMS



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DRAFT - 2014 Assessment Blueprints for Mathematics

Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBAC Emphasis	MATH ASSESSMENT DUE TO MORE COMPLEX and MULTI-STEP ITEMS	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	
24						20		
	8	40%	47%				7	40%
	5					4		
	5					4		
	6					5		
7						6		
	7	12%	9%				6	12%
7						6		
	7	12%	10%				6	12%



DRAFT - 2014 Assessment Blueprints for Mathematics

16				SUGGESTED REDUCTION in # of ITEMS for MATH	12			
	6	27%	25%			4	24%	
	2					2		
	5					4		
	3					2		
6					6			
	6	10%	9%			6	12%	
60		60		50		50		100%



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DRAFT - 2014 Assessment Blueprints for Mathematics

Number & Operations – Base Ten

Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBAC Emphasis	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis
14				13		
	8	22%	20%		7	22%
	3					
	3					
15				10		
	6	23%	22%		4	17%
	9					
20				20		
	4	31%	38%		4	34%
	10					
	6					

MS for MATH ASSESSMENT DUE TO MORE COMPLEX and MULTI-STEP ITEMS



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Reading Blueprints



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PAWS Reading Blueprints

- 2013 Passage Types
 - Commissioned – 100%
 - Grade 3:
 - Functional – 20% - Expository 18% (38% Informational)
 - Narrative – 62%
 - Other grades – see blueprint



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PAWS Reading Blueprints

2014 Passage Types

- Commissioned 50 %
- Permitted (Previously Published) 50%
- Informational Text
 - Grade 3 -50% → Grade 8 - 55%
- Literary Text
 - Grade 3 - 50% → Grade 8 - 45%



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PAWS Reading Blueprints

2015 Passage Types

- Commissioned 30%
- Permitted 70%
- Informational Text
 - Grade 3 -50% → Grade 8 - 55%
- Literary Text
 - Grade 3 - 50% → Grade 8 - 45%



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PAWS Reading Blueprints

- Item types
 - Multiple choice only (last year for CR's was 2012)
 - Stand alone items (Items not affiliated with a passage)
 - Reading load, language standards
 - Paired passages – design of items
 - Develop specifications for passages and associated items



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PAWS Reading Blueprints

- Establish a balance between all text types and standards by 2015
- Provide a substantial and comprehensive assessment of the CCSS
- Shifts in “Language” and “Integration of Knowledge and Ideas”



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3rd Grade Reading Literature p.1

CCSS code	CCSS text	Current CCSS alignment	Current WY skills alignment	Ideal blueprint	Ideal WY skills alignment	Ideal blueprint
		2013		2014		20
Reading Literature						
Key Ideas and Details						
RL3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	28	R.03.N skills: 62% (31 items)	18-20	R.03.N skills: 50% (25 items)	10-12
RL3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					
RL3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.					
Craft and Structure						
RL3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	3	N.1 = 15 items N.2 = 16 items N.3 = 0 items	5-7	N.1 = __ items N.2 = __ items N.3 = __ items	6-8
RL3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.					
RL3.6	Distinguish their own point of view from that of the narrator or those of the characters.					

3rd Grade Language p.4

CCSS code	CCSS text	Current CCSS alignment	Current WY skills alignment	Ideal blueprint	Ideal WY skills alignment	Ideal blueprint	Content coverage
		2013	2014		2015		
Language*							
L3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.						
L3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.						
L3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).						
L3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).						
L3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	0	no direct alignment to Wyoming skills: 0%	7-9	no direct alignment to Wyoming skills: 16%	7-9	*Language portion: approx. 16%
L3.5	Demonstrate understanding of word relationships and nuances in word meanings.						

6th Grade Integration of Knowledge and Ideas p. 15

CCSS code	CCSS text	Current CCSS alignment	Current WY skills alignment	Ideal blueprint	Ideal WY skills alignment	Ideal blueprint	Content coverage
		2013		2014		2015	
Integration of Knowledge and Ideas*							
RL6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.						*Integration portion: approx. 14%
RL6.8	(Not applicable to literature)						
RL6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		Captured in totals above		Captured in totals above		
RI6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	22		0-2		7-9	
RI6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						
RI6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).						



Writing Blueprints

- 2013
 - “administered separately statewide”
 - Same as 2012 pilot
 - (one prompt grades 3-8)
 - Operational prompts come from 2012 pilot



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Writing Blueprint

- 2014 and beyond
 - “allow for monitoring and evaluation of trend”
 - “measurement of written responses to informational and literary text”
 - “may include writing tasks of varying length”
 - “administered in grades 3, 5, and 7”
 - “not to exceed a total of three hours . . . for any grade”



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Writing Blueprint

- 2014 Operational
 - Grade 3: Opinion **and** Expressive **or** Expository,
 - Grade 5: Opinion **or** Expressive **or** Expository, **and** Response to Text
 - Grade 7: Argument **or** Expressive **or** Expository, **and** Response to Text



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Writing Blueprint

- 2014 Field Test
Valerie Link



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Reporting Decisions

- 2013: Skills
- 2014 – Standard Setting
 - Reporting Categories
 - Skills
 - CCSS
 - Score reports design
- 2015
 - Reporting Categories
 - CCSS
 - Skills?



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PAWS READING BLUEPRINTS
& ASSESSING LITERACY
IN THE CCSS

Catherine Leigh Reeves, Language Arts Consultant

Objective

- To understand the functions and purpose of the PAWS Reading Blueprint design.
- To see how current technology and the Common Core are transforming National assessments.
- To question how sample assessment items may help teachers plan instruction so that students can achieve the Common Core expectations.

PAWS Reading Blueprints

Things to Note:

- This document is a draft and subject to change.
- The Blueprint strives to establish a balance between all text types and Standards by 2015.
- This balance will provide a substantial and comprehensive assessment of the CCSS.
- Standards in gray may not be measured on large-scale assessments.
- The largest shifts may be found in “Language” and “Integration of Knowledge and Ideas”.

3rd Grade Reading Literature p.1

CCSS code	CCSS text	Current CCSS alignment	Current WY skills alignment	Ideal blueprint	Ideal WY skills alignment	Ideal blueprint
		2013	2014	2014	2014	
Reading Literature						
Key Ideas and Details						
RL3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	28	R.03.N skills: 62% (31 items)	18-20	R.03.N skills: 50% (25 items)	10-12
RL3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					
RL3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.					
Craft and Structure						
RL3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	3	N.1 = 15 items N.2 = 16 items N.3 = 0 items	5-7	N.1 = __ items N.2 = __ items N.3 = __ items	6-8
RL3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.					
RL3.6	Distinguish their own point of view from that of the narrator or those of the characters.					

3rd Grade Language p.4

CCSS code	CCSS text	Current CCSS alignment	Current WY skills alignment	Ideal blueprint	Ideal WY skills alignment	Ideal blueprint	Content coverage
		2013	2014		2015		
Language*							
L3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.						
L3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.						
L3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).						
L3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).						
L3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	0	no direct alignment to Wyoming skills: 0%	7-9	no direct alignment to Wyoming skills: 16%	7-9	*Language portion: approx. 16%
L3.5	Demonstrate understanding of word relationships and nuances in word meanings.						

6th Grade Integration of Knowledge and Ideas p. 15

CCSS code	CCSS text	Current CCSS alignment	Current WY skills alignment	Ideal blueprint	Ideal WY skills alignment	Ideal blueprint	Content coverage
		2013		2014		2015	
Integration of Knowledge and Ideas*							
RL6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Captured in totals above				*Integration portion: approx. 14%
RL6.8	[Not applicable to literature]						
RL6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.						
RI6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	22		0-2	7-9		
RI6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						
RI6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).						



QUESTIONS AND
ANSWERS

National Assessment Shifts in the CCSS

1. **Complexity:** Regular practice with complex text and its academic language.
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
3. **Knowledge:** Building knowledge through content rich nonfiction.

Shift 1: Practice with complex text and its academic language

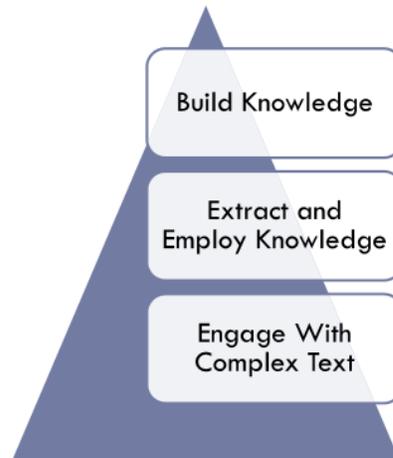
- Text complexity to ensure students are on track each year for college and career reading.
- Rewards careful, close reading rather than racing through passages.
- Focuses on academic language that pervades complex texts.

Shift 2: Reading and writing grounded in evidence from text, literary and informational

- Focuses on students rigorously citing evidence from texts throughout the assessment (including selected-response items).
- Requires writing to sources rather than writing to de-contextualized expository prompts.
- Includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.

Shift 3: Building knowledge through content rich nonfiction

- Assesses not just ELA but a full range of reading and writing across the disciplines of science and social studies.



Three Innovative Item Types

- **Evidence-Based Selected Response (EBSR)**—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.
- **Technology-Enhanced Constructed Response (TECR)**—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).
- **Range of Prose Constructed Responses (PCR)**—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are four of these items of varying types on each annual performance-based assessment.

PARCC Sample Items

□ 3rd Grade Reading Item: Technology Enhanced Constructed Response

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”

Words:



Notice: There are 16 ways a student can organize the stages—with only 1/16 a correct response. In a traditional selected response, students would have a 1/4 opportunity for a correct response. Students must apply their understanding from the text and use details from the text to accurately order the stages—thereby constructing meaning from the informational text to demonstrate they can “answer questions about a text using details from the text.”

Alignment to the Standards

- Specific CCSS alignment to:
 - ▣ RI.3.1 (use of evidence).
 - ▣ RI.3.3 (relationship between events).
 - ▣ RI.3.10 (complex texts).
- Reflects the key shift of *building knowledge from informational text*:
 - ▣ students must apply their understanding of the text to complete the graphic.
 - ▣ requires explicit references to the text as the basis for the answers rather than simply guessing.
- Whereas traditional items might have asked students to “fill in one blank” on a graphic (with three steps already provided), this technology enhanced item allows students to demonstrate *understanding of the entire sequence* of the life cycle because none of the steps are ordered for them.

PARCC Sample Item

□ 10th Grade Reading Item: Prose Constructed Response Item

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Alignment to the Standards

- Specific CCSS alignment to:
 - RL.10.1 (use of evidence); RI.10.9 (comparison of authors' presentation); RL.10.10 (complex texts).
 - W.10.2 (writing to inform and explain); W.10.4 (writing coherently); W.10.9 (drawing evidence from texts).
 - L.10.1-3 (grammar and conventions).
- Measures the ability to explain how *one text transforms ideas from another text* by focusing on a specific concept presented in the texts (the transformation of ideas with regard to the experience of flying).
- Asks students to *write to sources* rather than write to a de-contextualized prompt.
- Focuses on students' rigorously *citing evidence* for their answer.
- Requires students to demonstrate they can apply the *knowledge of language and conventions* when writing.

PARCC Sample Item

□ 6th Grade Reading Item: Evidence-Based Selected-Response Item

Part A

What does the word “regal” mean as it is used in the passage?

- a. generous
- b. threatening
- c. kingly*
- d. uninterested

Part B

Which of the phrases from the passage best helps the reader understand the meaning of “regal”?

- a. “wagging their tails as they awoke”
- b. “the wolves, who were shy”
- c. “their sounds and movements expressed goodwill”
- d. “with his head high and his chest out”*

Alignment to the Standards

- Specific CCSS alignment to:
 - RL.10.1 (evidence).
 - RL.10.2 (theme).
 - RL.10.10 (complex text).
- This item helps students gather information and details for use on the Prose Constructed Response; it requires *close analytical reading* to answer both parts correctly (e.g., Part A of this item is challenging because it requires synthesis of several parts of the myth to determine the answer).
- Requires students in Part B to *provide evidence* for the accuracy of their answer in Part A.
- PARCC assessment gives students the opportunity to gain partial credit if their answers reflect genuine comprehension on their part (e.g., they identify the theme correctly and are able to identify at least 2 details).

Smarter Balanced Sample Items

- 3rd-5th Grade Language Arts Item: Technology-Enhanced Constructed Response



Why does the video compare being in space to lying in bed?

- Ⓐ to tell how an astronaut needs sleep
- Ⓑ to describe how an astronaut floats in space
- Ⓒ to explain that an astronaut's work is very difficult
- Ⓓ to show how an astronaut's body lacks gravity to help it work

Alignment to the Standards

- Specific CCSS alignment to:
 - SL-2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - SL-3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- This item requires students to interpret information they receive mainly through listening. The video provides context but the audio is the source of information.
- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Smarter Balanced Sample Item

- **6th-8th Language Arts Item:** Technology-Enhanced Constructed Response & Prose Constructed Response Item

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.

Alignment to the Standards

- Specific CCSS alignment to:
 - W-1(a-e): Write arguments to support claims with clear reasons and relevant evidence.

- Students are asked to apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience

- This item asks students to use the information provided to write a brief text stating and supporting a position.

ACT Sample Reading Items

□ Passage Adapted from John Steinbeck, *The Red Pony*.

1) After he showed Jody the pony in the barn, Carl Tiflin went off by himself because he felt:

- A. lonely
- B. sad
- C. embarrassed
- D. amused

2) The inside of the barn is described in the passage as:

- F. dark and cold
- G. Bright and warm
- H. Airless but bright
- I. Dark and warm

3) It can reasonably be inferred from the second “Mine?” (line 66) uttered by Jody that he:

- A. won't carry the horse after school
- B. Can hardly believe the pony is his
- C. Is wondering how he's going to afford the pony.
- D. Is embarrassed by what his father has done.

Alignment to the Standards

- Specific CCSS alignment to:
 - R.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.

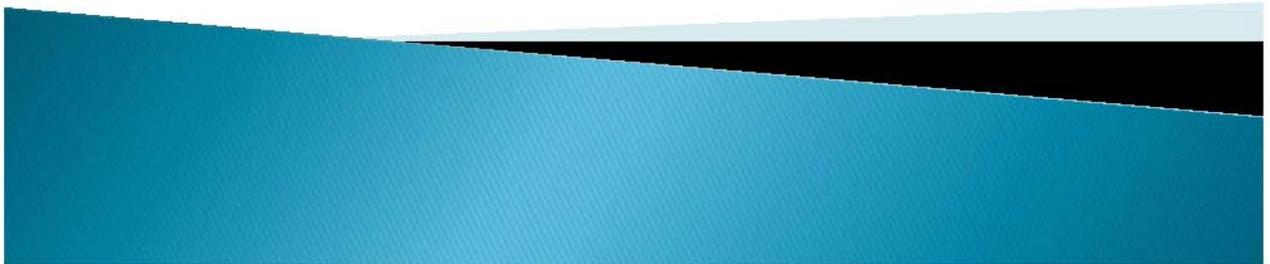
- Specific ACT Standards
 - Identify clear main ideas or purposes of complex passages or their paragraphs.
 - Locate and interpret details in complex passages.
 - Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
 - Infer the main idea or purpose of straightforward paragraphs in more challenging passages.



QUESTIONS AND
ANSWERS

Assessing Mathematics in the Common Core Standards

Laurie Hernandez, M.Ed.
WDE – Education Consultant – Math



Objectives:

- ▶ To understand the Phasing of the Assessment Targets for Mathematics.
- ▶ To recognize the functions and purpose of the PAWS Mathematics Blueprint design.
- ▶ To comprehend how current technology and the Common Core are transforming National assessments.
- ▶ To realize how sample assessment items may help teachers plan instruction so that students can achieve the Common Core expectations.



Mathematics Assessment Targets



http://edu.wyoming.gov/Programs/statewide_assessment_system/paws/2012-wyoming-standards-paws-assessment-targets.aspx

Mathematics Targets

http://edu.wyoming.gov/Programs/statewide_assessment_system/paws/2012-wyoming-standards-paws-assessment-targets.aspx

Operations and Algebraic Thinking – Grade 3

Represent and solve problems involving multiplication and division.

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
3.OA.1	Interpret products of whole numbers such as 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	
3.OA.2		Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally [with no remainders] into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>

Mathematics Targets – cont.

3.OA.3

Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Use division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations*
 $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$

Mathematical Targets

Statistics and Probability - Grade 7 (Continued)

Draw informal comparative inferences about two populations.

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
7.SP.4	Use measures of center for numerical data from random samples to draw informal comparative inferences about two populations.	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>

DRAFT – 2014 Assessment Blueprints for Mathematics

CCSSM Standard	2014 WY Targets - 3rd Grade Mathematics (Cluster Headings)	Focus m = major s = supporting a = additional	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBA-C Emphasis
Operations and Algebraic Thinking			24			
3.OA.1	Represent and solve problems involving multiplication and division.	m		8	40%	47%
3.OA.2						
3.OA.3						
3.OA.4						
3.OA.5	Understand properties of multiplication and the relationship between multiplication and division.	m		5		
3.OA.6						
3.OA.7	Multiply and divide within 100.	m		5		
3.OA.8	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	m		6		
3.OA.9						
Number and Operations - Base Ten			7			
3.NBT.1	Use place value understanding and properties of operations to perform multi-digit arithmetic.	a		7	12%	9%
3.NBT.2						
3.NBT.3						
Number and Operations - Fractions			7			
3.NF.1	Develop understanding of fractions as numbers.	m		7	12%	10%
3.NF.2						
3.NF.3						



DRAFT – 2014 Assessment Blueprints for Mathematics

Measurement and Data			16			
3.MD.1	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	m		6	27%	25%
3.MD.2						
3.MD.3	Represent and interpret data.	s		2		
3.MD.4						
3.MD.5	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	m		5		
3.MD.6						
3.MD.7						
3.MD.8	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	a		3		
Geometry			6			
3.G.1	Reason with shapes and their attributes.	s		6	10%	9%
3.G.2						
			60	60	100%	100%



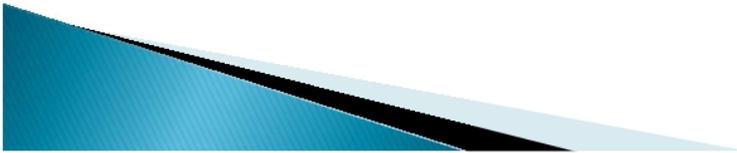
DRAFT – 2014 Assessment Blueprints for Mathematics

CCSSM Standard	2014 WY Targets - 7th Grade Mathematics (Cluster Heading)	Focus m = major s = supporting a = additional	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBAC Emphasis
Ratios and Proportional Relationships			14			
7.RP.1 7.RP.2 7.RP.3	Analyze proportional relationships and use them to solve real-world and mathematical problems.	m		14	21.21%	22%
The Number System			12			
7.NS.1 7.NS.2 7.NS.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	m		12	18.18%	15%
Expressions and Equations			20			
7.EE.1 7.EE.2 7.EE.3 7.EE.4	Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	m m		8 12	30.30%	38%
Geometry			10			
7.G.1 7.G.2 7.G.3 7.G.4 7.G.5 7.G.6	Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	a a		3 7	15.15%	17%



DRAFT – 2014 Assessment Blueprints for Mathematics

Statistics and Probability			10			
7.SP.1	Use random sampling to draw inferences about a population.	s		3	15.15%	8%
7.SP.2						
7.SP.3	Draw informal comparative inferences about two populations.	a		2		
7.SP.4						
7.SP.5	Investigate chance processes and develop, use, and evaluate probability models.					
7.SP.6		s		5		
7.SP.7						
7.SP.8						
			66	66	100.00%	100%





Math Shift in PAWS

PAWS 2012 – 5th Grade

- ▶ MA5.1.2 Demonstrate computational fluency with basic facts for all four operations...
- ▶ Mrs. Robins can fit 15 2-inch binders on a book shelf. She has 60 binders altogether. How many shelves will she need for all 60 binders?

PAWS 2015 – 3rd Grade

- ▶ 3.OA.8 Solve two-step word problems using the four operations ... and apply rules for order of operations...
- ▶ A stick is 4m long. A rope is 10 times as long as the stick. If the rope is divided into 5 equal pieces, what is the length of each piece of rope?

Illustrative Mathematics Examples –

5.OA Comparing Products Alignment 1: 5.OA.A.2

Leo and Silvia are looking at the following problem:

How does the product of 60×225 compare to the product of 30×225 ?

Silvia says she can compare these products without multiplying the numbers out. Explain how she might do this. Draw pictures to illustrate your explanation.

Elementary Level

Commentary:

The purpose of this task is to generate a classroom discussion that helps students synthesize what they have learned about multiplication in previous grades. It builds on the following:

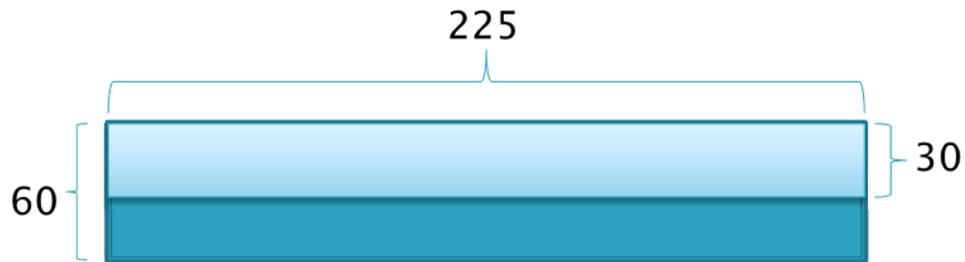
- 3.OA.5 – Apply properties of operations as strategies to multiply and divide
- 4.OA.1 – Interpret a multiplication equation as a comparison.

Solution: Halving and Doubling

Since 60 is twice 30, the product 60×225 is twice the product 30×225 . We can write this as an equation:

$$60 \times 225 = (2 \times 30) \times 225 = 2 \times (30 \times 225).$$

The above explanation corresponds to the following picture.



The area of a 225 by 60 rectangle (60×225) is double that of a 225 by 30 rectangle (30×225).



Illustrative Mathematics Examples – Elementary Level

5.OA Video Game Scores Alignment 1: 5.OA.A.2

Eric is playing a video game. At a certain point in the game, he has 31 500 points. Then the following events happen, in order:

- He earns 2450 additional points.
 - He loses 3310 points.
 - The game ends, and his score doubles.
- a. Write an expression for the number of points Eric has at the end of the game. Do not evaluate the expression. The expression should keep track of what happens in each step listed above.

Commentary:

Standard 5.OA.2 asks students to "Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them." This task asks students to exercise both of these complementary skills, writing an expression in part (a) and interpreting a given expression in (b). The numbers given in the problem are deliberately large and "ugly" to discourage students from calculating Eric's and Leila's scores. The focus of this problem is not on numerical answers, but instead on building and interpreting expressions that could be entered in a calculator or communicated to another student unfamiliar with the context.

Solution:

- a. When Eric earns 2450 additional points, his score becomes $31500 + 2450$.

When he loses 3310 points, his score becomes $(31500 + 2450) - 3310$.

(Note that this can also be written without the parentheses.)

When Eric's score doubles, the score becomes $2 \times ((31500 + 2450) - 3310)$, which can also be written $2(31500 + 2450 - 3310)$.

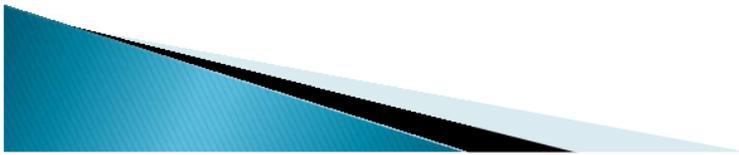


Video Game Scores (cont.)

- b. Eric's sister Leila plays the same game.
When she is finished playing, her score is given by the expression

$$3(24500 + 3610) - 6780$$

Describe a sequence of events that might have led to Leila earning this score.

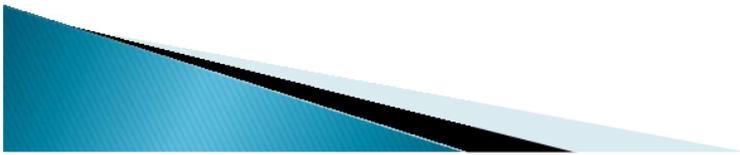


Solution:

b. Here is a possible sequence of events that might lead to the score given:

- At a certain point in the game, Leila has 24500 points.
- She earns 3610 additional points.
- Her score triples.
- She loses 6780 points.

Note that the order of the steps is important; rearranging the steps will likely lead to a different expression and a different final score.



Illustrative Mathematics Examples – H.S. Level

A–SSE Delivery Trucks
Alignment 1: A–SSE.A.1

A company uses two different-sized trucks to deliver sand. The first truck can transport x cubic yards, and the second y cubic yards. The first truck makes S trips to a job site, while the second makes T trips. What do the following expressions represent in practical terms?

- a. $S + T$
- b. $x + y$
- c. $xS + yT$
- d. $\frac{xS + yT}{S + T}$

Commentary:

In this task we are interpreting different expressions using four variables in a real world context. The later parts build on the earlier ones. All expressions describe quantities that a truck company might want to look at when planning for a job.

Adapted from Algebra: Form and Function, McCallum et al, Wiley, 2010.

Solution:

a. *S* is the number of trips the first truck makes to a job site, and *T* is the number of trips the second truck makes to a job site. It follows that

S + T = the total number of trips both trucks make to a job site

b. We know that *x* and *y* are the amount of sand, in cubic yards, that the first and second truck can transport, respectively. Then

x + y = the total amount of sand that both trucks can transport together

In other words, the company can transport *x + y* cubic yards of sand in a single trip using both trucks.



Solution (cont.)

- c. We can think of $xS + yT$ in separate terms. The first term, xS , multiplies x , the amount of sand the first truck can transport, by S , the number of trips the first truck makes to a job site. This means

$xS =$ the total amount of sand being delivered to a job site by the first truck

In the second term, y , the amount of sand the second truck can transport, is being multiplied by T , the number of trips the second truck makes. This means

$yT =$ the total amount of sand being delivered to a job site by the second truck

We then have that

$xS + yT =$ the total amount of sand (in cubic yards) being delivered to a job site by both trucks



Solution (cont.)

- d. From part (c), we know that $xS + yT$ is the total amount of sand, in cubic yards, being delivered to a job site. We also know from part (a) that $S + T$ is the number of total trips being made to a job site. By dividing $xS + yT$ by $S + T$, we are averaging out the amount of sand being transported over the total number of trips. So,

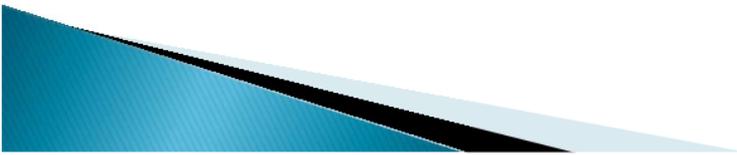
$$\frac{xS + yT}{S + T} = \text{the average amount of sand being transported per trip.}$$


Math Sample Items – ACT

▶ ACT PLAN

- A certain school's enrollment increased 5% this year over last year's enrollment. If the school now has 1,260 students enrolled, how many students were enrolled last year?

- A. 1,020
- B. 1,197
- C. 1,200
- D. 1,255
- E. 1,323



Math Sample Items – ACT

▶ ACT PLUS WRITING

- Abandoned mines frequently fill with water. Before an abandoned mine can be reopened, the water must be pumped out. The size of pump required depends on the depth of the mine. If pumping out a mine that is D feet deep requires a pump that pumps a minimum of $D^3/25 + 4D - 250$ gallons per minute, pumping out a mine that is 150 feet deep would require a pump that pumps a minimum of how many gallons per minute?

- A. 362 D. 1,250
B. 500 E. 1,750
C. 800



Math Sample Items – ACT

▶ ACT COMPASS

- An airplane flew for 8 hours at an airspeed of x miles per hour (mph), and for 7 more hours at 375 mph. If the average airspeed for the entire flight was 350 mph, which of the following equations could be used to find x ?

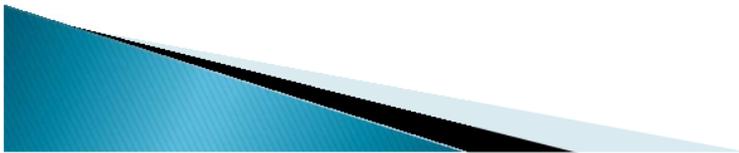
A. $x + 325 = 2(350)$

B. $x + 7(325) = 15(350)$

C. $8x - 7(325) = 350$

D. $8x + 7(325) = 2(350)$

E. $8x + 7(325) = 15(350)$



www.turnonccmath.net

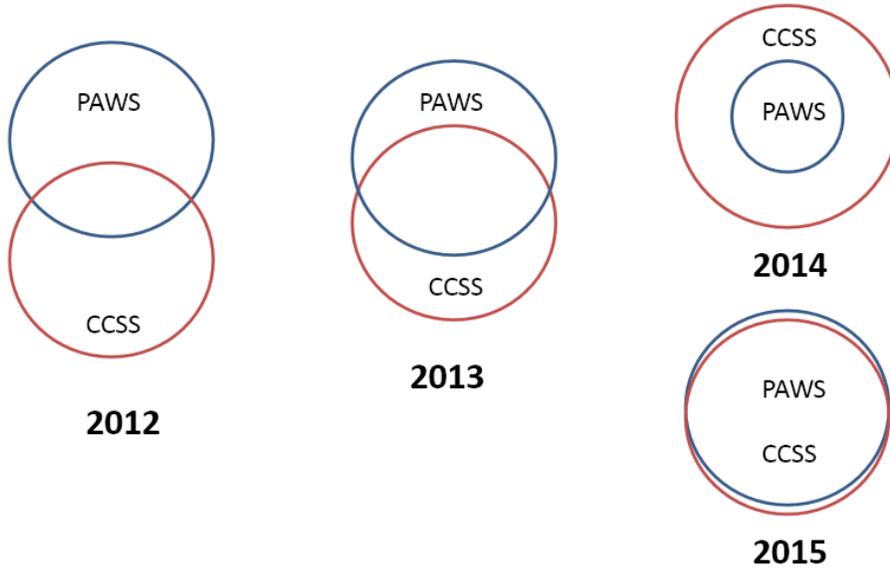
- ▶ A new learning trajectory resource to support interpretation of the CCSSM.
- ▶ The GISMO mathematics education research team, at NC State University's Friday Institute, has developed 18 Learning Trajectories with descriptors that unpack all of the K–8 CCSSM Standards, with mapping to the CCSSM via a hexagon map of the standards.
- ▶ Can be used for PD, instructional planning, and teacher content knowledge enrichment.

Free Resources for CCSSM

- ▶ www.illustrativemathematics.org
 - ...Illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards
- ▶ https://www.teachingchannel.org/videos?page=1&categories=topics_common-core
 - Teaching Channel – houses many short videos of lessons being taught in the classroom and can be broken out by subject, grade, and especially, common core
- ▶ <http://www.nctm.org/resources/content.aspx?id=16385>
 - Lessons & Teaching Ideas on the NCTM website



PAWS Design Changes



Attachment 5

SMARTER Balanced Assessment Consortium IHE Letter of Intent

Letter of Intent for Institutes of Higher Education
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application

CFDA Number: 84.395B

The purpose of this Letter of Intent is to

- (a) Detail the responsibilities of the IHE or IHE system,
- (b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
- (c) Commit the State’s higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

1. Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

May 14, 2010

1

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
WYOMING	University of Wyoming	1724	

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

<p>IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.</p> <p>Each IHE or IHE system commits to the following agreements:</p> <p>(a) Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and</p> <p>(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.</p>	
<p>State Name: WYOMING</p>	
<p>State’s higher education executive officer, if State has one (Printed Name): Thomas Buchanan, President</p>	<p>Telephone: (307) 766-4121</p>
<p>Signature State’s higher education executive officer, if State has one: </p>	<p>Date: 10/20/10</p>
<p>President or head of each participating IHE or IHE system, (Printed Name): Thomas Buchanan, President University of Wyoming</p>	<p>Telephone: (307) 766-4121</p>
<p>Signature of president or head of each participating IHE or IHE system: </p>	<p>Date: 10/20/10</p>

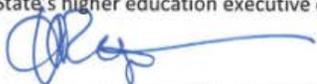
SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: Wyoming	
State’s higher education executive officer, if State has one (Printed Name): Tom Buchanan- University of Wyoming/Jim Rose-Wyoming Community College Commission	Telephone: 307- 766-4121
Signature State’s higher education executive officer, if State has one: 	Date: 28 Oct 2010
President or head of each participating IHE or IHE system, (Printed Name): Jim Rose	Telephone: 307-777-7763
Signature of president or head of each participating IHE or IHE system: 	Date: 28 Oct 2010

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Attachment 6

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding (“MOU”) is entered as of Nov. 29, 2010, by and between the **SMARTER Balanced Assessment Consortium** (the “Consortium”) and the **State of Wyoming**, which has elected to participate in the Consortium as (check one)

An **Advisory State** (description in section e),

OR

A **Governing State** (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the “Program,” as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

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SMARTER Balanced Assessment Consortium MOU

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

SMARTER Balanced Assessment Consortium MOU

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium’s Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium’s assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

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(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

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SMARTER Balanced Assessment Consortium MOU

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

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(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

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(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing State** is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory State** is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure**Steering Committee**

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

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- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

SMARTER Balanced Assessment Consortium MOU**Executive Committee Co-Chairs**

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

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be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

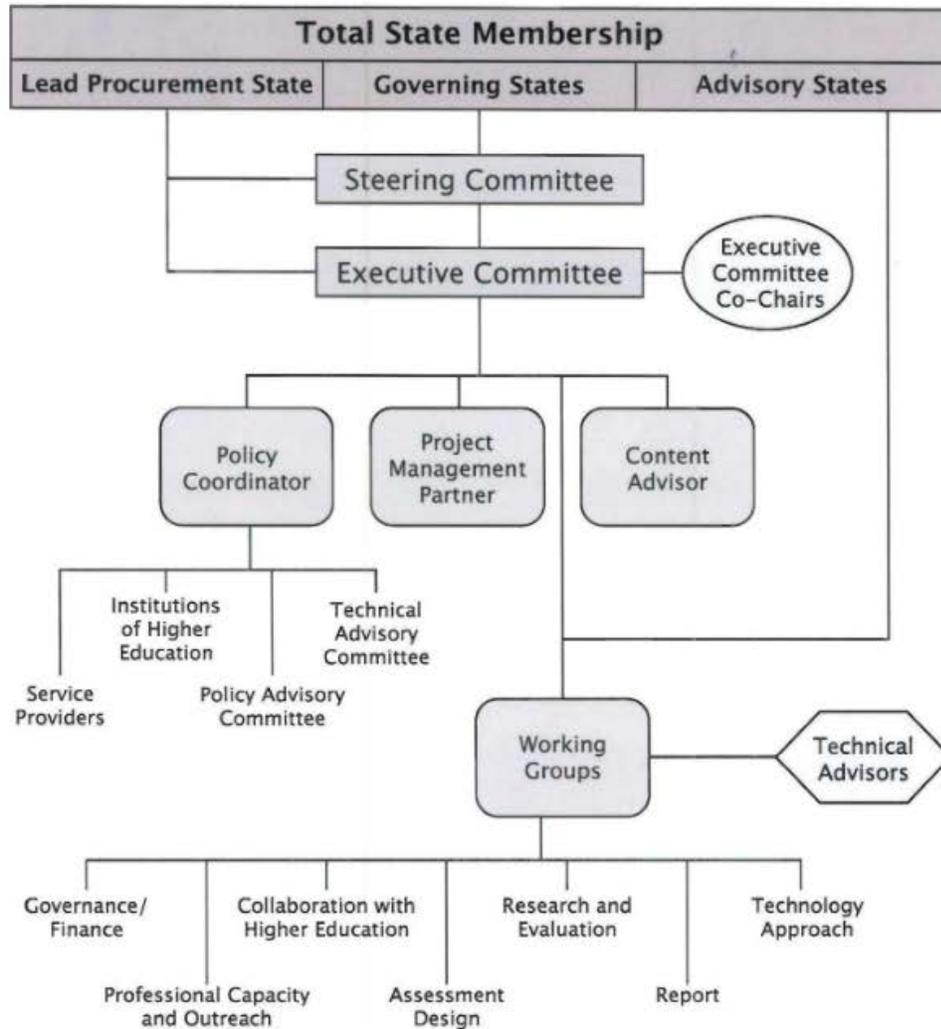
The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

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SMARTER Balanced Assessment Consortium Organizational Structure



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(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

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Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

SMARTER Balanced Assessment Consortium MOU

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

<p>(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from all "Advisory States" in the Consortium.)</i></p> <p>As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.</p>	
<p>State Name: Wyoming</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name):</p> <p><i>Dave Freudenthal</i></p>	<p>Telephone:</p> <p><i>307-777-7434</i></p>
<p>Signature of Governor or Authorized Representative of the Governor:</p> <p><i>[Signature]</i></p>	<p>Date:</p> <p><i>11/6/10</i></p>
<p>Chief State School Officer (Printed Name):</p> <p>Jim McBride, Ed.D.</p>	<p>Telephone:</p> <p>307-777-7675</p>
<p>Signature of the Chief State School Officer:</p> <p><i>[Signature]</i></p>	<p>Date:</p> <p><i>4 Oct 10</i></p>
<p>President of the State Board of Education, if applicable (Printed Name):</p> <p><i>Sandra L. BARTON</i></p>	<p>Telephone:</p> <p><i>307-856-2028</i></p>
<p>Signature of the President of the State Board of Education, if applicable:</p> <p><i>[Signature]</i></p>	<p>Date:</p> <p><i>11-22-10</i></p>

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(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.

State Name:

Wyoming

State's chief procurement official (or designee), (Printed Name):

Lori A. Galles (Interim)

Signature of State's chief procurement official (or designee),:

[Handwritten signature of Lori A. Galles]

Telephone:

307 777 6797

Date:

10.13.10

Attachment 12

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(a) This section shall be cited as the "Wyoming Accountability in Education Act."

(b) A statewide education accountability system shall be established by the state board in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

(i) Repealed By Laws 2012, ch. 101, § 2.

(ii) Repealed By Laws 2012, ch. 101, § 2.

(iii) Become a national education leader among states;

(iv) Ensure all students leave Wyoming schools career or college ready;

(v) Recognize student growth and increase the rate of that growth for all students;

(vi) Recognize student achievement and minimize achievement gaps;

(vii) Improve teacher, school and district leader quality. School and district leaders shall include superintendents, principals and other district or school leaders serving in a similar capacity;

(viii) Maximize efficiency of Wyoming education;

(ix) Increase credibility and support for Wyoming public schools.

(c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:

(i) Student longitudinal academic growth in reading and mathematics as measured by assessments administered under paragraph (ii) of this subsection, beginning in grade four (4);

(ii) Student academic achievement in reading, mathematics, science and writing and language as measured by:

(A) The statewide assessment administered under W.S. 21-2-304(a)(v) in:

(I) Reading and mathematics in grades three (3) through eight (8);

(II) Science in grades four (4) and eight (8);

(III) Writing and language in grades three (3), five (5) and seven (7).

(B) A standardized college readiness test in grade eleven (11).

(iii) Readiness, as defined by a standardized college readiness test covering English, reading, mathematics and science, with school level results aggregated according to a procedure in which values and weights are determined by a deliberative method tied to specific definitions of post secondary readiness, administered in grades nine (9) and ten (10);

(iv) Readiness, as defined by a standardized achievement college entrance examination or the computer-adaptive college placement assessment administered pursuant to W.S. 21-2-202(a)(xxx) in grades eleven (11) and twelve (12), with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specific definitions of post secondary readiness;

(v) Readiness, as defined by graduation or high school completion rates;

(vi) Readiness, as defined by ninth grade credit accumulation.

(d) Beginning in school year 2012-2013, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section. Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

(i) Repealed By Laws 2012, Ch. 101, § 2.

(ii) Repealed By Laws 2012, Ch. 101, § 2.

(iii) Repealed By Laws 2012, Ch. 101, § 2.

(iv) Not later than thirty (30) days after a school receives its final rating or other performance determination from the department of education, the school district may seek informal review with the panel established under subsection (e) of this section. The panel shall review the determination and issue a decision based upon its review no later than sixty (60) days after receipt of the request for review;

(v) Not later than thirty (30) days after a determination has been issued by the panel under paragraph (i) of this subsection, the school district may seek an informal review with the state board. The state board shall make a final determination as to the performance rating or other performance determination within sixty (60) days after receipt of the request for review;

(vi) The state board shall promulgate rules and regulations governing the informal review process before both the panel and the board as conducted under this subsection.

(e) The state board shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board

shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board to:

(i) Identify four (4) levels of school performance tied to the overall school performance rating that demonstrate a range of performance levels as follows:

(A) Exceeding expectations including those schools performing above standards in all measured areas;

(B) Meeting expectations;

(C) Partially meeting expectations; and

(D) Not meeting expectations.

(ii) Further measure performance specified under paragraph (i) of this subsection by identifying content level performance in all areas specified by subsection (c) of this section and from this analysis determine schools that are exceeding, meeting or are below targets in each content area;

(iii) Coordinate the target levels, school and content level determinations with the availability of the system of support, interventions and consequences administered in accordance with subsection (f) of this section.

(f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013-2014, and each school year thereafter, the state superintendent shall take action based upon system results according to the following:

(i) Repealed By Laws 2012, Ch. 101, § 2.

(ii) Repealed By Laws 2012, Ch. 101, § 2.

(iii) Schools designated as exceeding expectations shall file a communication plan with the school district superintendent and the department to document effective practices and to communicate effective practices with other schools in the state;

(iv) Schools designated as meeting expectations shall file an improvement plan with the school district superintendent and the department. The plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district, if requested, in identifying and securing the necessary resources to support the goals as stated by the school and the district;

(v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content areas where performance is below target levels. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content areas

where performance is below target levels. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be approved by the local board of trustees and submitted to the school district superintendent prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a) (xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

(vii) A representative shall be appointed by the state superintendent for all schools designated under paragraphs (iv) through (vi) of this subsection to serve as a liaison between the school district leadership and the department. The representative shall be an employee of the department, an employee of a Wyoming school district or any combination, and may require more than one (1) individual for schools requiring substantial intervention and support. Additionally, one (1) representative may be assigned to more than one (1) school. Among other duties as may be requested by the district or department, the representative shall review and approve improvement plans submitted by schools in accordance with paragraphs (iv) through (vi) of this subsection. Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan. The representative shall possess expertise appropriate to particular strategies incorporated within improvement plans to enable necessary plan evaluation, and shall be commensurate with the level of intervention, support and consequences to be administered under this subsection. The state superintendent shall annually report to the state board on the progress of each school in meeting annual goals and overall improvement targets, fully describing the effectiveness and deficiencies of efforts to improve school performance in performance categories prescribed by this section;

(viii) To the extent permitted by law and rule and regulation, plans submitted in compliance with paragraphs (iii) through (vi) of this subsection shall serve to comply with similar requirements administered by the state superintendent and the department, and the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools. All plans submitted under this subsection shall be made available for public inspection through internet access as defined by W.S. 9-2-1035(a) (iii);

(ix) In addition to paragraphs (iii) through (viii) of this subsection, the state board shall administer this subsection as part of school district accreditation required under W.S. 21-2-304(a) (ii), through appropriate administrative action taken in accordance with W.S. 21-2-304(b) (ii).

(g) Commencing with school year 2013-2014, and each school year thereafter, the school district for any school meeting the computed school improvement targets computed under subsection (e) of this section shall continue to receive a foundation program guarantee amount under W.S. 21-13-309(p) for that school without expenditure restrictions and interference imposed at the state level.

(h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a) (xxi), 21-2-304(a) (v) (H), 21-3-110(a) (xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system. In establishing a reporting system under this subsection, the state board shall describe the performance of each public school in Wyoming. The performance report shall:

(i) Include an overall school performance rating along with ratings for each of the indicators in the accountability system that:

(A) Supports the overall school performance rating; and

(B) Provides detailed information for analysis of school performance on the various components of the system.

(ii) In a manner to maintain student confidentiality, be disaggregated as appropriate by content level, target level, grade level and appropriate subgroups of students. For purposes of this paragraph, reported subgroups of students shall include at minimum, economically disadvantaged students, English language learners, identified racial and ethnic groups and students with disabilities;

(iii) Provide longitudinal information to track student performance on a school, district and statewide basis;

(iv) Include, through the use of data visualization techniques, the development of longitudinal student-level reports of assessment and other relevant readiness indicators that provide information to parents, teachers and other school personnel regarding student progress toward college and career readiness and other relevant outcomes. These reports shall be maintained by the district in each student's permanent record within the district's student data system; and

(v) Provide valid and reliable data on the operation and impact of the accountability system established under this section for use by the legislature to analyze system effectiveness and to identify system improvements that may be necessary.

(j) Beginning school year 2013-2014 and each school year thereafter, the state board shall annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, 2014, and each September 1 thereafter, the state board shall report to the joint education interim committee on

the information required under this subsection and the results of the accountability system for each school in the state.

(k) As used in this section, the "January 2012 education accountability report" means the report prepared by legislative consultants submitted to and approved by the legislature that addresses phase one of the statewide accountability in education system and establishes the design framework for this system. The report is on file with and available for public inspection from the legislative service office.

Attachment 13

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ENGROSSED

ENROLLED ACT NO. 116, HOUSE OF REPRESENTATIVES

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AN ACT relating to education accountability; extending timelines specified for phase I of the accountability system under the Wyoming Accountability in Education Act; clarifying specified assessment and accountability provisions; modifying accountability system college readiness measures as specified; modifying duties and tasks of phase I development and initial implementation; modifying school district assessment requirements for determining graduation eligibility; authorizing rulemaking and requiring reporting; providing compensation, mileage and per diem for state board members; providing appropriations and support for system development; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-204(b)(intro), (c)(iv), by creating a new paragraph (vii), (d)(intro), (e)(intro), (h)(intro), (i)(intro) and (j), 21-2-303, 21-2-304(a)(iv)(intro) and 21-3-110(a)(xxiv) are amended to read:

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(b) A statewide education accountability system shall be established by the state board through the department of education in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

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(c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:

(iv) Readiness, as defined by a standardized achievement college entrance examination ~~or the computer-adaptive college placement assessment~~ administered pursuant to W.S. 21-2-202(a)(xxx) in ~~grades~~ grade eleven (11), ~~and twelve (12) together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310~~, with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness;

(vii) Equity as defined by a measure of academic student growth for nonproficient students in reading and mathematics, subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time. If a school is without a sufficient sequence of assessment scores to support growth computations, another approach to equity may be used subject to approval of the director.

(d) Beginning in school year ~~2012-2013~~ 2013-2014, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section.

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Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

(e) The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board through the department to:

(h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system. In establishing a reporting system under this subsection, the ~~state board~~ department shall describe the performance of each public school in Wyoming. The performance report shall:

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(i) Include an overall school performance rating along with ratings for each of the indicators and content levels in the accountability system that:

(j) Beginning school year ~~2013-2014~~2014-2015, and each school year thereafter, the state board shall through the director, annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, ~~2014-2015~~, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

21-2-303. Expenses.

All appointed members of the state board shall receive ~~travel expenses, for compensation~~, per diem, and mileage expense for actual time spent in performance of their duties and traveling expenses while in attendance, and going to and from board meetings in the same manner and amount as ~~employees of the state~~ members of the Wyoming legislature.

21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(iv) Effective school year 2013-2014, and each school year thereafter, require district administration of

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common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Beginning school year 2014-2015, and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district's measure or measures. The state board shall through the department, annually review and approve each district's assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304(a)(iii). To the extent required by W.S. 21-2-204 and 21-2-304(a)(vii), the district assessment system shall be integrated with the statewide assessment

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system and the statewide accountability system. Components of the district assessment system required by this paragraph shall be designed and used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101(b). Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system established under this paragraph. Beginning school year 2013-2014 and each school year thereafter, a component of the district assessment system shall include common benchmark adaptive assessments for reading and mathematics in grades two (2) through eight (8), common to all districts statewide, administered at least two (2) times during any one (1) school year and administered once in grade one (1). An additional component of the district assessment system shall continue the longitudinal study of summer school program effectiveness which uses a single common benchmark adaptive assessment in reading and mathematics administered for summer school and extended day intervention and remediation programs in accordance with W.S. 21-13-334(h)(iv);

Section 2. W.S. 21-2-202(a)(xxx), 21-2-204(f)(intro), (v) and (vi), 21-2-304(a)(v)(E) and (vi) and 21-3-110(a)(xxix), as amended by 2013 Wyoming Session Laws, Chapter 1, Section 2, are amended to read:

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21-2-202. Duties of the director.

(a) In addition to any other duties assigned by law, the director shall:

(xxx) Effective school year 2012-2013 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination, computer-adaptive college placement assessment and a job skills assessment test selected by the director to all students in the eleventh and twelfth grades throughout the state in accordance with this paragraph. The examinations and tests selected by the director, shall be administered throughout the United States and shall be relied upon by institutions of higher education. The college entrance examination shall at a minimum test in the areas of English, reading, writing, mathematics and science for all students in grade eleven (11). The jobs skills assessment test shall be optional for all students in grade eleven (11) and shall at a minimum test in the areas of applied math, reading for information and locating information. The director shall pay all costs associated with administering the college entrance examination, the computer-adaptive college placement assessment and the jobs skills assessment test and shall schedule a day during which examinations shall be provided. ~~and one (1) shall be administered to all eleventh and twelfth grade students throughout the state.~~ The date for administration of the college entrance examination in grade eleven (11) shall be selected so that following receipt of scores, students may timely register for senior year classes which may be necessary to allow the student to qualify for a state provided scholarship. The computer adaptive college placement assessment shall be optional and all students in

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grade twelve (12) shall be provided at least one (1) opportunity to take the computer adaptive college placement assessment in the spring during the school year. The director may enter into agreements with an administrator of the college entrance examination and the computer-adaptive college placement assessment and an administrator of the jobs skills assessment test and adopt rules as necessary to ensure compliance with any requirements of an administrator, such as a secure environment. Waivers may be granted for the examinations and tests required by this paragraph for students with disabilities in accordance with the provisions of the federal No Child Left Behind Act of 2001 and the federal Individuals with Disabilities Education Act. Alternate ~~Alternative~~ assessments and accommodations may ~~shall~~ be offered by the director in accordance with rule and regulation;

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board director, and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013-2014-2014-2015, and each school year thereafter, the director shall take action based upon system results according to the following:

(v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a

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representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be recommended by the school district superintendent and approved by the local board of trustees ~~and submitted to the school district superintendent~~ prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

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21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(v) Through the director and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(E) ~~Include—Use only~~ multiple ~~measures choice items~~ to ensure alignment to the statewide content and performance standards, ~~including multiple choice items.~~ For the writing and language assessment only, include multiple measures and item types to ensure alignment, which may include grade appropriate open response tasks, constructed and extended response items as appropriate;

(vi) Subject to and in accordance with W.S. 21-2-204, through the director and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, ~~and~~ readiness ~~and equity~~ as required by W.S. 21-2-204. The

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state board, through the director, shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi-tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences and supports resulting from accountability determinations;

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxix) Beginning in school year 2012-2013, and each school year thereafter, administer a program where all students enrolled in the eleventh and twelfth grades in the district shall be required to take or be provided the opportunity to take, on a date specified by the director of the department of education, a standardized, curriculum based, achievement college entrance examination, a computer-adaptive college placement assessment or a jobs skills assessment test in accordance with W.S. 21-2-202(a)(xxx). Each school district shall provide the opportunity for all home school and private school students in the eleventh and twelfth grades and residing within the district to take the examinations or the jobs skills assessment test at no cost to the student on the same date administered to all eleventh and twelfth grade public

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school students in the state. The results of the examinations or jobs skills assessment test taken shall be included in each student's transcript;

Section 3. 2011 Wyoming Session Laws, Chapter 184, Section 4(d)(vii) is amended to read:

Section 4.

(d) The select committee on statewide education accountability shall be assisted by an advisory committee to provide information to the select committee as it deems necessary to carry out this section. The advisory committee shall consist of the following members:

(vii) A representative of the department of education designated by the ~~state superintendent of public instruction~~ director of the department;

Section 4. W.S. 21-2-204(g) is repealed.

Section 5.

(a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 5, and subject to the advice and guidance of the state board, the department of education shall develop phase I of the pilot statewide education accountability system in accordance with components prescribed by W.S. 21-2-204 and 21-2-304(a)(vi). Specifically, the phase I pilot accountability system development shall:

(i) Refine and correct components of the pilot accountability system, as developed by the state board

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submitted in a November 2012 report to the select committee on statewide education accountability, which is in a manner that is in accordance with the January, 2012 education accountability report and W.S. 21-2-204. In executing this paragraph, the department shall develop a model reflecting refined and corrected components that is based upon:

(A) Technically defensible computations of achievement, growth, equity and readiness, with proper consideration provided for inclusion and attribution requirements; and

(B) Data analyses to evaluate the reliability and validity of each component and the overall accountability system, conducted in a manner consistent with the January, 2012 education accountability report.

(ii) Include completion of business rules required for the implementation and administration of a fully operational phase I pilot accountability system refined and corrected under paragraph (i) of this subsection, including alternative schools under W.S. 21-13-309(m) (v) (B);

(iii) Reconvene the Wyoming education accountability professional judgment panel established under 2012 Wyoming Session Laws, Chapter 101, Section 5(b)(ii), expanded as deemed necessary by the department and the state board to include additional and alternative members beyond those members specified under law. The professional judgment panel shall be used by the department in developing and establishing target performance levels specified under W.S. 21-2-204(e);

(iv) Use available data from prior school years to demonstrate operation of the phase I pilot system

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subject to business rules developed by the department under paragraph (ii) of this subsection and target performance levels determined by the professional judgment panel under paragraph (iii) of this subsection. The pilot system shall analyze and recommend possible use of results from the computer adaptive placement assessment in grade twelve (12) administered under W.S. 21-2-202(a)(xxx) in a manner that is technically valid and defensible. The results from the computer adaptive placement assessment shall be aggregated at the school level, as a measure of post secondary readiness, and shall include specific values and weights for incorporation into the phase I pilot system;

(v) In consultation with the advisory committee to the select committee on statewide education accountability created under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as amended by section 3 of this act, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4(b), design a multi-tiered system of support, interventions and consequences which is coordinated with school performance determinations and complies with W.S. 21-2-204(f). The system of support shall be specified in a design document and implementation plan.

(b) Not later than October 15, 2013, the state board, through the department, shall submit a report on phase I of the pilot statewide education accountability system developed under this section to the select committee on statewide education accountability established under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued by 2012 Wyoming Session Laws, Chapter 101, Section 4. Based upon this report, the select committee shall report its findings and recommendations to the Wyoming legislature prior to the 2014 budget session, including implementing legislation and a timeline for implementation when applicable.

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(c) Notwithstanding W.S. 21-2-204 and 21-2-304, the state board and the department of education shall investigate options available to the state for future assessment system development. The state board, through the department, shall periodically report to the select committee on statewide education accountability regarding the status of assessment development, investigation of options available to the state and the impact of existing law governing statewide assessments on future assessment development. The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development.

(d) The department of education shall continue work necessary to secure a waiver from the federal department of education allowing the use of the standardized achievement college entrance examination administered in grade eleven (11) as required by 2012 Wyoming Session Laws, Chapter 101, Section 3(a).

(e) The state board and department of education, in implementing W.S. 21-2-304(a)(iv) and 21-3-110(a)(xxiv), as amended by section 1 of this act, pertaining to development of guidelines for measures to be included within school district assessment systems for purposes of determining successful completion of high school graduation requirements, shall periodically report progress to the select committee. A report with final recommendations on guidelines shall be included within the October 15, 2013, report required under subsection (b) of this section.

(f) In carrying out duties prescribed by this section, and in addition to outreach provided by members of the advisory committee to the select committee as created by 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as

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amended by section 3 of this act, the state board through the department of education shall provide outreach activities and communications to school districts and to local communities coinciding with the development of components of the report required by subsection (b) of this section, and with the development of recommendations contained within this report. Comments generated from district and local community outreach activities shall be considered by the board and the department in executing requirements imposed under this section, and shall be included within the report submitted to the select committee pursuant to subsection (b) of this section.

Section 6.

(a) For the period commencing on the effective date of this section and ending June 30, 2014, up to two hundred fifty thousand dollars (\$250,000.00) is appropriated from the school foundation program account to the department of education to carry out duties imposed by this act upon the department and the state board. This appropriation may be expended for acquisition of necessary professional consulting expertise. The department and state board shall report expenditures of amounts appropriated under this subsection to members of the select committee on statewide education accountability on or before January 15, 2014.

(b) In addition to support provided to the state board of education and the department of education under subsection (a) of this section, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the provisions of this act.

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Section 7. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk

Attachment 14

ORIGINAL HOUSE
BILL NO. 0072

ENGROSSED

ENROLLED ACT NO. 60, HOUSE OF REPRESENTATIVES

SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING
2013 GENERAL SESSION

AN ACT relating to the teacher accountability act of 2011; prescribing phased-in development of phase II of the statewide education accountability system addressing teacher and leader evaluation; eliminating teachers of record as a system component; specifying study parameters and timelines; imposing reporting requirements; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-304(b)(xv) and (xvi), 21-3-110(a)(xvii), (xviii), (xix), (xxx) and (b), 21-7-102(a)(ii)(A) and (B) and 21-7-110(a)(vii) are amended to read:

21-2-304. Duties of the state board of education.

(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:

(xv) Not later than July 1, ~~2013~~ 2016, promulgate rules and regulations for the implementation and administration of ~~an annual-a comprehensive~~ school district teacher performance evaluation system based in part upon defined student academic performance measures as prescribed by law, ~~and upon longitudinal data systems linking student achievement with teachers of record and upon measures of professional practice according to standards for professional practice prescribed by board rule and regulation.~~ The evaluation system shall clearly prescribe standards for highly effective performance, effective performance, performance in need of improvement and ineffective performance. ~~and define teacher of record for purposes of the teacher and school district leader~~

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~~evaluation and accountability system.~~ Rules and regulations adopted under this paragraph shall to the extent the statewide accountability system is not compromised, allow districts the opportunity to refine the system to meet the individual needs of the district. The performance evaluation system shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to teachers performing unsatisfactorily, which are designed to improve instruction and student achievement;

(xvi) Not later than July 1, ~~2013~~ 2015, promulgate rules and regulations for implementation and administration of ~~an annual~~ a comprehensive performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity. The performance evaluation system shall be based in part upon defined student academic performance measures as prescribed by law, upon longitudinal data systems and upon measures of professional practice according to standards prescribed by board rule and regulation. The system shall also allow districts opportunity to refine the system to meet the individual needs of the district and shall include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to district administrative personnel performing unsatisfactorily, designed to improve leadership, management and student achievement;

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

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(xvii) Not later than school year ~~2013-2014~~
~~2016-2017~~ and each school year thereafter, require the
performance of each initial contract teacher to be
evaluated ~~in writing at least twice annually~~ summatively
based in part upon student achievement measures as
prescribed by rule and regulation of the state board under
W.S. 21-2-304(b)(xv). The teacher shall receive a copy of
each evaluation of his performance;

(xviii) Not later than school year ~~2013-2014~~
~~2016-2017~~ and each school year thereafter, establish a
teacher performance evaluation system and require the
performance of each continuing contract teacher to be
evaluated ~~in writing at least once each year~~ summatively
based in part upon student achievement measures as
prescribed by rule and regulation of the state board under
W.S. 21-2-304(b)(xv). The teacher shall receive a copy of
each evaluation of his performance;

(xix) Not later than school year ~~2013-2014~~
~~2016-2017~~ and each school year thereafter, based in part
upon student achievement measures established by the state
board of education under W.S. 21-2-304(b)(xv), performance
evaluations shall serve as a basis for improvement of
instruction, enhancement of curriculum program
implementation, measurement of both individual teacher
performance and professional growth and development and the
performance level of all teachers within the school
district, and as documentation for unsatisfactory
performance ~~for that may lead to~~ dismissal, suspension and
termination proceedings under W.S. 21-7-110;

(xxx) Not later than school year ~~2013-2014~~
~~2015-2016~~ and each school year thereafter, in addition to
paragraphs (xvii), (xviii) and (xix), require the
performance of each school district leader, including

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superintendents and principals and other district or school leaders serving in a similar capacity to be evaluated in accordance with the statewide education accountability system established under W.S. 21-2-204. Not later than August 15, ~~2014–2016~~ and August 15 of each school year thereafter, in accordance with rules and regulations of the state board, the district board shall also provide the state board written reports verifying school district leader performance and providing performance scores necessary for continued employment;

(b) On or before ~~April 15, 2014–June 1, 2017~~ and June 1 of each school year thereafter, each school district superintendent shall provide a report to the board of trustees identifying all teachers and on or before June 1, 2016, and June 1 of each school year thereafter, identifying all school and district leaders within the district whose performance, through evaluations conducted under paragraphs (a)(xvii) through (xix) and (xxx) of this section, has been determined ~~inadequate—in need of improvement~~ or ~~unsatisfactory–ineffective~~ for that school year. The report shall include a summary of mentoring and other professional development activities made available to the identified school and district leaders and teachers to improve instruction and student achievement. Not later than ~~June 1, 2014–July 1, 2016 for school and district leaders, and July 1, 2017 for district teachers,~~ and July 1 of each school year thereafter, the board shall file a report with the department of education certifying compliance with this subsection.

21-7-102. Definitions.

(a) As used in this article the following definitions shall apply:

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(ii) "Continuing Contract Teacher":

(A) Any initial contract teacher who has been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years, has had his contract renewed for a fourth consecutive school year and, beginning school year ~~2013-2014~~2016-2017 and each school year thereafter, has performed satisfactorily on performance evaluations implemented by the district under W.S. 21-3-110(a)(xvii) during this period of time; or

(B) A teacher who has achieved continuing contract status in one (1) district, and who without lapse of time has taught two (2) consecutive school years and has had his contract renewed for a third consecutive school year by the employing school district, and, beginning school year ~~2013-2014~~2016-2017 and each school year thereafter, has performed satisfactorily on performance evaluations conducted by both districts under W.S. 21-3-110(a)(xvii) during this period of time.

21-7-110. Suspension or dismissal of teachers; notice; hearing; independent hearing officer; board review and decision; appeal.

(a) The board may suspend or dismiss any teacher, or terminate any continuing contract teacher, for any of the following reasons:

(vii) Beginning school year ~~2013-2014~~2016-2017 and each school year thereafter, inadequate performance as determined through ~~annual~~ performance evaluation tied to student academic growth for at least two (2) consecutive years completed in accordance with W.S. 21-3-110(a)(xvii) through (xix);

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Section 2. W.S. 21-2-203(c)(ii)(C) and 21-2-304(a)(v)(D), as amended by 2013 Wyoming Session Laws, Chapter 1, Section 2 are amended to read:

21-2-203. School district data collection and funding model administration; duties and responsibilities specified; data advisory committee; school district compliance.

(c) The duties of the department are, in accordance with rules promulgated by the director, to:

(ii) Collect data from school districts necessary for the department to administer the school finance system and the statewide education accountability system established under W.S. 21-2-204. In accomplishing this, the department shall:

(C) Use existing data to establish longitudinal data systems linking student achievement with ~~teachers of record and relevant~~ school principals and school district leaders, as necessary for the statewide education accountability system.

21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(v) Through the director and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment

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system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section, ~~and not later than school year 2013-2014, link student performance and progress to teachers of record~~ and by school year 2015-2016, link student performance and progress to school and district leaders, including superintendents, principals and other district or school leaders serving in a similar capacity. The assessment system shall ensure the integrity of student performance measurements used at each grade level ~~to enable~~ are valid for the purposes for which they are being used, including valid year-to-year comparisons of student and school level results, and shall be sufficient to ~~capture~~ produce necessary data to enable application of measures of performance indicators as required under W.S. 21-2-204;

Section 3.

(a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 6(c), the select committee on statewide education accountability, as created under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4, shall continue a study of a teacher and school district leader evaluation and accountability system. This system shall comprise phase II of the statewide education

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accountability system as initiated by 2011 Wyoming Session Laws, Chapter 184, Section 4(g). The design framework for the teacher and school district leader evaluation and accountability system shall:

(i) Support and promote improvement in student learning in Wyoming schools;

(ii) Be designed coherently to support a system of continuous school improvement, working seamlessly with phase I of the school accountability system established under W.S. 21-2-204 and fostering collaboration among teachers, administrators and other public education stakeholders;

(iii) Be designed and implemented with integrity and incorporate transparency necessary for all relevant participants to clearly understand expectations, including identification of an appropriate methodology to link student performance to the performance of teachers and school and district leaders as necessary for creation and implementation of an accountability system under W.S. 21-2-204 and 21-2-304;

(iv) Be designed to promote opportunities for meaningful professional growth of teachers and school district leaders;

(v) Allow for flexibility to fit local district and community contexts and needs.

(b) Using minimum requirements specified under 2012 Wyoming Session Laws, Chapter 101, Section 6(c), the select committee, through the advisory committee established under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), and continued under 2012 Wyoming Session Laws, Chapter 101,

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Section 4(b), shall develop recommendations for the phase II teacher and school district leader evaluation and accountability system based upon evidence of student learning as well as measures of professional educator practice organized according to five (5) domains, each weighted relatively equally, and specified as follows:

(i) Learner development and learning differences and environments;

(ii) Content knowledge and application of content;

(iii) Instructional practice including assessment, planning for instruction and instructional strategies;

(iv) Professional responsibility including professional learning and ethical practice and leadership and collaboration;

(v) Evidence of student learning.

(c) Recommendations on the design framework for the teacher and leader evaluation and accountability system developed by the advisory committee pursuant to this section shall focus on creating coherence among school, leader and teacher evaluation systems. In addition, recommendations by the advisory committee shall establish design documents to effectively communicate requirements to school districts, to create guidance and provide training to districts in implementing evaluation systems with fidelity and to design systems and structures for professional learning opportunities. The design framework shall expand the three (3) levels of performance descriptors prescribed under 2012 Wyoming Session Laws,

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Chapter 101, Section 6(c)(v), to four (4) levels of performance descriptors, specified as follows:

- (i) Highly effective performance;
- (ii) Effective performance;
- (iii) Performance in need of improvement; and
- (iv) Ineffective performance.

(d) On or before October 15, 2013, the advisory committee shall report to the select committee on statewide education accountability recommendations on the design of a teacher and leader evaluation and accountability system. System recommendations shall be designed such that the leader evaluation and accountability system is completed prior to finalization of the teacher evaluation and accountability system to enable effective participation by school leaders in the final design of the teacher evaluation and accountability system. Recommendations under this subsection shall not be bound by and may recommend rescission of existing rules and regulations pertaining to certified personnel evaluation systems, specifically including chapter 29, department of education rules and regulations. Recommendations reported under this subsection shall be subject to the following timelines for system implementation and piloting:

(i) During school year 2013-2014, the design shall enable provision of required training and professional learning opportunities to leaders, school board members and teachers, enable communication of system requirements to key stakeholders and shall pilot data collection methods and pilot selected accountability and

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evaluation system components based upon a sample of volunteer school districts;

(ii) During school year 2014-2015, the design shall continue provision of professional learning opportunities for key stakeholders, allow for system design revision based upon results of the voluntary pilot implemented during school year 2013-2014 and shall pilot all components of the leader evaluation and accountability system in all school districts, and components of the teacher evaluation and accountability system in all school districts which may be structured in a manner that requires each school district to implement only a partial system comprised of selected components, but allows all teacher system components to be piloted through a collection of partial assessments in all school districts during this school year;

(iii) During school year 2015-2016, the design shall be reviewed and may be revised as necessary based upon the school year 2014-2015 pilot, continue provision of professional learning opportunities based on needs identified through the school year 2014-2015 pilot, conduct initial peer review of school district evaluation models according to guidelines for the peer review process as specified in the report required under subsection (e) of this section, disseminate to school districts best practices based upon peer review results and require all school districts to implement leader evaluation and accountability systems and to pilot all teacher system components;

(iv) During school year 2016-2017, the system design shall be reviewed and may be revised based upon the school year 2015-2016 pilot, continue provision of professional learning opportunities based upon needs

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identified in the school year 2015-2016 pilot, conduct a second peer review of school district evaluation models as specified in the report required under subsection (e) of this section, disseminate to school district best practices based upon peer review results and require all school districts to implement teacher evaluation and accountability systems and continue implementation of leader evaluation and accountability systems subject to system revisions based upon review of the 2015-2016 initial implementation year.

(e) Based upon the report and recommendations submitted by the advisory committee, the select committee shall report its findings and recommendations, including necessary enabling legislation, to the legislature for consideration during the 2014 budget session.

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Section 4. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk

Attachment 15

2013

Wyoming Support Framework | **2013**

Wyoming
Department of
Education

Jim Rose, Interim
Director

WYOMING SUPPORT FRAMEWORK

The Wyoming Progressive, Multi-Tiered System of Support,
Interventions and Consequences

DRAFT

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Wyoming Support Framework | 2013

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and the Americans with Disabilities Act may be referred to the Wyoming Department of Education, Office for Civil Rights Coordinator, 2nd floor, Hathaway Building, Cheyenne, Wyoming 82002 0050 or (307) 777-3544, or the Office for Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or (303) 844-5695 or TDD (303) 844-3417. This publication will be provided in an alternative format upon request.

DRAFT

4-11-13

**Wyoming Statewide System of Support
Support Framework**

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Wyoming Support Framework | 2013

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 Wyoming Support Framework | 2013

1. Curriculum

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> • Implementing a Standards-Aligned Curriculum • Monitoring the Teaching of Standards • Aligning the Curriculum 	<ul style="list-style-type: none"> • The written curriculum is aligned to state standards or the standards of national disciplinary organizations • The written curriculum is vertically and horizontally aligned • Textbooks and other instructional materials are aligned with the written curriculum • Formative and summative assessments are identified in the written curriculum • Intervention and enrichment materials are identified in the written curriculum <small>THE HIGH PERFORMING SCHOOL ©2009 SOLUTION TREE PRESS</small>

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Wyoming Support Framework | 2013

Wyoming Standards and Curriculum Requirements	
Requirements of all Wyoming Schools	
Implementing a Standards-Aligned Curriculum	
<ul style="list-style-type: none"> The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. 	W.S.21-9-101(a)(b)(i-iii)
<ul style="list-style-type: none"> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. 	(AdvancED School Indicator 3.1 Level 3)
<ul style="list-style-type: none"> There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. 	(AdvancED School Indicator 3.1 Level 3)
<ul style="list-style-type: none"> Like courses/classes have equivalent learning expectations. 	(AdvancED School Indicator 3.1 Level 3)
<ul style="list-style-type: none"> Some learning activities are individualized for each student in a way that supports achievement of expectations. 	(AdvancED School Indicator 3.1 Level 3)
Monitoring the Teaching of Standards	
<ul style="list-style-type: none"> The school has adopted and implemented strategies to monitor the teaching of standards. 	W.S.21-3-110(a)(xvii)(xviii)(xix); Chapter 6-7(e)
Aligning the Curriculum, Instruction and Assessments	
<ul style="list-style-type: none"> Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. 	(AdvancED School Indicator 3.2 Level 3)
<ul style="list-style-type: none"> There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. 	(AdvancED School Indicator 3.2 Level 3)
<ul style="list-style-type: none"> The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. 	(AdvancED School Indicator 3.2 Level 3)
<ul style="list-style-type: none"> There will need to be considerable training and support to help Wyoming teachers fully understand the curricular and instructional ramifications of the Common Core State Standards. 	(Accountability Framework pg.68)
Related Statutory Assurances (Required of Some Schools)	
<ul style="list-style-type: none"> Career Technical Education courses are offered in a three-course sequence in grades 9-12 for program improvement and state funding. 	(W.S.21-13-309)
<ul style="list-style-type: none"> Instruction is provided in the essentials of the state and federal constitutions. 	W.S.21-9-102(b)(i)(n)
<ul style="list-style-type: none"> The school provides foreign language instruction in grades K-2 	W.S.21-9-101(g)
<ul style="list-style-type: none"> All Hathaway Scholarship Program course requirements (Success Curriculum) have been met and implemented. 	W.S.-6-1301-1310

Wyoming Support Framework | 2013

2. Instruction

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> • Improving the Quality of Instructional Practice • Increasing Student Depth of Knowledge • Using Instructional Technology (Computers) to Accelerate Learning • Differentiating Instruction • Implementing a Multi-tiered Approach to Instruction and Intervention • Providing Extra Time Opportunities • Providing for the Needs of Gifted and Talented Students • Providing for the Needs of Students with Disabilities • Providing for the Needs of English Language Learners 	<ul style="list-style-type: none"> • Teachers integrate content standards into classroom instruction • The instructional program is rigorous and provides access, challenge and support for all students • Teachers expect all students to make substantial learning gains each year, and students have high expectations of themselves • Teachers organize instruction to support clearly articulated and communicated learning targets • Teachers provide students with activities and assignments that are rigorous and engaging and that extend their learning • Teachers have deep knowledge of their subject matter, possess expertise in a wide range of instructional strategies, and are committed to closing achievement gaps • Teachers plan together to insure that instruction and assessment meet the needs of all learners • Instructional time is fully and effectively used • School administrators support and promote effective instructional practices, program coordination and resource allocation • School administrators ensure that the taught curriculum reflects the written curriculum and aligns with the pacing charts

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Instructional Guidance as Program Coherence

According to Beaver and Weinbaum in their article "Measuring School Capacity, Maximizing School Improvement," Program Coherence is the combination of common instructional frameworks, working conditions for teachers which support the common instructional frameworks, and the dedication of the necessary time and resources to support the common instructional frameworks (Beaver & Weinbaum, 2012) (3). Program Coherence is one of the four components which are used to determine the capacity level of a school in this study (2). In *Organizing Schools for Improvement*, Byrk et. al. discuss five Essential Supports for the improvement of schools, one of which is Instructional Guidance, which they describe as school wide cohesion and support in curriculum and instruction with the goal of improving student learning gains (Byrk, Sebring, Allensworth, Luppescu, & Easton, 2010) (chap. 2).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Do the proposed supports and interventions focus on overall program coherence in a chosen content area and how?
- b. Does the proposed support and intervention add to or detract from coherence in the school or district?
- c. Do the proposed supports and interventions refer to specific interventions for students (and how) and do they add to overall program coherence?
- d. Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- e. What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions? (Bailey, 2012)

Wyoming Support Framework | 2013

WYOMING INSTRUCTIONAL REQUIREMENTS	
Required of all Wyoming Schools	
Improving the Quality of Instructional Practice	
<ul style="list-style-type: none"> Teachers have the major responsibility for improving the quality of the core (the instructional core), but many need help to enact the high quality instruction needed to bring about high levels of student learning. 	(Accountability Framework pg.68)
<ul style="list-style-type: none"> Teachers plan and use instructional strategies that require student collaboration, self reflection, and development of critical thinking skills. 	(AdvancED School Indicator 3.3 Level 3)
<ul style="list-style-type: none"> Teachers encourage the development of student agency and meta-cognitive strategies so that students develop internal capacity to learn to help themselves. 	Accountability Framework pg.68)
<ul style="list-style-type: none"> Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. 	(AdvancED School Indicator 3.3 Level 3)
<ul style="list-style-type: none"> The school has planned and developed School wide research-based instructional reform strategies to strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students. 	(Title 1 Assurances)
Increasing Student Depth of Knowledge (Cognitive Demand)	
<ul style="list-style-type: none"> Teachers use instructional strategies that require students to apply knowledge and skills and integrate content and skills with other disciplines. 	(AdvancED School Indicator 3.3 Level 3)
Using Instructional Technology (Computers) to Accelerate Learning	
<ul style="list-style-type: none"> Teachers use instructional strategies that require students to use technologies as instructional resources and learning tools. 	(AdvancED School Indicator 3.3 Level 3)
Differentiating Instruction	
<ul style="list-style-type: none"> School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). 	(AdvancED School Indicator 3.12 Level 3)
<ul style="list-style-type: none"> School personnel stay current on research related to unique characteristics of learning and provide or coordinate related learning support services to all students. 	(AdvancED School Indicator 3.12 Level 3)
<ul style="list-style-type: none"> The school provides differentiated instruction within classrooms and additional support services outside of classrooms for targeted instructional areas 	(Accountability Framework pg. 68)
Providing Extra Time Opportunities	
<ul style="list-style-type: none"> The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. 	W.S.21-4-301; 21-2-304(a)(iv); 21-13-307(a)(iv); Chapters 6-7(d)(i)
<ul style="list-style-type: none"> The school creates "extra time" opportunities such as after school and summer school enrichment programs 	(Accountability Framework pg. 68)
Providing for the Needs of Gifted and Talented Students	
<ul style="list-style-type: none"> The school provides for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. 	W.S.21-9-101(c)(ii); Chapter 6-7(d)(ii)
Providing for the Needs of Students with Disabilities	
<ul style="list-style-type: none"> Disabilities – The school provides for the needs of all disabled students and is in compliance with statutory requirements. 	W.S.21-2-501-502; 21-9-101 I(i); Chapter 6-14 (b)
<ul style="list-style-type: none"> The school provides appropriate support and interventions for special education 	(Accountability Framework pg. 67)
<ul style="list-style-type: none"> District shall design and implement a Reading Screening Program for all students in K-3 and provide required interventions. Results are reported to the state. 	(W.S. 21-3-401)
Providing for the Needs of English Language Learners	
<ul style="list-style-type: none"> The school provides appropriate support and interventions for English language learners 	(Accountability Framework pg. 67)

Wyoming Support Framework | 2013

3. Assessment

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> Using Formative Assessments Implementing and Maintaining the District Assessment System Participating in the State Assessment and Accountability System Analyzing Assessment Data Training Staff in the Use of Data Verifying Student Learning Using Data Monitoring and Communicating Information about Student Learning 	<ul style="list-style-type: none"> Local assessments are aligned to the cognitive demand of the standards and to the written curriculum Teachers employ a variety of formative and summative assessment strategies Diagnostic assessments are used to identify student skill levels and to determine appropriate interventions and remedies Data from diagnostic assessments are used to place, group and regroup students Aggregated and disaggregated data from state assessments are used to improve the school's curriculum and instruction program State and local student assessment data are collected, disseminated, and readily available.

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Knowledge Management and Processes as Large Scale Learning

Byrk et. al. suggest in their book, *Organizing Schools for Improvement*, that Knowledge Management and Processes can be used to track Large Scale Learning through maintenance of databases of school and district data (introduction). In their study, Byrk et. al. consulted a longitudinal database in which was housed a multitude of data regarding school demographics, community and staff surveys, attendance records, teacher data, curriculum documentation, and standardized testing data (introduction). The maintenance of this database by the Chicago Public Schools allowed Byrk et. al. to effectively pinpoint the factors which influenced the success or lack thereof of various schools.

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- How do the supports and interventions help the organizational unit learn from their actions?
- How do the supports and interventions use assessment data as part of learning for the school or district?
- Do the supports and interventions allow for aggregation of learning and knowledge at the organizational level?
- How will knowledge and learning be noted, stored, disseminated and stored at a district and/or state level?
- Do the supports and interventions suggest how principal leadership will be enhanced in this area?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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Wyoming Student Assessment Requirements	
Required of all Wyoming Schools	
Using Formative Assessments	
<ul style="list-style-type: none"> Formative and classroom assessment tools are used for ongoing progress monitoring and intervention 	(Accountability Framework, Page 68)
<ul style="list-style-type: none"> The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. 	(AdvancED School Indicator 3.6 Level 3)
<ul style="list-style-type: none"> The process provides students with specific and timely feedback about their learning. 	(AdvancED School Indicator 3.6 Level 3)
Implementing and Maintaining the District Assessment System	
<ul style="list-style-type: none"> School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. 	(AdvancED School Indicator 5.1 Level 3)
<ul style="list-style-type: none"> The school implements the district assessment system to measure student performance relative to district content and performance standards. They system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. 	W.S.21-2-304(a)(iv-v); 21-3-110(a)(xxiv); Chapter 6-8(f)
<ul style="list-style-type: none"> The system ensures consistent measurement across classrooms and courses. 	(AdvancED School Indicator 5.1 Level 3)
<ul style="list-style-type: none"> Most assessments, especially those related to student learning, are proven reliable and bias free. 	(AdvancED School Indicator 5.1 Level 3)
Participating in the State Assessment and Accountability System	
<ul style="list-style-type: none"> The school ensures that all third through eighth and/or eleventh grade students participate in the Wyoming state assessment of student performance in reading, writing, mathematics and, science (known as PAWS). 	W.S.21-2-304(a)(v-vi); 21-3-110(a)(xxiv); Chapter 6-8(a), (c), and (e)
<ul style="list-style-type: none"> The school assures all students in eleventh grade take the ACT assessment. 	W.S.21-3-110(a)(xxix); 21-2-202(a)(xxx)
<ul style="list-style-type: none"> The school participates in the State Accountability System and complies with applicable Federal laws. 	Chapter 6-9 and 10
Analyzing Assessment Data	
<ul style="list-style-type: none"> Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. 	(AdvancED School Indicator 5.2 Level 3)
<ul style="list-style-type: none"> Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. 	(AdvancED School Indicator 5.2 Level 3)
<ul style="list-style-type: none"> School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. 	(AdvancED School Indicator 5.2 Level 3)
Training Staff in the Use of Data	
<ul style="list-style-type: none"> All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. 	(AdvancED School Indicator 5.3 Level 3)
Verifying Student Learning Using Data	
<ul style="list-style-type: none"> Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. 	(AdvancED School Indicator 5.4 Level 3)
<ul style="list-style-type: none"> Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. 	(AdvancED School Indicator 5.4 Level 3)
Monitoring and Communicating Information about Student Learning	
<ul style="list-style-type: none"> Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. 	(AdvancED School Indicator 5.5 Level 3)
<ul style="list-style-type: none"> Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. 	(AdvancED School Indicator 5.5 Level 3)

Wyoming Support Framework | 2013

4. Leadership

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> • Developing a Culture of Expectations • Engaging Stakeholders in Support of the Mission • Evaluating Teachers • Implementing the School Instructional Process • Monitoring Instructional Practice • Increasing Teacher Engagement • Effectively Utilizing Instructional Facilitators • Providing Common Grading and Reporting Practices • Recruiting and Retaining Qualified Staff • Protecting Instructional Time 	<ul style="list-style-type: none"> • School administrators provide leadership in strategic planning • School administrators create a culture of high expectations for student and adult success and support those beliefs schoolwide • School administrators see student learning as the foremost priority for the school • School administrators ensure that adequate resources are allocated to achieve school improvement goals • School leadership is distributed schoolwide • School administrators recognize staff members' accomplishments, expertise, and leadership potential • School administrators encourage and promote collaborative relationships • School administrators address existing and potential conflicts • School administrators are accessible and model optimism, integrity, fairness and respect • School administrators are adaptable and encourage innovation • School administrators ensure that teachers receive constructive feedback through periodic observation, coaching and lesson study • School administrators provide formal staff evaluations

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Principal Leadership as the Catalyst for Improvement and Instructional Analysis

In *Organizing Schools for Improvement*, Byrk et. al. describe school leadership as being the driving force behind all school improvement (chap. 2, chap. 4). Their vision of school leadership defines it as an "organizational subsystem" which encompasses parent and community involvement in schools, the orchestration of staff development, the support of a student-centered learning environment, and the design and implementation of school wide curriculum and instruction which is designed to increase academic achievement in all students (chap. 2).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- Do the proposed supports and interventions help develop leadership at the school and district level?
- What is the proposed follow-up support for leaders?
- What prerequisite skills and knowledge does the support and intervention assume about instructional leadership?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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Wyoming School Leadership Requirements	
Required of all Wyoming Schools	
Developing a Culture of Expectations	
• Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose.	(AdvancED School Indicator 2.4 Level 3)
• Leaders and staff expect all students to be held to high standards in all courses of study.	(AdvancED School Indicator 2.4 Level 3)
• All leaders and staff are collectively accountable for student learning.	(AdvancED School Indicator 2.4 Level 3)
• School leaders support innovation, collaboration, shared leadership, and professional growth.	(AdvancED School Indicator 2.4 Level 3)
• The culture is characterized by collaboration and a sense of community.	(AdvancED School Indicator 2.4 Level 3)
Engaging Stakeholders in Support of the Mission	
• Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders.	(AdvancED School Indicator 2.5 Level 3)
• School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	(AdvancED School Indicator 2.5 Level 3)
• Every three years the school assesses all grade levels, parents, and staff regarding school mission and student learning, school safety, service provision, equity, and opportunity to learn. The results are used for school improvement planning.	Chapter 6-15
• The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards.	W.S.21-2-202(a)(ii); Chapter 6-13
Evaluating Teachers	
• The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success.	(AdvancED School Indicator 2.6 Level 3)
• The school uses a State Board of Education/WDE approved teacher performance evaluation system.	W.S.21-2-304(b)(xv)
• Supervision and evaluation processes are regularly implemented.	(AdvancED School Indicator 2.6 Level 3)
• The performance of each continuing contract teacher is formally evaluated in writing at least once each year.	W.S.21-3-110(a)(xviii)
• The performance of each initial contract teacher is formally evaluated in writing at least twice annually.	W.S.21-3-110(a)(xviii)
• The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	(AdvancED School Indicator 2.6 Level 3)
• Documentation demonstrates that teachers considered performing unsatisfactorily were provided with mentoring and/or professional development opportunities which are designed to improve instruction.	(W.S. 21-2-304 (b) (xv))
Implementing the School Instructional Process	
• All teachers use an instructional process that informs students of learning expectations and standards of performance.	(AdvancED School Indicator 3.6 Level 3)
• Exemplars are often provided to guide and inform students.	(AdvancED School Indicator 3.6 Level 3)

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Monitoring Instructional Practice	
<ul style="list-style-type: none"> School leaders know what quality instruction looks like and use that knowledge to support ongoing improvements 	(Accountability Framework pg. 70)
<ul style="list-style-type: none"> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they are aligned with the school's values and beliefs about teaching and learning. 	(AdvancED School Indicator 3.4 Level 3)
<ul style="list-style-type: none"> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they are teaching the approved curriculum. 	(AdvancED School Indicator 3.4 Level 3)
<ul style="list-style-type: none"> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they use content-specific standards of professional practice. 	(AdvancED School Indicator 3.4 Level 3)
<ul style="list-style-type: none"> The school has planned and developed school wide research-based instructional strategies that provide timely additional instruction for those who are experiencing the greatest degree of difficulty mastering the state's academic achievement standards. 	(Federal Assurances)
Increasing Teacher Engagement	
<ul style="list-style-type: none"> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they are directly engaged with all students in the oversight of their learning. 	(AdvancED School Indicator 3.4 Level 3)
Effectively Utilizing Instructional Facilitators	
<ul style="list-style-type: none"> The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. 	W.S. 21-13-101(a)(xvii)
<ul style="list-style-type: none"> The Wyoming school funding model currently includes provisions for an instructional coach at each (or most) buildings. This is certainly a good start towards building increased capacity among Wyoming's teachers. 	(Accountability Framework pg.68)
Providing Common Grading and Reporting Practices	
<ul style="list-style-type: none"> Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. 	(AdvancED School Indicator 3.10 Level 3)
<ul style="list-style-type: none"> These policies, processes, and procedures are implemented consistently across grade levels and courses. 	(AdvancED School Indicator 3.10 Level 3)
<ul style="list-style-type: none"> Stakeholders are aware of the policies, processes, and procedures. 	(AdvancED School Indicator 3.10 Level 3)
<ul style="list-style-type: none"> The policies, processes, and procedures are regularly evaluated. 	(AdvancED School Indicator 3.10 Level 3)
Recruiting and Retaining Qualified Staff	
<ul style="list-style-type: none"> Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. 	(AdvancED School Indicator 4.1 Level 3)
<ul style="list-style-type: none"> School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. 	(AdvancED School Indicator 4.1 Level 3)
<ul style="list-style-type: none"> Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. 	(AdvancED School Indicator 4.1 Level 3)
<ul style="list-style-type: none"> The school has planned strategies to attract highly qualified teachers to this high needs school. 	(Federal Assurances)
<ul style="list-style-type: none"> The school has planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB. 	(Federal Assurances)
<ul style="list-style-type: none"> The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. 	W.S.21-7-303(a); 21-7-304 and 21-2-803
Protecting Instructional Time	
<ul style="list-style-type: none"> Instructional time is protected in policy and practice. 	(AdvancED School Indicator 4.2 Level 3)

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5. Planning	
Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> • Focusing on Learning for All Students • Developing or Revising a Mission, Vision or Purpose Statement • Committing to Shared Values and Beliefs • Implementing an Instructional Leadership Team • Analyzing Needs • Writing Plans • Meeting the Requirements of Accreditation 	<ul style="list-style-type: none"> • There is a process in place, and support for schoolwide strategic planning • The strategic plan is focused on student learning and refining teaching practices • As a part of strategic planning, student demographic and achievement data are reviewed and analyzed • A research-driven approach is used to identify problems and solutions • Extensive communication ensures that all stakeholders are a part of the decision making process • An action plan describes the steps to be taken toward attainment of the goals • The strategic plan is put into action with fidelity • The school monitors progress toward attainment of the goals and makes adjustments when necessary

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Wyoming Strategic Planning Requirements	
Required of all Wyoming Schools	
Focusing on Learning for All Students	
<ul style="list-style-type: none"> All systems, practices and structures support the improvement of instruction, which must be a focus of the system 	(Accountability Framework, p.71)
Developing or Revising a Mission, Vision or Purpose Statement	
<ul style="list-style-type: none"> The purpose statement focuses on student success. 	(AdvancED School Indicator 1.1 Level 3)
<ul style="list-style-type: none"> The school's process for review, revision and communication of the purpose statement is documented. 	(AdvancED School Indicator 1.1 Level 3)
<ul style="list-style-type: none"> The process is formalized and implemented on a regular schedule. 	(AdvancED School Indicator 1.1 Level 3)
<ul style="list-style-type: none"> The process includes participation by representatives from all stakeholder groups. 	(AdvancED School Indicator 1.1 Level 3)
Committing to Shared Values and Beliefs	
<ul style="list-style-type: none"> Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. 	(AdvancED School Indicator 1.2 Level 3)
<ul style="list-style-type: none"> This commitment is regularly reflected in communication among leaders and staff. 	(AdvancED School Indicator 1.2 Level 3)
<ul style="list-style-type: none"> Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. 	(AdvancED School Indicator 1.2 Level 3)
<ul style="list-style-type: none"> Evidence indicates a commitment to instructional practices that include active student engagement, focus on depth of understanding, and application of knowledge and skills. 	(AdvancED School Indicator 1.2 Level 3)
<ul style="list-style-type: none"> School leadership and staff share high expectations for professional practice. 	(AdvancED School Indicator 1.2 Level 3)
Implementing an Instructional Leadership Team	
<ul style="list-style-type: none"> The school monitors the school improvement process and supports the implementation of the school improvement plan. 	W.S.21-2-304 (a)(v); Chapters 6-11
<ul style="list-style-type: none"> School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. 	(AdvancED School Indicator 1.3 Level 3)
<ul style="list-style-type: none"> All stakeholder groups are engaged in the process. 	(AdvancED School Indicator 1.3 Level 3)
<ul style="list-style-type: none"> Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. 	(AdvancED School Indicator 1.3 Level 3)
Analyzing Needs	
<ul style="list-style-type: none"> High functioning schools have cultures where data are used to identify goals, design interventions and strategies, create or select tools for monitoring the progress toward goals, evaluate the success at meeting the goals and then starting the cycle again. 	(Accountability Framework, Page 67)
<ul style="list-style-type: none"> School personnel maintain a profile with current and comprehensive data on student and school performance. 	(AdvancED School Indicator 1.3 Level 3)
<ul style="list-style-type: none"> The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. 	(AdvancED School Indicator 1.3 Level 3)
<ul style="list-style-type: none"> Educators and other stakeholders use student longitudinal growth to fine-tune, alter, and/or eliminate specific programs/interventions to focus on those with the greatest likelihood of producing gains in student learning 	(Accountability Framework, Page 20)
<ul style="list-style-type: none"> Data are used to identify goals and to design strategies and interventions 	(Accountability Framework, Page 67)
<ul style="list-style-type: none"> Schools identify strengths and weaknesses for targeting improvement efforts 	(Accountability Page 68)
<ul style="list-style-type: none"> The school has clear student performance targets based on: <ul style="list-style-type: none"> Growth in reading and mathematics Achievement in reading, math, science, writing and language Readiness, as defined by test scores, graduation rate and ninth grade credit accumulation. 	((W.S.21-2-204(c)(i-iii))
<ul style="list-style-type: none"> Improvement goals have measurable performance targets. 	(AdvancED School Indicator 1.3 Level 3)

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<ul style="list-style-type: none"> The school has conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the School wide program components. 	(Title 1 Assurances)
<ul style="list-style-type: none"> Data are used to evaluate the success of meeting the goals 	(Accountability Framework, Page 67)
Writing Plans	
<ul style="list-style-type: none"> The improvement plan shall be based upon an evaluation of the strengths and deficiencies of specific content and indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the process to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance. 	(W.S.21-2-204(f)(iv))
<ul style="list-style-type: none"> The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. 	(AdvancED School Indicator 1.3 Level 3)
<ul style="list-style-type: none"> The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement 	
<ul style="list-style-type: none"> The director shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. 	(W.S.21-2-204(f)(v))
<ul style="list-style-type: none"> The plan shall be recommended by the school district superintendent and approved by the local board of trustees 	(W.S.21-2-204(f)(vi))
<ul style="list-style-type: none"> The school improvement plan is publicly available through internet access. 	W.S.21-2-204(f)(viii)
<ul style="list-style-type: none"> School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. 	(AdvancED School Indicator 1.3 Level 3)
<ul style="list-style-type: none"> The process is reviewed and evaluated. 	(AdvancED School Indicator 1.3 Level 3)
<ul style="list-style-type: none"> The school has planned an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed. 	(Title 1 Assurances)
<ul style="list-style-type: none"> The school has developed and implemented a professional development plan focused on development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. 	W.S.21-2-202(a)(xx); W.S.21-3-110(a)(xix); Chapter 6-12
<ul style="list-style-type: none"> Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan. 	(W.S.21-2-204(f)(vi))
<ul style="list-style-type: none"> Schools that are exceeding expectations or meeting expectations will file a communication plan with the district superintendent and the WDE to document effective practices and communicate effective practices with other schools in the state. 	(W.S.21-2-204(f)(iii-iv))
<ul style="list-style-type: none"> Planned School wide activities are coordinated with and integrated with other federal, state, and local services, programs and resources. 	(Title 1 Assurances)
<ul style="list-style-type: none"> The school has incorporated School wide planning into the existing school improvement planning process. 	(Title 1 Assurances)
<ul style="list-style-type: none"> The school has planned or developed strategies with input from teachers to monitor and evaluate the success of School wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. 	(Title 1 Assurances)

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Meeting the Requirements of Accreditation	
<ul style="list-style-type: none"> State director is required to enforce the provisions of statute and the administrative rules and regulations provided for in statute. 	21-2-202(a)(iv)
<ul style="list-style-type: none"> State director required to prepare and maintain a list of accredited schools in Wyoming. 	21-2-202(a)(viii)
<ul style="list-style-type: none"> Director take appropriate action, including changing of accreditation status for non-compliance with statutes and the uniform educational programs standards (W.S. 21-9-101 and 102) and the student content and performance standards prescribed by the state board. 	21-2-202(c)
<ul style="list-style-type: none"> State board implements and enforce standards through the evaluation and accreditation of school districts. 	21-2-304(a)(ii)

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6. Professional Development

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> • Implementing and Maintaining Staff Collaboration • Engaging Staff in Mentoring, Coaching and Induction • Increasing Staff Capacity through Professional Development 	<ul style="list-style-type: none"> • The professional development program is focused on improving student learning by deepening the knowledge and skills of educators in their subject matter and in pedagogy • The professional development program is based on an analysis of student achievement data and learning needs, is coherent with state standards, and complements the instructional program • Professional development is collaborative, is job-embedded, and addresses both individual and schoolwide needs • Professional development is ongoing and sustained over time • Professional development builds cultural proficiency • Professional development explicitly addresses the needs of teachers new to the profession • The professional development program has adequate resources • An evaluation of program effectiveness is an integral part of professional development

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Human Capital as Professional Capacity

In their article "Measuring School Capacity, Maximizing School Improvement," Beaver and Weinbaum define Human Capital as the value a school's staff brings to the school, such as education, experience, and dedication (3). According to Beaver and Weinbaum's definition, human capital can be increased through professional development and is only one critical component in school improvement (3). In *Organizing Schools for Improvement*, Byrk et. al. reference James Coleman's definition of Human Capital, which is the opposite of physical resources, and is represented by the collective talents and expertise of a school's staff (ch. 6). Essentially, the school's Human Capital is the capacity of its professionals to improve the school through their own abilities.

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Will the proposed supports and interventions add to educators' knowledge and skill in a specific content area and instruction in this area and/or for specific subgroups?
- b. Does the proposed support help build a common language around the content area and instruction in this domain?
- c. What is the exact adult learning model and is it of sufficient enough intensity for long-term improvement?
- d. Are there ongoing supports for educator learning?
- e. How do the proposed supports and interventions actually get into the classroom for necessary learning?
- f. Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- g. What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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Wyoming Professional Development Requirements	
Requirements of all Wyoming Schools	
Implementing and Maintaining Staff Collaboration	
• All members of the school staff participate in collaborative learning communities that meet both informally and formally.	(AdvancED School Indicator 3.5 Level 3)
• Collaboration often occurs across grade levels and content areas.	(AdvancED School Indicator 3.5 Level 3)
• Staff members have been trained to implement a formal process that promotes discussion about student learning.	(AdvancED School Indicator 3.5 Level 3)
• Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	(AdvancED School Indicator 3.5 Level 3)
• School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	(AdvancED School Indicator 3.5 Level 3)
Engaging Staff in Mentoring, Coaching and Induction	
• Once these new teachers enter the workforce, schools and districts need to support the continued development of these novice teachers with high quality mentoring and induction systems for new teachers and leaders.	(Accountability Framework, Pg. 68)
• School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.	(AdvancED School Indicator 3.7 Level 3)
• These mentoring, coaching and induction programs set expectations for all school personnel and include measures of performance.	(AdvancED School Indicator 3.7 Level 3)
• District superintendents and school leaders work with the WDE representatives in the development, maintenance and implementation of school improvement and resourcing plans.	W.S.21-2-204(f)(vii)
Increasing Staff Capacity through Professional Development	
• Professional development is based on an assessment of needs of the school.	(AdvancED School Indicator 3.11 Level 3)
• All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction.	(AdvancED School Indicator 3.11 Level 3)
• The program builds capacity among all professional and support staff.	(AdvancED School Indicator 3.11 Level 3)
• Professional development opportunities are designed to improve leadership, management and student achievement.	(W.S. 21-02-304 (b) (xvi))
• Documentation demonstrates that professional development opportunities were made available to staff by the district superintendent	W.S. 21-3-110 (b))
• The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	(AdvancED School Indicator 3.11 Level 3)
• The school has planned or provided appropriate professional development activities for staff who will be serving students.	(Federal Assurances)

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7. Student Engagement

Feeling a connection to their school, their peers, and the adults within their school provides an important safety net for students. Students who feel connected are much more likely to stay in school despite obstacles they may face along the way. Extracurricular activities play an important role in these feelings of connection. When students begin to falter, there are mechanisms in place to quickly reach out to them with targeted assistance. Students move seamlessly from one school to another in the district because there is a high level of communication and coordination between schools.

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> Preventing and Intervening with At-Risk Behavior Increasing Student Engagement Building Staff/Student Relationships 	<ul style="list-style-type: none"> Students feel connected to their school Students have positive, trusting and caring relationships with adults and peers in the school Extracurricular activities are numerous and varied, providing ample opportunities for all students to participate The school has mechanisms and programs to identify and meet the academic and social service needs of students at-risk of not completing school A system of schoolwide, targeted and intensive interventions meet the needs of students at-risk Secondary schools provide alternative options to students in order to increase graduation rates There is coordination and curricular alignment within and among feeder pattern schools to ensure that students are prepared for transition to the next grade or school

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Student Engagement Especially with Various Subgroups as the Key Enabler

In their book, *Organizing Schools for Improvement*, Byrk et. al. identify student engagement as being central to school improvement; indeed, without students' engagement, how can they participate in their own educations and, by extension, buoy school improvement efforts? (ch. 3). However, determining the ways in which students' unique backgrounds affect their school engagement is difficult, so Byrk et. al. examined the importance of the primary composition of the subgroups composing a school's neighborhood in its improvement process (ch. 6). Byrk et. al. studied schools serving a range of socioeconomic groups from low to high, schools made up of various racial/ethnic subgroups, and schools serving subgroups of students considered at-risk due to abuse, neglect, and living situations including foster homes and homelessness (ch. 6). The data demonstrated that each of these subgroups had a profound effect, either positive or negative, on schools' ability to make great improvements (ch. 6).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- Do the proposed supports and interventions focus on student engagement and how?
- Do the proposed supports and interventions focus on specific subgroups who may be underachieving and how?
- Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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Wyoming Student Connectedness, Engagement and Readiness Requirements	
Requirements of all Wyoming Schools	
Preventing and Intervening with At-Risk Behavior	
<ul style="list-style-type: none"> The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. 	W.S. 21-2-304 (a)(iii), W.S. 21-9-101 (c), W.S. 21-13-309(m)(v)(A), Chap. 6-7(d)(i) & (ii), Chapter 6-14
<ul style="list-style-type: none"> The school employs a Response to Intervention (RTI) or similarly effective approach for diagnosis, intervention and monitoring 	(Accountability Framework pg. 68)
Increasing Student Engagement	
<ul style="list-style-type: none"> The school increases student engagement 	(Accountability Framework p.70)
Building Staff/Student Relationships	
<ul style="list-style-type: none"> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. 	(AdvancED School Indicator 3.9 Level 3)
<ul style="list-style-type: none"> All students may participate in the structure. 	(AdvancED School Indicator 3.9 Level 3)
<ul style="list-style-type: none"> The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. 	(AdvancED School Indicator 3.9 Level 3)

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8. Environment

The combination of warmth and academic challenge is the key to a positive school environment. Such an environment is strongly associated with student success. There is respect between all stakeholders. Faculty and staff members skillfully meet the needs of culturally and linguistically diverse students. Behavior management systems focus first on instruction and intervention, resulting in an environment that is orderly but not unduly regimented.

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> • Maintaining a Safe and Orderly Environment • Using a Range of Media and Information Resources • Maintaining and Improving the Technology Infrastructure • Providing Student Support Services (Food Service, Transportation, Health) • Addressing the Academic and Career Counseling Needs of Students 	<ul style="list-style-type: none"> • School administrators foster a positive school environment in which students and staff members feel valued, students are challenged to grow academically and staff members are challenged to grow professionally • The school and its physical environment are safe, welcoming and conducive to learning • A culture of trust and respect exists at all levels of the school community • Staff members work effectively with racially, culturally and linguistically diverse students • Positive character traits are taught and reinforced as part of the instructional program • An effective discipline and behavior management system supports teaching and learning schoolwide • School administrators and staff members actively support the discipline and behavior management system • School rules are fair and are applied consistently and equitably. Consequences are commensurate with the offense • Out-of-school suspensions are reserved only for the most serious offenses, and suspended students are allowed to continue the academic program

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School Learning Climate as Social Capital

In their book, *Organizing Schools for Improvement*, Byrk et. al. describe a framework of 5 essential supports for improving schools (ch. 2). The fourth essential support they describe is the student-centered learning climate of a school, which encourages students to learn by providing a safe school environment in which students are supported in their learning and academic success is valued and celebrated (ch. 2). Beaver and Weinbaum in their article "Measuring School Capacity, Maximizing School Improvement" also discuss the need for staff working conditions within the school to support the institution's instructional framework which supports student learning (3). Without this support for staff in their working conditions, they cannot in turn help to craft a school learning climate which is designed to increase students' learning (3).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- Will the proposed supports and interventions help develop the school's learning culture? If so, how?
- How will the proposed supports and interventions be used to develop social capital among staff?
- Is this support isolated from other supports and chosen content areas?
- Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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Wyoming School Environment Requirements	
Requirements of all Wyoming Schools	
Maintaining a Safe and Orderly Environment	
• School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders.	(AdvancED Indicator 4.3 Level 3)
• School personnel and students are accountable for maintaining these expectations.	(AdvancED School Indicator 4.3 Level 3)
• Measures are in place that allow for continuous tracking of these conditions.	(AdvancED School Indicator 4.3 Level 3)
• Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions.	(AdvancED School Indicator 4.3 Level 3)
• Results of improvement efforts are evaluated.	(AdvancED School Indicator 4.3 Level 3)
• The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings.	Chapter 6-19(a)
Using a Range of Media and Information Resources	
• Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school.	(AdvancED School Indicator 4.4 Level 3)
• Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff.	Chapter 6-19(b)
• Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	(AdvancED School Indicator 4.4 Level 3)
Maintaining and Improving the Technology Infrastructure	
• The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders.	(AdvancED School Indicator 4.5 Level 3)
• School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	(AdvancED School Indicator 4.5 Level 3)
• The school has implemented the district technology plan.	W.S.21-2-202(a)(xx); Chapter 6-17
Providing Student Support Services (Food Service, Transportation, Health)	
• School personnel implement a process to determine the physical, social, and emotional needs of each student in the school.	(AdvancED School Indicator 4.6 Level 3)
• School personnel provide or coordinate programs to meet the needs of students as necessary.	(AdvancED School Indicator 4.6 Level 3)
• Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.	(AdvancED School Indicator 4.6 Level 3)
• Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	(AdvancED School Indicator 4.6 Level 3)
Addressing the Academic and Career Counseling Needs of Students	
• School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students.	(AdvancED School Indicator 4.7 Level 3)
• School personnel provide or coordinate programs necessary to meet the needs of students whenever possible.	(AdvancED School Indicator 4.7 Level 3)
• Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.	(AdvancED School Indicator 4.7 Level 3)
• Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	(AdvancED School Indicator 4.7 Level 3)
• All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process.	Chapter 6-19
• The Hathaway Scholarship Eighth Grade Unit of Study has been fully implemented.	W.S.-6-1301-1310

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School Environment Related Statutory Assurances	
<ul style="list-style-type: none"> The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. 	W.S.21-4-309
<ul style="list-style-type: none"> The school provides annual training to all school personnel concerning, discrimination, confidentiality, and occupational exposure to blood-borne pathogens. 	29 CFR 1910, 1030; Chapters 6-19 (a)(iv)
<ul style="list-style-type: none"> Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. 	Chapter 6-19 (a)(v)
<ul style="list-style-type: none"> Fire inspections are conducted at least once every three (3) years, and results are available. 	W.S.35-9-107 (a)(iv); 35-9-121 (a)(b)
<ul style="list-style-type: none"> The school conducts fire/safety drills at least once every month that school is in session according to state statutes. 	W.S.35-9-505
<ul style="list-style-type: none"> Food service programs meet or exceed state and federal requirements for quality and safety 	Chapter 4
<ul style="list-style-type: none"> A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. 	W.S.35-1-102
<ul style="list-style-type: none"> The school has developed and has on file the policy for required notification of pesticide application on or around the school building. 	W.S.35-7-375(a)(b)(c)
<ul style="list-style-type: none"> Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. 	W.S.21-9-203; Chapter 6-19 (a)(ii)(C)
<ul style="list-style-type: none"> The school/district adheres to standards for the storage and disposal of toxic chemicals and other hazardous substances used by schools within the district for educational programs. 	W.S.21-2-202(a)(xxii)
<ul style="list-style-type: none"> The school/district adheres to policies and provides training regarding the use of seclusion and restraint in schools 	W.S. 21-3-110(a)(xxx)
<ul style="list-style-type: none"> The school/district has adopted a protocol to address risks associated with concussions and other head injuries resulting from athletic injuries 	W.S.21-3-110
<ul style="list-style-type: none"> Student transportation is provided in safe, reliable buses that meet state requirements 	(Chapter 2)
<ul style="list-style-type: none"> The school creates, revises and enforces an anti-harassment/bullying policy. 	W.S. 21-4-314 (a), W.S. 21-4-314 (f)
<ul style="list-style-type: none"> The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. 	W.S.21-3-110(a)(vii)

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9. Family and Community

Effective schools have programs in place to engage families and the community in supporting student learning. The school, families and community develop partnerships for the benefit of students. The school demonstrates outreach efforts. Families and the community are involved in and feel ownership of the school.

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> Involving Families in Meaningful Ways 	<ul style="list-style-type: none"> Families and the community feel positive about and welcome at the school The school maintains high levels of communication with families and the community The school seeks and values family and community involvement The school engages families and the community to support student learning School administrators cultivate shared responsibility for decision making among families and within the community <p><small>THE HIGH PERFORMING SCHOOL ©2009 SOLUTION TREE PRESS</small></p>

Parent, School and Community Ties as Social Capital

Community-based factors influencing a school’s social capital, which is the amount of sway the school holds within its community, include school size, community mobility, and the feelings of relational trust (Byrk et. al. ch. 5). According to Byrk et. al. in *Organizing Schools for Improvement*, relational trust is created through the positive daily interactions of adults with a stake in the school’s improvement, such as teachers, administrators, and parents, is closely linked to school improvement (ch. 5). These positive interactions can be utilized to improve the progress of school improvement efforts, though they do not directly affect school improvement, but rather ease the difficulty of the efforts required by adults to enact school improvement (Byrk et. al. ch. 5).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Will the proposed supports and interventions help develop the social capital between parents, community and school?
- b. How will the proposed supports and interventions be used to develop this social capital?
- c. Is this support isolated from other supports and chosen content areas?
- d. Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- e. What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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Wyoming Family and Community Involvement Requirements	
Requirements of all Wyoming Schools	
Involving Families in Meaningful Ways	
• Programs that engage families in meaningful ways in their children's education are designed and implemented.	(AdvancED School Indicator 3.8)
• School personnel regularly inform families of their children's learning progress.	(AdvancED School Indicator 3.8)
• Parents have access to their students' longitudinal student-level report	(W.S. 21-2-204 [i] [iv])
• Documentation of the school's reports of assessment results to parents demonstrates that the reports are made in an accurate, complete and timely manner.	W.S. 21-2-304 (a) (v) (H)
• The school documents parental contact procedures and histories regarding student unexcused absences.	W.S. 21-4-103 (a) (i-ii)
• The school documents parental contact procedures and histories regarding student misconduct resulting in suspension.	W.S. 21-4-305 (c)
• The school has planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the School wide activities, including the development and use of a Parent Compact.	(Federal Assurance)

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10. District Support

The board and district determine the context within which schools function and the culture within which they operate. Effective districts are committed above all else to setting and supporting goals for high levels of student learning, and the board and superintendent work together to emphasize this priority. The district leadership aligns curriculum, instruction and assessment between grade levels, district-wide. The district commits resources to its goals and uses data to evaluate progress toward those goals.

Wyoming Requirements	Characteristics of High Performing Schools
<ul style="list-style-type: none"> • Evaluating Board Policies • Improving Board Operations • Providing Autonomy to Leadership • Evaluating Leaders • Allocating Time and Resources to Increase Achievement • Meeting Financial Requirements • Meeting State Data Reporting Requirements 	<ul style="list-style-type: none"> • The roles and responsibilities of the board, the district and the school are clear and communicated to stakeholders • The board, district and school goals, policies and resource allocation are aligned and focus on student learning • The district oversees the development and implementation of curriculum, instruction and assessment district-wide • The board and district policies and actions reflect the expectation that all children in the district will be engaged in high quality instruction and assessment • The board and district actions reflect high expectations of staff members • The board and district use data to monitor school and student performance and intervene if school performance lags <p><small>THE HIGH PERFORMING SCHOOL ©2009 SOLUTION TREE PRESS</small></p>

Central Office Support and Transformation or How Central Office Policies, Practices and Structures Support Instruction and Principal Development

According to Byrk et. al., the main office represents the principal's leadership, which provides a direction and maintains momentum for change within a school (ch. 2). These principals cannot lead schools, however, without being selected by community members or administrators, a power which Byrk et. al. acknowledge to be central to school reformation in their research (ch. 2). This power to select principals also represents the central office. They also acknowledge that the more agency a community has in selecting its school leadership the more accountable those principals will be for the school's progress (ch. 2).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Do the proposed supports and interventions help focus central office work on support of principals and the instructional core?
- b. Do the proposed supports and interventions involve central office leaders?
- c. Will the proposed supports and interventions need new policies, practices or structures at a district level to help support?

Supportive Resources as Enablers of Learning

According to Beaver and Weinbaum in their article "Measuring School Capacity, Maximizing School Improvement," resources are the tangible things, such as curriculum, classrooms, supplies, and technology, which enable a school to accomplish its improvement aspirations (3, 4). These resources can provide the school staff with the means to achieve many of the school's improvement goals; however, without knowledgeable and skilled staff, these resources will not affect change within a school on their own (4). They are objects and nothing more until employed effectively by school staff (4).

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Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. What resources may be necessary for the proposed support and intervention?
- b. How will current resources be allocated for the proposed support and intervention?
- c. Does the resource allocation lead to coherence or incoherence in other areas?
- d. Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- e. What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

District Support Requirements	
Requirements of all Wyoming Schools	
Evaluating Board Policies	
<ul style="list-style-type: none"> • The school is governed by a school district board of trustees that prescribes and enforces rules, regulations and policies that are consistent with Wyoming laws and state board rules and regulations. 	W.S.21-3-105
<ul style="list-style-type: none"> • Policies and practices support the school’s purpose and direction and the effective operation of the school. 	(AdvancED School Indicator 2.1 Level 3)
<ul style="list-style-type: none"> • Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. 	(AdvancED School Indicator 2.1 Level 3)
<ul style="list-style-type: none"> • There are policies and practices regarding professional growth of all staff. 	(AdvancED School Indicator 2.1 Level 3)
<ul style="list-style-type: none"> • Policies and practices provide requirements, direction for, and oversight of fiscal management. 	(AdvancED School Indicator 2.1 Level 3)
<ul style="list-style-type: none"> • Board policies are up to date and available for public inspection. 	W.S. 21-3-110(a)(1)
Improving Board Operations	
<ul style="list-style-type: none"> • The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. 	(AdvancED School Indicator 2.2 Level 3)
<ul style="list-style-type: none"> • Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. 	(AdvancED School Indicator 2.2 Level 3)
<ul style="list-style-type: none"> • The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. 	(AdvancED School Indicator 2.2 Level 3)
Providing Autonomy to Leadership	
<ul style="list-style-type: none"> • The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. 	(AdvancED School Indicator 2.3 Level 3)
Evaluating Leaders	
<ul style="list-style-type: none"> • School and district leaders are evaluated using a process approved by the State Board of Education that meets the requirement of state statute. Student performance is included in leader evaluation. The leader evaluation system aligns to state established criteria. The leader evaluation system is designed to improve leadership, management and student achievement. 	W.S.21-2-304(b)(xvi), Chapter 29 SBE rules and regulations
Allocating Time and Resources to Increase Achievement	
<ul style="list-style-type: none"> • Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. 	(AdvancED School Indicator 4.2 Level 3)
<ul style="list-style-type: none"> • School leaders work to secure material and fiscal resources to meet the needs of all students. 	(AdvancED School Indicator 4.2 Level 3)
<ul style="list-style-type: none"> • School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. 	(AdvancED School Indicator 4.2 Level 3)
<ul style="list-style-type: none"> • Efforts toward the continuous improvement of instruction and operations include achieving the school’s purpose and direction. 	(AdvancED School Indicator 4.2 Level 3)
<ul style="list-style-type: none"> • The school will allocate and spend Title I, Part A School wide funds only on allowable programs and activities and will maintain appropriate results that will inform changes when needed. 	(Federal Assurances)

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Related Statutory Assurances	
<ul style="list-style-type: none"> The district maintains an average student-teacher ratio of no greater than 16:1 in K-3 or requests WDE waiver on the basis of established criteria 	(W.S.21-13-307(a)(iv))
The following days are appropriately observed: <ul style="list-style-type: none"> Wyoming Day, December 10 of each year. W.S.8-4-103 Nellie T. Ross' birthday, November 29 of each year. W.S.8-4-104 Native American Day, the second Friday in May. W.S.8-4-105 Pearl Harbor Remembrance Day, December 7 of each year. W.S.8-4-106 Constitution Day, September 17 of each year. Consolidated Appropriations Act, 2005 	
<ul style="list-style-type: none"> On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. 	W.S.8-4-101 (c)
<ul style="list-style-type: none"> The school complies with the State Board of Education's definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days. <ul style="list-style-type: none"> ½ Day Kindergarten – 450 hours Full Day Kindergarten – 900 hours Elementary – 900 hours Middle/Jr. High – 1,050 hours High School – 1,100 hours 	W.S.21-4-301; 21-13-307(a)(ii); Chapter 22-5(a)
<ul style="list-style-type: none"> The school operates on a regular calendar, which includes 175 student/teacher contact days and 10 days devoted to professional development, OR the school operates on an approved alternative calendar. 	W.S.21-2-304(b)(viii); 21-4-301; Chapter 22
Meeting Financial Requirements	
Meeting State Data Reporting Requirements	
Other Administrative Requirements	

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Attachment 16

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Design Document and Implementation Plan | **2013**

Wyoming
Department of
Education

Jim Rose, Interim
Director

DESIGN DOCUMENT AND IMPLEMENTATION PLAN

The Wyoming Progressive, Multi-Tiered System of Support,
Interventions and Consequences

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4-11-13

**Wyoming Statewide System of Support
Design Document and Implementation Plan**

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Design Document and Implementation Plan | 2013

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System of Support Overview

The Wyoming Accountability in Education Act (WAEA) includes a system of rating schools on several indicators of student performance and determination of one of four school performance levels. The Wyoming Department of Education (WDE) is tasked with provision of a multi-tiered system of support, interventions and consequences. The WAEA welds accountability and support into a single system by requiring support differentiated by school performance level.

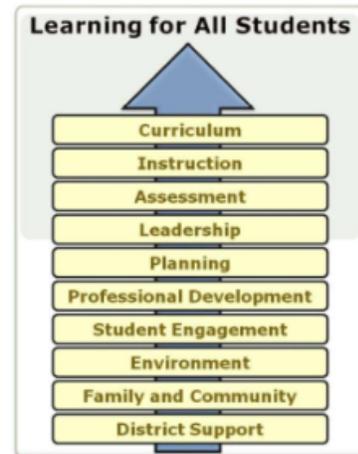
The system of support will extend beyond the WDE to include education stakeholders statewide in a systematic, aligned, cooperative effort to improve education in Wyoming. The vision for the system of support includes:

- Shared focus and system alignment.
- A *Wyoming Support Framework* (separate document) that aligns the requirements for Wyoming schools and support related to those requirements into a single framework with ten categories of practice.
- Needs assessment for schools.
- Monitoring of improvement efforts for support schools and high-need schools.
- School evaluation teams that conduct on-site evaluation of high-need schools using a methodology modeled after the approach articulated in *The High Performing School*. (Dunsworth, 2009).
- Specific support for high-need schools using external providers.
- Sharing of effective practices based on the *Wyoming Support Framework*.
- WDE services aligned to the *Wyoming Support Framework*.
- Statewide capacity building around the *Wyoming Support Framework*.
- Accreditation based on AdvancED® standards.

Goals and Objectives

The purpose of the system of support is to assist schools to meet the goal of the Wyoming Accountability in Education Act (W.S.21-2-204). These are to:

- 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;



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- Improve teacher, school and district leader quality. School and district leaders shall include superintendents, principals and other district or school leaders serving in a similar capacity;
- Maximize efficiency of Wyoming education;
- Increase credibility and support for Wyoming public schools.

Theory of Action

Improving educator professional practice will lead to increased student performance. By implementing, supporting, sharing and improving practices common to successful schools in a systematic manner, Wyoming's low-performing schools will improve and statewide educator capacity will increase.

"It may seem obvious, but it takes capacity to lead capacity. Most state departments... do not have the capacity to lead *All Systems Go*, which is the enterprise of helping the whole system focus on instruction, assessment, and correction on a continuous basis in all schools and in all districts." (*All Systems Go: The Change Imperative for Whole System Reform*, p. 73)

The premise throughout this document is that the Wyoming Department of Education (WDE) places multiple requirements on schools through accreditation, state and federal statutes, and the accountability framework (which was incorporated by reference into state statute). Undoubtedly the WDE has a major role in regulatory compliance and should have an equal commitment to support. The WDE should have the capacity, either through department employees or contracted external experts, to support what it requires of schools and districts. The support should reflect research-based effective practices that lead to increased student achievement.

Design Document and Implementation Plan Rationale

Three documents will guide the Wyoming Statewide System of Support (SSOS):

Design Document and Implementation Plan

This design document includes the structure, goals and objectives describing the SSOS and its available services and resources. The design document is a static plan that provides a shared understanding of the SSOS.

Operations Manual

The Operations Manual will be a set of online documents that guide the daily operation and implementation of the SSOS. The operations manual is based on the document *Evaluating and Improving the SEA System of Recognition, Accountability, and Support*. (Hanes, 2012)

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Wyoming Support Framework

The support framework is based on the requirements of accreditation, the *Wyoming Comprehensive Accountability Framework* (Marion, 2012), state statute and federal statute as well as the book *The High Performing School* by Dunsworth and Billings. (Dunsworth, 2009) The framework includes the input from the Wyoming Ad-Hoc Committee on Capacity of the Legislative Advisory Committee. (Bailey, 2012)

The committee suggested nine themes and associated questions to focus and evaluate the system of support and statewide capacity building. These nine themes were included in the support framework. These themes and the associated questions will provide topics for further development and improvement of the system of support.

The *High Performing School* was chosen because it is aligned to the Wyoming requirements and because it includes research-based rubric scoring of effective practices in school improvement.

The book offers a number of resources including needs assessment and protocol for school evaluations. The advantage in this approach is that it is immediate, easily replicated and completely transparent. This approach may ultimately be transitioned into a process that is specific to Wyoming.

The *Wyoming Support Framework* will provide a platform for needs assessments, sharing of effective practices, school evaluations and specific support by the WDE and external partners and providers. Department programs will be aligned to the framework to “reduce duplication and unnecessary burden on LEAs (Districts) and schools.” (USDE, ESEA Flexibility - Updated June 7, 2012, 2012, p. 3)

How to Support

Guidance from the Academic Development Institute (ADI) says:

- For schools and districts on a satisfactory trajectory of continuous improvement, the state may provide an improvement process based on indicators of effective practice, self-assessed by district and school improvement teams.
- For schools and districts in need of rapid improvement, the state may introduce interventions, including those consistent with turnaround principles, alongside an improvement process based on indicators of effective practice. For schools in need of rapid improvement, self-assessment may be insufficient and may require more guidance in diagnosing current practice and planning improvement. This guidance (coaching) in diagnosis and planning can be provided by the state, district, or external partner.

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The Elementary and Secondary Education Act (ESEA) includes three support strategies:

- Distinguished educators, leaders, and teachers who have been successful in Title I schools, to consult and coach in districts and schools receiving assistance;
- School support teams to review improvement plans and recommend appropriate services to address deficiencies; and
- Partner organizations and consultants to extend the reach of support beyond the state agency's own personnel.

This *Design Document and Implementation Plan* includes all three support strategies.

What to Support

The turnaround principles are incorporated within the support framework, either as a category or a requirement. The ten categories of practice from the support framework are:

1. Curriculum
2. Instruction
3. Assessment
4. Leadership
5. Planning
6. Professional Development
7. Student Engagement
8. Environment
9. Family and Community
10. District Support

Who to Support

The Wyoming Accountability in Education Act (WAEA) defines support as plan requirements and representative assistance for schools around four school performance levels:

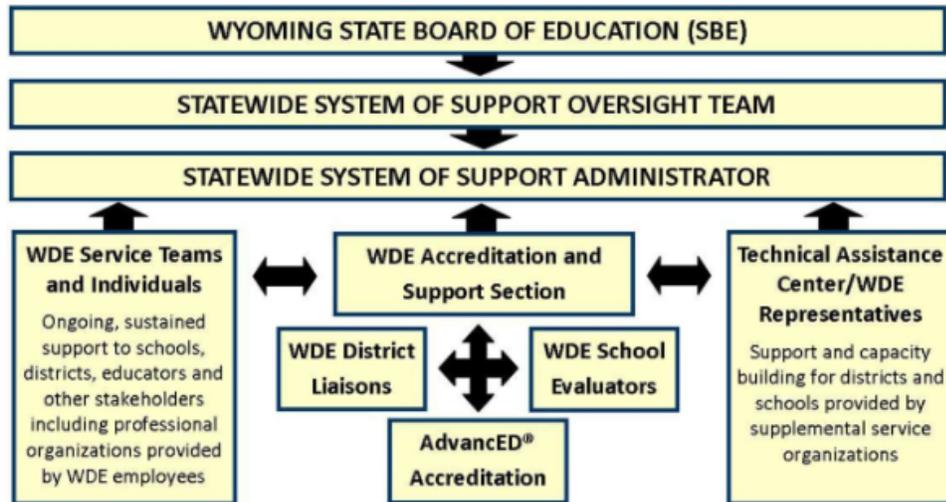
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

The WAEA references “Schools in need of substantial intervention and support”. Schools that are not meeting expectations are the schools in need of substantial intervention and support.

Implementation and Evaluation

The Academic Development Institute document *Evaluating and Improving the SEA System of Recognition, Accountability, and Support* will guide the implementation and evaluation of the SSOS.

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Structure and Oversight**Roles and Responsibilities**

- **Wyoming State Board of Education (SBE)** – Provide general oversight of the Statewide System of Support (SSOS).
- **SSOS Oversight Team** - Provide oversight for the SSOS. The oversight team includes WDE division directors, ESEA Title 1 director, AdvancED, University of Wyoming, Community Colleges, Districts, SBE and legislature.
- **WDE SSOS Administrator** - Manage and serve as the primary spokesperson for the SSOS.
- **WDE Accreditation and Support Section** – Write design document, maintain plans and operations manual, monitor implementation, administer accreditation, serve on accreditation teams, and serve as school evaluators.
- **WDE District Liaisons** - Provide WDE services on a regional basis, assist with and monitor plans, serve on accreditation teams, serve as school evaluators.
- **Accreditation** – School and district accreditation by AdvancED Quality Assurance Review (QAR) teams.
- **WDE School Evaluators** - WDE staff, liaisons and contractors that provide on-site evaluations and needs assessment for high-need schools.
- **Technical Assistance Center** - Coordinate school evaluations for high-need schools, and provide specific support for high-need schools through improvement organizations.
- **WDE Services** - WDE employees provide technical assistance on an individual basis and/or through collaborative teams, serve as active participants in professional organizations, serve on accreditation teams, and serve as school evaluators.

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Levels of Support

<p>ALL SCHOOLS AND DISTRICTS (Approximately 350 Schools and 48 Districts)</p>	<ul style="list-style-type: none"> · System Alignment through Support Framework · Accreditation · WDE Services · Sharing Effective Practices · Statewide Capacity Building
<p>Support Schools All schools receiving assistance based on state and federal statute, as well as school improvement grant recipient schools</p>	<ul style="list-style-type: none"> · The support for all schools and districts, and: <ul style="list-style-type: none"> · Needs assessment · Online and on-site monitoring of school improvement by WDE liaisons · Support specific to the need provided by WDE liaisons, support teams and individuals
<p>High-Need Schools The lowest performing schools in Wyoming. These are the schools designated as in need of substantial intervention and support. The schools in this category are Not Meeting Expectations under the Wyoming Accountability in Education Act.</p>	<ul style="list-style-type: none"> · The support for all schools and districts, and; · The support for schools receiving assistance, and; <ul style="list-style-type: none"> · On-site evaluation by school evaluation teams · Specific site-based, ongoing support using an improvement organization

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All Schools and Districts**System Alignment to the Support Framework**

The support framework is summarized as follows and detailed in a separate document titled *Wyoming Support Framework*.

Curriculum

- Implementing a Standards-Aligned Curriculum
- Monitoring the Teaching of Standards
- Aligning the Curriculum

Instruction

- Improving the Quality of Instructional Practice
- Increasing Student Depth of Knowledge
- Using Instructional Technology (Computers) to Accelerate Learning
- Differentiating Instruction
- Providing Extra Time Opportunities
- Providing for the Needs of Gifted and Talented Students
- Providing for the Needs of Students with Disabilities
- Providing for the Needs of English Language Learners

Assessment

- Using Formative and Diagnostic Assessments
- Implementing and Maintaining the District Assessment System
- Participating in the State Assessment and Accountability System
- Analyzing Assessment Data
- Training Staff in the Use of Data
- Verifying Student Learning Using Data
- Monitoring and Communicating Information about Student Learning

Leadership

- Developing a Culture of Expectations
- Engaging Stakeholders in Support of the Mission
- Evaluating Teachers
- Implementing the School Instructional Process
- Monitoring Instructional Practice
- Increasing Teacher Engagement
- Effectively Utilizing Instructional Facilitators
- Providing Common Grading and Reporting Practices
- Recruiting and Retaining Qualified Staff
- Protecting Instructional Time

Planning

- Focusing on Learning for all students
- Developing or Revising a Mission, Vision or Purpose Statement
- Committing to Shared Values and Beliefs
- Implementing an Instructional Leadership Team
- Analyzing Needs
- Writing Plans
- Meeting the Requirements of Accreditation

Professional Development

- Implementing and Maintaining Staff Collaboration
- Engaging Staff in Mentoring, Coaching and Induction
- Increasing Staff Capacity through Professional Development

Student Engagement

- Preventing and Intervening with At-Risk Behavior
- Increasing Student Engagement
- Building Staff/Student Relationships

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Environment

- Maintaining a Safe and Orderly Environment
- Using a Range of Media and Information Resources (Library)
- Maintaining and Improving the Technology Infrastructure
- Providing Student Support Services (Food Service, Transportation, Health)
- Addressing the Academic and Career Counseling Needs of Students

Family Involvement

- Involving Families in Meaningful Ways

District Support

- Evaluating Board Policies
- Improving Board Operations
- Providing Autonomy to Leadership
- Evaluating Leaders
- Allocating Time and Resources to Increase Achievement
- Meeting Financial Requirements
- Meeting State Data Reporting Requirements

WAEA requires the system of support to be administered as part of accreditation. The alignment of the requirements to the AdvancED standard and indicator is below:

Purpose and Direction

Focusing on Learning for all students	1.1.1
Developing or Revising a Mission, Vision or Purpose Statement	1.1.2
Committing to Shared Values and Beliefs	1.2.1
Implementing an Instructional Leadership Team	1.3.1
Analyzing Needs	1.3.2
Writing Plans	1.3.3
Meeting the Requirements of Accreditation	1.3.4

Governance and Leadership

Evaluating Board Policies	2.1.1
Improving Board Operations	2.2.1
Providing Autonomy to Leadership	2.3.1
Developing a Culture of Expectations	2.4.1
Engaging Stakeholders in Support of the Mission	2.5.1
Evaluating Leaders	2.6.1
Evaluating Teachers	2.6.2

Teaching and Assessing for Learning

Implementing a Standards-Aligned Curriculum	3.1.1
Monitoring the Teaching of Standards	3.2.1
Aligning the Curriculum	3.2.2
Improving the Quality of Instructional Practice	3.3.1
Increasing Student Depth of Knowledge	3.3.2
Using Instructional Technology (Computers) to Accelerate Learning	3.3.3
Implementing the School Instructional Process	3.4.1
Monitoring Instructional Practice	3.4.2
Increasing Teacher Engagement	3.4.3
Increasing Student Engagement	3.4.4
Implementing and Maintaining Staff Collaboration	3.5.1
Using Formative and Diagnostic Assessments	3.6.2
Engaging Staff in Mentoring, Coaching and Induction	3.7.1
Effectively Utilizing Instructional Facilitators	3.7.2
Involving Families in Meaningful Ways	3.8.1
Building Staff/Student Relationships	3.9.1
Providing Common Grading and Reporting Practices	3.10.1
Increasing Staff Capacity through Professional Development	3.11.1
Differentiating Instruction	3.12.1
Providing Extra Time Opportunities	3.12.3
Preventing and Intervening with At-Risk Behavior	3.12.4

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Providing for the Needs of Gifted and Talented Students	3.12.5
Providing for the Needs of Students with Disabilities	3.12.6
Providing for the Needs of English Language Learners	3.12.7
Resources and Support Systems	
Recruiting and Retaining Qualified Staff	4.1.1
Protecting Instructional Time	4.2.1
Allocating Time and Resources to Increase Achievement	4.2.2
Meeting Financial Requirements	4.2.3
Maintaining a Safe and Orderly Environment	4.3.1
Using a Range of Media and Information Resources (Library)	4.4.1
Maintaining and Improving the Technology Infrastructure	4.5.1
Providing Student Support Services (Food Service, Transportation, Health)	4.6.1
Addressing the Academic and Career Counseling Needs of Students	4.7.1
Using Results for Continuous Improvement	
Implementing and Maintaining the District Assessment System	5.1.1
Participating in the State Assessment and Accountability System	5.1.2
Analyzing Assessment Data	5.2.1
Training Staff in the Use of Data	5.3.1
Verifying Student Learning Using Data	5.4.1
Monitoring and Communicating Information about Student Learning	5.5.1
Meeting State Data Reporting Requirements	5.5.2

Accreditation

The State Board of Education (SBE) and the WDE maintain an ongoing relationship with AdvancED to provide accreditation for Wyoming districts. AdvancED accreditation benefits Wyoming districts by providing an external quality review. The accreditation indicators are closely aligned to Wyoming and federal statute. AdvancED accreditation provides external verification that Wyoming districts and schools are meeting multiple statutory requirements.

The WDE believes the AdvancED standards and indicators are inclusive of the factors necessary to increase achievement. However, AdvancED district accreditation alone is insufficient to improve individual schools unless the accreditation indicators are implemented in a sustained, ongoing manner. Whether the accreditation teams have enough time and expertise to evaluate individual schools to the extent necessary to determine the cause of low student performance is a consideration.

In a paper titled [On Her Majesty's School Inspection Service](#), Craig D. Jerald discusses this limitation of accreditation:

Some states require or encourage schools to become accredited by one of the five regional associations, several of which date back to the 1880s. To become accredited a school must host a team of visiting educators who spend several days reviewing records and facilities, meeting with teachers and administrations and observing classrooms. However, unlike England's professional inspectors, accreditation team members are volunteers who receive only minimal training, if any, and do not participate in enough visits to build solid expertise in evaluating schools. (Jerald)

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To address this limitation, annual evaluations for high-need schools are suggested.

WDE Services

WDE employees routinely provide technical assistance and service to education stakeholders specific to the program they manage. This support typically includes on-site visits and professional development related to the specific program, as well as answering telephone calls and emails.

Employees within the WDE are typically referenced by the funding stream and/or the general job duties that pertain to the position (i.e., Grant Manager). However, the employee's daily job responsibilities include skills that cross divisions within the agency. In addition, the employee may have individual expertise and interests they bring to the position. These skills are often closely aligned to the needs of schools and districts.

By surveying employees, the WDE will be able to bring together everyone in the agency with expertise pertaining to a particular service for ongoing collaboration around the needs of schools and districts.

For example, everyone in the WDE tasked with professional development could meet regularly to determine the best approach to adult learning and the common agency approach to professional development. Consequently the quality and consistency of WDE professional development would increase as would the individual employee's capacity for providing professional development.

A benefit of this approach is that it will increase the agency cohesiveness and capacity, in that there is frequent and regular communication around specific topics.

WDE agency-wide service capacity could be evaluated by accrediting the WDE using the AdvancED Standards for Quality Education Service Agencies (ESA) on a five year cycle.

Sharing Effective Practices

Sharing of effective practices will be through a communication plan based on the *Wyoming Support Framework*.

Schools that are exceeding expectations under WAEA are required to share effective practices. Other schools are encouraged to share effective practices. WAEA exceeding expectations schools will post effective practices on their school web site annually through their school leadership plan. The WDE will facilitate sharing of effective practices. This sharing will be through regional collaborative meetings and statewide conferences.

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Statewide Capacity Building

The Wyoming Comprehensive Accountability Framework: Phase I provides an approach to capacity building that has proven successful in Wyoming:

One approach, that could be done regionally or at the state level, would involve creating networks of schools and districts interested in working on a particular issue or challenge. The Body of Evidence (BOE) Activities Consortium serves as one stellar example of a network of districts that came together to produce an important set of products, but more importantly, to increase the learning of the participants by doing the work! (Marion, 2012)

Teachers, leaders and WDE staff that were involved in this project or teaching in the state at the time recognize the effectiveness of this approach to developing educator capacity. This collaborative approach will be the type of support provided relative to the support framework, with emphasis on the themes from the ad-hoc committee.

School Improvement Conference

The conference has a 20-year history of providing Wyoming educators with practical applications of best practices in the classroom. Presentations focus on improving student learning in all content areas, closing the achievement gap in student subgroups, and implementing cross-curricular improvement efforts.

The School Improvement Conference reaches over 1500 Wyoming educators every year. It is a venue for coming together to share knowledge and experience, scheduling meetings of various education groups, and keeping people abreast of practices from outside Wyoming that impact education.

The conference is conducted twice a year, once in the fall and once in the spring. Both conferences will be used to showcase effective practices. Effective practices will be presented by educators, WDE staff and external experts.

Professional Organizations

Professional organizations are a source of extensive capacity building and networking in Wyoming. These organizations provide opportunities for educators to share effective practices and collaborate with other professionals in their grade-level, subject area or position. Opportunities exist for professional collaboration among teachers of the same grade level and within subject areas in larger districts. However, teachers in rural communities are often the only teacher for a grade level or for a specific subject. Their main opportunity for peer-to-peer interaction is through professional organizations.

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WDE staff members will serve as active participants in professional organizations. Meetings of these professional organizations provide another opportunity to showcase effective practices and share content-specific knowledge and skills to improve the Wyoming education system. Improving and enhancing the role of professional organizations is an important statewide improvement priority.

Support Schools

Needs Assessment

All schools receiving assistance will conduct a self-assessment of their needs based on the 10 categories from the framework. The school leadership team (school improvement team) and the liaison will work together to determine the best approach to address the needs.

Online Tracking and Coaching

The requirements from the support framework will be aligned to Indistar®. In addition, the suggestions from the ad-hoc committee will be converted to indicators within Indistar. For example,

School learning climate as social capital - School leadership builds on a climate of support and respect to challenge school staff to make deeper changes in their own practice and broader connections to students and the school community that support increased student achievement for all students. A (2198)

For requirements or capacity suggestions that are not currently included in Indistar, WDE staff will work with representatives from the Center on Innovations and Learning (CIL), a USDE Content Center, to develop appropriate indicators. By the start of the 2013-14 school year, the support framework will be simplified and reduced to one single set of indicators that meet multiple requirements and provide a solid foundation for school improvement.

Indistar.org describes its school improvement methodology as follows:

“Indistar is a web-based tool that guides a school team in charting its improvement and managing the improvement process... The system is tailored for the purposes of each state. Indistar is premised on the firm belief that school improvement is best accomplished when directed by the people closest to the students. While the State provides a framework for the process, each school team applies its own ingenuity to achieve the desired results.

Indistar enables evaluators (liaisons or coaches) to assist the teams with coaching comments about the team’s ongoing work, with dialogue from the teams.”



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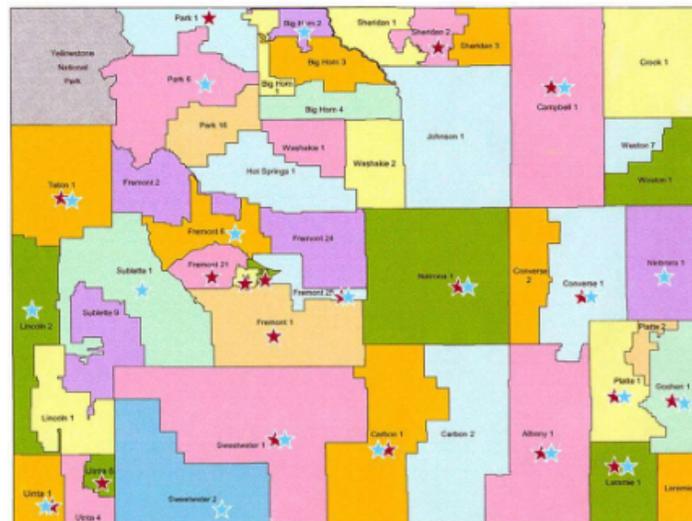
Support by Liaisons

Liaisons or coaches will be assigned by region. Liaisons may be hired by the WDE, districts or a combination of both. The liaisons will facilitate and maintain communications between the school districts and the WDE. The liaisons will routinely visit all district superintendents and schools receiving assistance in their region. One or two coaches may be hired with federal funds to support schools implementing federal school turnaround models to ensure compliance with Title 1 requirements.

The liaisons will provide technical assistance related to the 10 support categories and the Wyoming requirements as well as the characteristics of effectiveness. The liaisons will arrange for WDE services to districts and schools on an as needed basis. The liaisons will coordinate regional collaborative trainings and support for improvement. The liaisons will assist schools in showcasing effective practices.

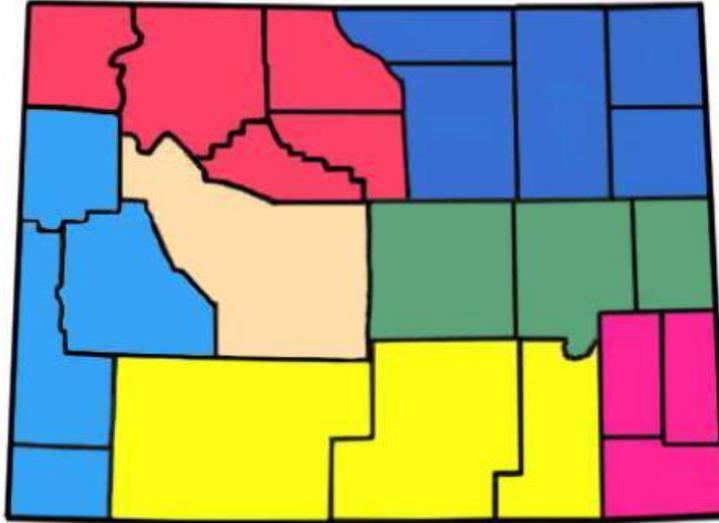
District liaisons will serve on AdvancED accreditation teams. The liaisons will serve as monitors for the schools receiving support within their region. The liaisons will assist the school evaluators in making appropriate contacts and scheduling school evaluation visits in their region.

The location of the districts with schools that are currently in improvement under ESEA is below. Red stars are districts with ESEA Title 1 schools in improvement and blue stars are districts with non-title 1 schools in improvement. The districts with WAEA schools receiving assistance will be added when available. (Please note that this shows the districts and not the number of schools within the district)



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There will be seven regional liaisons. The anticipated seven regions are as follows:



High-Need Schools

School Evaluations

As discussed in the *Online Tracking and Coaching* section, the school improvement teams in all schools receiving assistance will document how they are addressing the Wyoming requirements. The liaisons will provide written feedback on the schools improvement process and assist schools with improvement support and resources.

Support teams led by WDE trained school evaluators will visit high-need schools annually to observe and provide specific, written feedback.

By aligning the improvement priorities with the *Wyoming Support Framework*, WDE evaluators will be able to appraise school factors limiting student achievement without substantially increasing the requirements for schools or districts.

The evaluators will consist of WDE staff, district personnel, educators from other districts, liaisons evaluating schools outside their region and, as necessary, hired contractors. The liaisons and other federal and state staff related to school improvement will meet regularly to increase knowledge and skills. The book *The High Performing School* (Dunsworth, 2009) provides evaluation criteria and rubrics that will be used by the evaluators.

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Support by External Providers

In addition to the liaisons and the school evaluation teams, intensive support for high-need schools will be provided through contracted experts.

There has been discussion around the prospect of creating a technical assistance center separate from the WDE, primarily because the WDE operates in such a political environment that long-term stability of such a support center is unlikely. Given the changes in the governance structure of the WDE, the technical assistance center could operate as a section within the WDE, if appropriately staffed. This section would work closely with, but be separate from the accreditation and support section.

Whether the WDE is the appropriate agency to receive district funds to hire school improvement companies is a consideration. It may be preferable for the Technical Assistance Center to operate as non-profit organization. There may be other approaches that should be considered.

Under this proposal, the technical assistance center would maintain a list of approved external providers to offer capacity building to high-need schools based on the results of the school evaluations. In most cases, the external providers are school improvement organizations. These providers typically operate as for-profit or non-profit corporations. There are cases where the appropriate external provider may be another state agency or an individual provider.

Wyoming School Leadership Plan

The various plan requirements will be combined into a single plan called a school leadership plan. The plan will have four parts for which completion requirements will depend on the school performance level and other factors.

Part A - Improvement Plan

The school improvement plan requirements from WAEA are specific to the content and indicator scores (student performance targets) determined by the accountability system.

Elimination of Plan Duplication

The plan for AdvancED accreditation meets the improvement requirements for accreditation, federal statute and for the WAEA. This plan can be developed using the plan builder in the AdvancED ASSIST program. The plan can also be developed following the WDE *Wyoming School Leadership Plan* format and uploaded through the AdvancED Assurances section of the ASSIST web site.

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The WDE *Wyoming School Leadership Plan* will serve multiple purposes. The same plan can be used for improvement, resourcing, communication, ESEA Title 1, professional development and accreditation by completing the sections that apply to the school. The liaisons will assist schools in determining their plan requirements and with writing plans.

Schools that are not meeting, partially meeting or meeting expectations under WAEA must complete Part A – Improvement Plan. Exceeding expectations schools must still complete Part A every five years for accreditation. If the WDE plan approach is used, the improvement plan should not exceed **four** pages. The improvement plan can be formatted as desired as long as it includes required plan components. The WDE template is based on the plan from Tennessee at <http://www.tn.gov/education/accountability/siptrans.shtml>.

Some Wyoming school leaders wish to create a one page plan that can be displayed in classrooms. That approach is acceptable and is encouraged by the WDE. AdvancED has agreed to accept a WDE plan in lieu of the plans developed with ASSIST for accreditation.

Internet Access

School improvement plans must be made available through internet access. School improvement plans will be posted to the school web site annually by Nov. 1 and uploaded through ASSIST.

Part B - ESEA Title 1 Plan

ESEA Title I schools must complete Part B. The requirements of the Title 1 Plan are determined based on whether the school is a schoolwide program or a targeted assistance program. If the Title 1 requirements are included in the improvement plan, they do not need to be repeated.

Schoolwide Program

Title I, Section 1114(b)(1)(A, B, C, D)

1. Needs assessment of entire school and subgroups*
2. Schoolwide reform strategies to improve achievement in the lowest achieving students.
3. How timely assistance will be given to struggling students.
4. Instruction by highly qualified staff.
5. Strategies to attract high quality/effective teachers to high need schools.
6. High quality and ongoing professional development.
7. Strategy to increase effective parental involvement.
8. Describe how federal, state, and local programs are coordinated.
9. Plans for transitioning preschool students, if applicable.
10. How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction.

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*Subgroups are defined in ESEA/NCLB as All students, African American, Asian, Hawaiian/Pacific Islander, Hispanic, Native American/Alaskan, White, SWD, LEP, ED, Migrant, Female, and Male.

Targeted Assistance Program

Title I, Section 1115(c)

1. Plan for identified students.
2. Resources for identified students.
3. Instructional strategies give primary consideration to providing extended learning time, accelerated, high quality curriculum, minimize pull-out.
4. Coordination with regular education program, counseling, career awareness, transition services, etc.
5. Instruction by highly qualified staff.
6. Provide professional development to administrators, teachers, and other school staff who work with participating students.
7. Strategies to increase parental involvement.
8. How you will know the programs for identified students are being implemented effectively.

Part C - Communication Plan

Communication of effective practices can be submitted in any form of media and a link provided in the written document. The *Wyoming Support Framework* will provide the categories for the communications plan. Schools will offer examples and articulate how they address some or all of the following areas:

1. Curriculum
2. Instruction
3. Assessment
4. Leadership
5. Planning
6. Professional Development
7. Student Engagement
8. Environment
9. Family and Community
10. District Support

Part D - Resourcing Plan

The work of Dr. John Hattie, director of the Melbourne Research Center at the University of Melbourne, Australia, indicates that almost anything will increase student achievement and very few practices negatively impact student achievement. The question is not what works, but how well it works.

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According to Hattie, “doing more average things won’t lead to above average achievement... greater than average achievement is a lot harder than simply making gains.” Wyoming schools are average to above average by most comparisons. Wyoming schools must be doing many things well. However, if Wyoming is to see statewide improvement, decisions at all levels must be made on the basis of accurate data and research.

If Wyoming is to reach the goals of the Wyoming Accountability in Education Act (WAEA), schools and districts must focus on doing what works best in education.

According to the 2002-2007 U.S. Department of Education Strategic Plan - Goal 4:

Unlike medicine, agriculture and industrial production, the field of education operates largely on the basis of ideology and professional consensus. As such, it is subject to fads and is incapable of the cumulative progress that follows from the application of the scientific method and from the systematic collection and use of objective information in policy making. We will change education to make it an evidence-based field. (USDE, U.S. Department of Education Strategic Plan)

The results of 15 years of study and over 800 meta-analyses of research are included in Hattie’s book [Visible Learning](#). Hattie uses a measure called effect size (ES).

The average for all research is 0.40. To have above average achievement, the school and teachers must consistently implement strategies aligned to research with an effect size above 0.40.

The 0.40 effect size should be used as a starting point for discussion and not an absolute cut point. All positive influences lead to increased achievement. Unless the lower effect size practices are expensive, difficult to implement, or cut into teaching time, there is no reason to discontinue them. The WDE has developed a resourcing plan and summaries for each of the influences on achievement for use by schools.

Hattie’s influences on student achievement will form the foundation for resource reallocation. School expenditures on professional development and other expenditures on activities with an effect size of less than 0.40 will be suggested for reallocation to influences with a greater effect size. Liaisons will provide assistance with resourcing plans.

WDE Representatives

According to ADI, the U.S. Department of Education (USDE) defines representatives as:

- Distinguished educators, leaders and teachers to consult and coach in districts and schools receiving assistance (liaisons or coaches)
- School support teams to review improvement plans and recommend appropriate services to address deficiencies (school evaluators)

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- Partner organizations and consultants to extend the reach of support beyond the state agency's own personnel. (External providers)

Representative Expertise

Liaisons or Coaches – teaching experience, expertise in school improvement

School Evaluators – teaching experience, expertise in school improvement

External Providers – partner organizations to provide support to low-performing schools through on-site implementation of proven strategies

Training and Support for Representatives

The WDE has access to training and research through the USDE Regional Education Laboratory REL Central from Denver which consists of Marzano Research Laboratory, RMC Research Corporation (RMC) and Augenblick, Palaich, and Associates, Inc. In addition, the Mid-Continent Research and Education Laboratory (MCREL) is the Comprehensive Center for Wyoming. The credibility, combined research and school improvement capacity of these partners is well proven and substantial. The national content centers provide valuable training and support expertise as well.

The training and support for representatives will consist of ongoing monthly meetings and trainings conducted internally by the WDE. The monthly meetings will include representatives from across the WDE that provide support services detailed in the *Wyoming Support Framework*. The external providers may be a source of training for WDE staff, liaisons and school evaluators.

Consequences

Districts are accountable for schools in need of *substantial intervention and support* (SIS) through district accreditation. The performance level of the lowest performing school could be the district score used in the accreditation formula for Wyoming. Wyoming districts will have the opportunity to appeal the decision to the Wyoming State Board of Education in some circumstances. These circumstances are when the district has reason to believe the data for the school is unreliable, or when other mitigating circumstances exist.

AdvancED uses student performance in their accreditation score, along with stakeholder surveys and the results of the Quality Assurance Review. The WDE adds to the AdvancED score with the consideration of statutory assurances. The school performance level will be considered similarly to statutory assurances as a component of the overall accreditation score. The weighting of school performance levels in accreditation score has not been determined.

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Federal Elementary and Secondary Education Act (ESEA) Consequences

Chapter 6, Section 10 of the Wyoming State Board of Education rules and regulations defines the consequences for schools for failure to make Adequate Yearly Progress (AYP) under ESEA.

Schools failing to make AYP may incur the following consequences dependent on the number of years the school fails to make AYP - increased plan requirements, written notice to parents, targeted technical assistance, requirement to use 10% of federal funds for professional development, students offered opportunity to transfer, required to provide additional tutoring and support, required summer school and remediation, place an expert in the school; extend learning time; institute a new curriculum; decrease school management authority; restructure the school's internal organization and replace appropriate staff.

The extent to which federal consequences will still apply if Wyoming receives the ESEA flexibility waiver is yet to be determined. Some of these consequences may be appropriate if they are not already in place as federal consequences.

Evaluation of SSOS

WDE Service Evaluation

The suggestion is for the WDE to be accredited as an Education Service Agency by AdvancED.

Statewide System of Support Evaluation

The specifics of the statewide system of support are evaluated on the basis of the criteria from ADI. The evaluation framework is titled Evaluating and Improving the State Education Agency (SEA) Differentiated System of Recognition, Accountability, and Support.

External Evaluation

An external evaluation is conducted annually by the USDE regional comprehensive center on the basis of the ADI criteria.

Directors Report to State Board of Education

The results of the assessment of the AdvancED Standards of Quality for Education Service Agencies, an SSOS self-assessment based on ADI Evaluation and the USDE regional comprehensive center assessment are reported to the State Board of Education as major components of the annual director's report on the Statewide System of Support required by W.S. 21-2-204(f)(vii).

The second component of the director's report will be based on measurable gains in student performance as measured by the content and indicator scores statewide.

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Stakeholder Engagement

The ADI evaluation requires the WDE to engage stakeholders to solicit input on the development and improvement of the SSOS. The evaluation requests written evidence documenting:

- Initial input of key stakeholders in developing and improving the SSOS.
- The process for stakeholder input in considering modifications to the SSOS.
- The process in place to obtain continuous feedback from key stakeholders in the development, improvement, and delivery of the SSOS.

Opportunities for stakeholder input will be provided in 2013 through at least five educational summits. The statute says:

Prior to submission of the report by the state board under subsection (b) of this section, the state board through the department of education, shall conduct no less than five (5) educational summits to receive input and feedback on the Wyoming Accountability in Education Act, including the proposed statewide school performance model and the statewide system of supports developed pursuant to this section. The summits shall be publically noticed and all Wyoming school districts shall be invited to attend and participate in these discussions. The state board shall create and distribute the format and requirements for the educational summits.

Stakeholder input was provided into the statewide system of support in 2012. The initial document was written with substantial oversight and input by the state superintendent, and the superintendent's administrative team. The document titled Literacy and Numeracy Focus - Research Based Practice reflected the administration's focus on literacy and other educational priorities of the WDE leadership.

The advisory committee and the ad-hoc committee on capacity building met throughout the spring, summer and fall of 2012. The work of the advisory committee influenced the WDE document to a limited extent.

The WDE document was shared with the Legislative Service Office liaisons, district superintendents, members of the advisory committee, educators at WDE summer camp, the Ad-hoc committee and officially submitted to the SBE in October, 2012. The SBE moved to forward it without recommendation that it be passed by the Select Education Committee.

The WDE document was presented at stakeholder meetings in Cheyenne, Newcastle, Rock Springs, Casper, Gillette, and Cody. Several revisions to the WDE document were suggested by stakeholders at these meetings.

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Some of the changes suggested by the ad-hoc committee were incorporated into the document presented to the Select Education Committee in November, 2012.

The legislative liaison report submitted during the same meeting in November was critical of the WDE document and incorporated the Advisory Committee recommendations into the report. In addition, the Legislative consultant report also incorporated the recommendations of the advisory committee.

In summary, the stakeholders found the WDE document incomplete, but were supportive of some aspects of its content. These components of the initial document are included.

The Design Document and Implementation Plan was re-written in 2013 by WDE staff. It includes input from the ad-hoc committee to the advisory committee, educators, administrators, legislators, legislative liaisons, legislative consultants and the State Board of Education and addresses the deficiencies of the initial report.

Modifications to the Design Document and Implementation Plan

Stakeholders can suggest modifications in writing and/or through the “education summits” to be conducted by the WDE in 2013.

Implementation Plan and Timelines

Implementation will follow the evaluation rubric from ADI. The evaluation rubric provides detail as to what appropriate implementation looks like. Briefly, each stage of implementation includes three steps:

1. Write, or locate the WDE policy or process
2. Implement and maintain the policy or process
3. Evaluate the effectiveness of the policy or process and the implementation

Implementation will be conducted on the timeline approved by the SSOS Oversight Team.

The criteria are:

1. SSOS Design and Differentiation

- 1.1 Designing and organizing the SSOS
- 1.2 Engaging stakeholders input into the development and improvement of the SSOS
- 1.3 Managing the SSOS
- 1.4 Staffing the SSOS
- 1.5 Integrating the SSOS within the WDE
- 1.6 Differentiating support to districts and schools
- 1.7 Improvement planning and implementation process for districts and schools
- 1.8 Providing differentiated services and resources to support district and school improvement

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1.9 Intervening in districts and schools that repeatedly do not meet targets for student achievement and graduation rates

2. Supports and interventions for all students and subgroups

2.1 Helping schools and districts better serve students with disabilities

2.2 Coordinating services for students with disabilities across WDE departments and programs to maximize service and reduce duplication

2.3 Helping schools and districts better serve English language learners

2.4 Coordinating services for English learners across WDE departments and programs to maximize service and reduce duplication

3. SSOS evaluation design

3.1 Documenting district/school activities provided through SSOS

3.2 Evaluating the SSOS

3.3 Evaluating the WDE's assessment program

4. District and school staff needs

4.1 Enhancing the supply of teachers and leadership personnel skilled in school improvement strategies

4.3 Recruiting and retaining well-qualified and effective teachers

4.4 Recruiting and retaining effective district and school leadership personnel

4.5 Engaging Institutions of Higher Education (IHEs) to better prepare new teachers and leadership personnel

4.6 Providing guidelines for the evaluation of teachers and principals

5. Funding of improvement efforts

5.1 Coordinating state and federal funding streams and programs

5.2 Assisting districts in assessing their financial resources to fund improvement efforts

6. Data analysis and use

6.1 Providing a comprehensive WDE data system

6.2 Using assessment data

7. Support Teams and Improvement Consultants

7.1 Matching districts/schools with support teams and improvement consultants

7.2 Training, supervising, and evaluating support teams and district/school improvement consultants

8. External partners and providers

8.1 Managing and coordinating organizational partners

8.2 Providing guidance for tutoring and extended-learning time

9. Removal of barriers to change and innovation

9.1 Removing barriers to change

9.2 Creating options for new types of schools, including charter schools

9.3 Expanding access to college level courses or their prerequisites, dual enrollment courses, or other accelerated learning opportunities implemented

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10. Incentives for change

- 10.1 Setting consequences for low student achievement and low graduation rates
- 10.2 Providing positive incentives for improvement
- 10.3 Publicly disclosing district and school performance

11. SSOS Communications

- 11.1 Communicating with clear and systematic communication paths within the SSOS
- 11.2 Implementing clear and systematic communication paths between the WDE/SSOS and districts/schools as well as significant others

12. Technical assistance

- 12.1 Delivering training to districts and schools in school improvement planning, implementation, and monitoring
- 12.2 Providing technical assistance to improve professional practice
- 12.3 Building parent involvement into school improvement
- 12.4 Evaluating external providers
- 12.5 Implementing content standards that prepare students to take credit-bearing courses at post-secondary institutions and for a career

13. Dissemination of knowledge

- 13.1 Disseminating knowledge and/ or research-based practices
- 13.2 Producing products and resources to help districts and schools improve

14. Monitoring, program audits, and diagnostic site reviews

- 14.1 Conducting state monitoring, program audits, and diagnostic site reviews
- 14.2 Documenting the status of districts/schools
- 14.3 Monitoring the progress of individual districts/ schools

15. Establishing student achievement performance targets

- 15.1 Addressing subgroup achievement gaps
- 15.2 Establishing student attendance performance targets
- 15.3 Establishing graduation rate performance targets

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