

# Park County School District #1 – Board Report

Assistant Superintendent for Teaching and Learning – April 2025

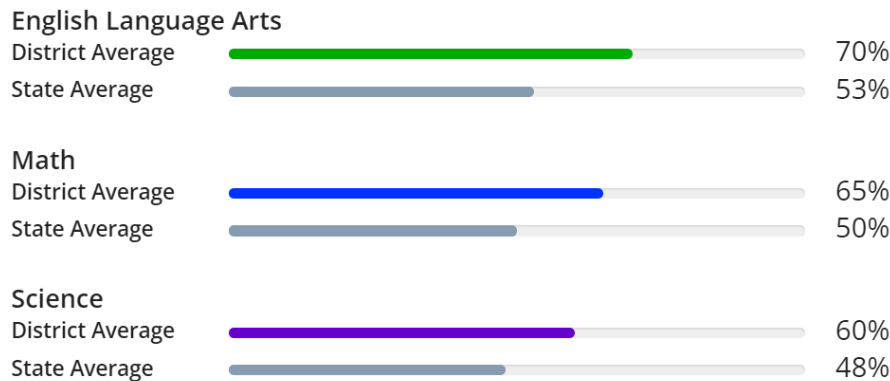


The purpose of this report is to share our district's state assessment and accountability data as well as call out some successes and challenges. The report will provide the board with an overview of curriculum alignment efforts to newly adopted Math and Science standards. This report will also touch upon the Profile of a Graduate and High School Graduation standards.

## Assessment

Park #1 students continue to demonstrate the ability to achieve and grow at high levels, as shown below. Our entire staff work on getting better professionally for our students and community. Members of the board, who would like to see detailed grade level and yearly results, may review our district report card: <https://pcsd1reportcard.org/>

### How did Park #1 students perform, on average, in grades 3-10 versus the state?



As you can see, Park #1 students continue to outperform the state in each tested content area by a significant margin. When we dig into grade level results, we find areas we can celebrate and areas we still need to focus more time and attention.

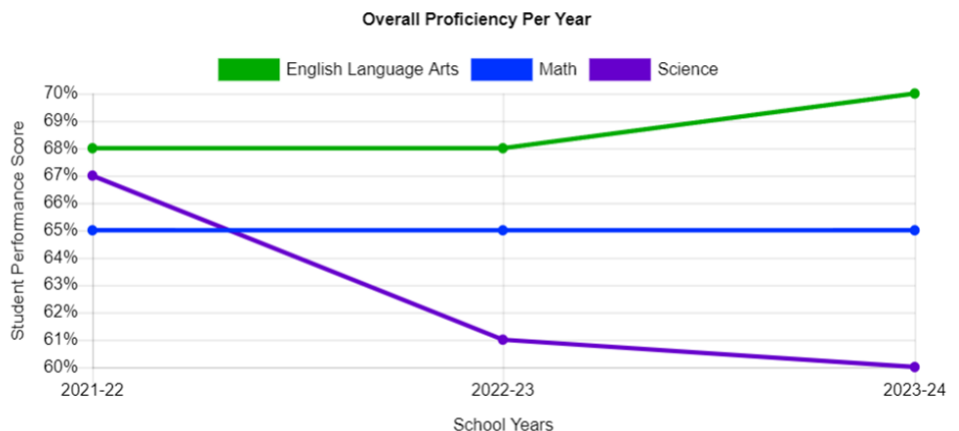
>=98% Participation Rate

### How did Park #1 students perform in each subject over the last three years?

Our students have demonstrated commendable levels of learning, surpassing state performance in all tested areas. This is evident through the analysis of WY-TOPP data, where our students consistently outperform the state average.

In addition to standardized assessments like WY-TOPP, we employ locally developed common assessments. These assessments are designed to evaluate student proficiency on essential standards, providing valuable insights into their learning progress.

We have implemented a range of intervention measures at each school and at each grade level. These interventions are integrated into the school day and are implemented to support our students who may need additional instruction in the areas of deficit.



2019-20 results were not available due to the COVID-19 Pandemic.

## Accountability

Our schools are performing at “Meets Target” or “Exceeds Target” for our *overall* ratings according to the state accountability model. *The Shoshone Learning Center and Clark scores were both changed to “Meets Target” after the WDE reviewed the school improvement plans in December.* The accountability performance summary indicates we need to improve with our English Language Proficiency target at the high school and Southside. As outlined in the board report last year, we have made changes to our EL programming, most notably, by hiring an experienced EL Coordinator, Michelle Daniels. She will be reporting, to the EL task force, later this month on her progress with EL programming.

WAEA Performance Summary

School	Growth Target Level	Equity Target Level	Achievement Target Level	ELP* Target Level
Clark Elementary	N/A	N/A	Below Target	N/A
Parkside Elementary	Exceeds Target	Exceeds Target	Exceeds Target	N/A
Southside Elementary	Meets Target	Meets Target	Meets Target	Below Target
Westside Elementary	Exceeds Target	Exceeds Target	Exceeds Target	N/A
Powell Middle School	Meets Target	Meets Target	Exceeds Target	N/A
Powell High School	Meets Target	Meets Target	Exceeds Target	Below Target
Shoshone Learning Center	Below Target	N/A	N/A	N/A

### State Accountability – Wyoming Accountability in Education Act (WAEA)

The performance summaries, to the right, provide information on how well Park #1 did according to the requirements of state accountability laws. State accountability is defined in the Wyoming Accountability in Education Act (WAEA).

The Shoshone Learning Center and Clark scores were both changed to “Meets Target” after the WDE reviewed the school improvement plans in December.

### Federal Accountability - Every Student Succeeds Act (ESSA).

On your right, you can see our schools are consistently performing at or above the federal accountability requirements. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” ESSA extended more flexibility to States in education and laid out expectations of transparency for parents and for communities. Similar to state accountability, ESSA requires every state to measure performance in reading, math, and science.

ESSA Performance Summary

School	Growth Norm Category	Equity Norm Category	Achievement Norm Category	ELP* Norm Category
Clark Elementary	N/A	N/A	Average	N/A
Parkside Elementary	Above Average	Above Average	Above Average	N/A
Southside Elementary	Average	Average	Average	Below Average
Westside Elementary	Above Average	Above Average	Above Average	N/A
Powell Middle School	Average	Average	Above Average	N/A
Powell High School	Average	N/A	Above Average	Below Average
Shoshone Learning Center	N/A	N/A	N/A	N/A

## Math and Science Standard Alignment

Our curriculum and standard alignment work is focused on answering the first two questions of the PLC framework.

1. What do we want our students to know and do?
2. How will we know when they have learned what to know and do?
3. What will we do if they have not learned it?
4. What will we do if they have already learned it?

This work meets the requirements for the WDE District Assessment System (DAS) and state accreditation. One of the requirements for the DAS is “to ensure equity of opportunity for students by demonstrating alignment of district assessments to the Wyoming Content and Performance standards in all ten content areas.”

## Profile of a Graduate

The Wyoming Profile of a Graduate was created to define the essential skills, knowledge, and attributes that students should possess upon graduating from high school in Wyoming.

In November 2019, Wyoming Attorney General Bridget Hill issued an opinion clarifying the State Board of Education's (SBE) authority regarding educational standards. The opinion stated that the SBE is responsible for setting graduation requirements to ensure students receive the "*complete and uniform system of public instruction*" mandated by Wyoming's constitution. This guidance led the SBE to develop the "Profile of a Graduate," outlining the skills and attributes Wyoming students should possess upon graduation.

During the listening sessions for Wyoming's Profile of a Graduate, several key barriers were identified that could hinder students from achieving the outlined competencies. These barriers included: the structure and volume of state standards, too much emphasis on testing and not enough opportunity to apply content learned.

The SBE objective was to provide more time and opportunities for teachers to plan more application of content. The SBE would provide a more immediate and substantial reduction on the standards load. The reduction would be focused on identifying the Performance Standards (PS) as the state Content Standards (CS). This reduction is reflected below in six of the ten content areas.

Grade Band	Overall Reduction	Math	Science	PE	Health	F&P Arts	Comp. Sci.
K-2	235/69 70.64%	70/31 55.71%	39/13 66.67%	16/6 62.50%	22/6 72.73%	70/8 (K-4) 88.57%	18/5 72.22%
3-5	220/74 66.36%	79/32 59.49%	51/17 66.67%	17/9 47.06%	50/10 (G3-6) 80.00%	proposed 4 in K-2 + 4 in 3-5	23/6 73.91%
6-8 (MS)	282/99 64.89%	81/38 53.09%	60/28 53.33%	17/8 52.94%	27/11 (G7-8) 59.26%	72/5 (G5-8) 93.06%	25/9 64.00%
9-12 (HS)	409/108 73.59%	156/39 75.00%	71/29 59.15%	17/7 58.82%	28/11 60.71%	73/11 84.93%	64/11 82.81%
<b>TOTAL K-12</b>	1146/350 69.46%	386/140 63.73%	221/87 60.63%	67/30 55.22%	127/38 70.08%	215/24 88.84%	130/31 76.15%

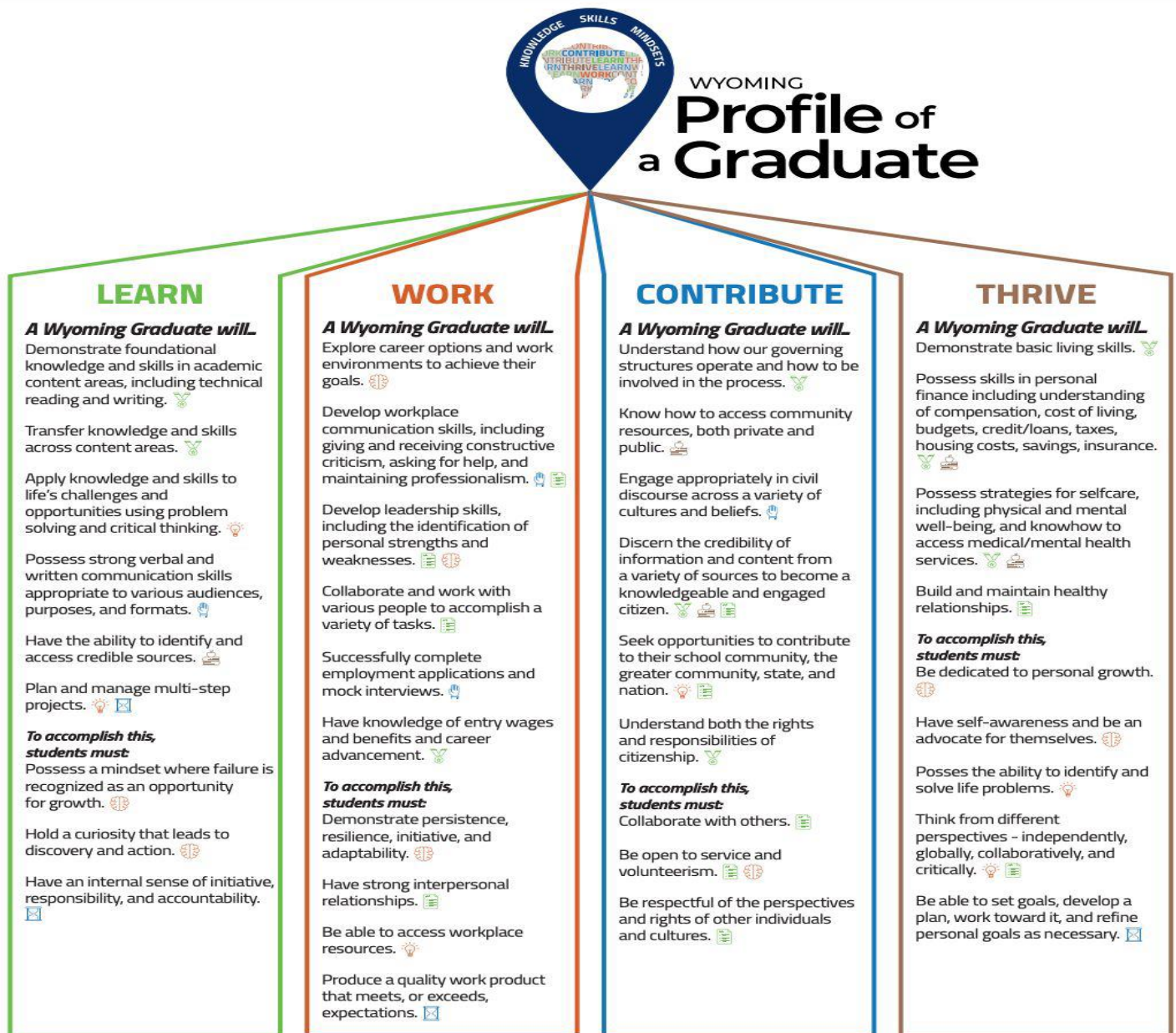
This work will continue over the next couple years to reduce standards in Social Studies, English Language Arts, Foreign Language and Career and Technical Education (CTE).

## What the Profile of a Graduate is...

- A profile is a shared vision of what a student need to be prepared for life after high school.
- Wyoming's Profile of a Graduate should serve as a collective vision and commitment among communities to ensure that Wyoming students are ready to transition to adulthood.
- A profile is a tool that policy makers, schools, and communities can use to engage in discussions, planning, and decision-making that is focused on students being prepared for their future.

## Wyoming's Profile of a Graduate is not...

- An additional set of standards,
- An additional school accountability model, or
- A "one-size-fits-all" program for students or schools or communities.



### Seven Key Competencies derived from the Wyoming Profile of a Graduate

- 📖 Master, apply, and transfer foundational knowledge and skills.
- 💡 Think critically and creatively to solve complex problems.
- 🗣️ Communicate effectively to various purposes, audiences, and mediums.
- 🔍 Identify and use credible sources of information to build knowledge and make decisions.
- 🤝 Demonstrate strong interpersonal and collaboration skills.
- 🧐 Cultivate curiosity, self-awareness, resilience, and a growth mindset.
- 📌 Practice effective work habits, including organization, time management, attention to detail, and follow through.



Chapter 31 rules are now being discussed by the SBE and the seven key competencies are being considered as the high school graduation standards.

## ~~Seven Key Competencies~~ Graduation Standards Derived from the Profile of a Graduate

1. **Master, apply, transfer** foundational knowledge and skills.
2. **Think** critically and creatively to **solve** complex problems.
3. **Communicate** effectively to various purposes, audiences, and mediums.
4. **Identify** and **use** credible sources of information to **build** knowledge and **make** decisions.
5. **Demonstrate** strong interpersonal and collaboration skills.
6. **Cultivate** curiosity, self-awareness, resilience, and a growth mindset.
7. **Practice** effective work habits, including organization, time management, attention to detail, and follow through.



As a district, our challenge is to assess our current reality by auditing existing practices that align with the seven key competencies. Through this process, we will identify opportunities to develop learning pathways that support K-12 students in achieving these competencies.

This year, our 7th-grade team was selected to participate in the governor's Reimagining and Innovating the Delivery of Education (RIDE) project, which provided funds for engaging in professional development to operationalize the skills necessary to meet this challenge. The team has fostered high levels of cross-disciplinary collaboration among students (Competency #5), enhancing their learning experience.

Building on this success, we aim to launch a new cohort of teachers next fall who will undergo similar training, expanding our efforts to strengthen instructional practices across the district.

### Conclusion

In closing, I extend my gratitude to the dedicated team of educators and administrators whose firm commitment strengthens and propels our school system towards success. As we continue to chart our course forward, we remain dedicated to continual growth and improvement, ensuring that every student has the opportunity to grow in their journey towards a fulfilling future.

I am deeply grateful for the invaluable partnership between our students, their parents, our community, and especially you, the members of the Board of Education.

To the you, the members of the Board of Education, I extend my sincerest thanks for your visionary leadership, generous allocation of resources, and unwavering support in our shared mission to prioritize the well-being and success of our students. Together, we are shaping a brighter tomorrow for generations to come. Jason