

The Wyoming Department of Education would like to thank all the districts that willingly shared their current Body of Evidence plans for this project. The intent of posting sample BOE plans is to provide clear examples of different approaches that satisfied the criterion when reviewed during the 2009 BOE Peer Review. Since the BOE plans are the property of the identified districts, please contact the individual district directly should you want to use any part of their plan.

Although not a “scored” component of a Body of Evidence Plan during the Peer Review Process, the district overview provides reviewers with a clear understanding of the approach a district has chosen and *why* the adopted approach fits the district philosophy and demographics. The following example is what a **common assessment approach** Overview Section might look like:

Section 1: Overview

The purpose of this section is to explain the overall Body of Evidence plan. After reading this section, reviewers should have an understanding of your district, and the approach taken.

For example, an overview may include the following:

- Demographics about the district (enrollment, # of high schools, etc.),
- Clearly define for students/parents the process by which a student graduates,
- Describe the approach your district is using (e.g., course based) and the reasons for selecting that approach
- An explanation of adjustments to the BOE system since implementation, and rationale for changes.

Demographics Summary

2 elementary schools
 2 high schools
 2 middle level schools
 661 students
 Over 50% Low SES

**Body of Evidence Overview
 District Demographics**

Big Horn School District #1 is geographically divided into north and south attendance centers with a distance of 40 miles between the high schools. The total district enrollment is 667 students as of October 10, 2008. In Burlington there are three schools; Burlington High School, grades 9-12, with 94 students; Burlington Junior high, grades 7-8, with 40 students; and Burlington Elementary, grades PreK-6, with 136 students. The north side of the district consists of three schools. Rocky Mountain Elementary, grades PreK-5 has 196 students. Rocky Mountain Middle School, located in Deaver, grades 6-8, has 83 students. Rocky Mountain High School, located in Byron, grades 9-12, has 119 students.

Our district serves a large percentage of low income families. Over 50% of students qualify for free and reduced lunches.

District Mission

District Graduation Philosophy Overview

The mission of Big Horn County School District #1 is to *equip all students with the knowledge, skills and attitudes necessary for success as citizens, individuals and members of society.* The strategy for accomplishing this goal consists of the implementation and effective delivery of a curriculum aligned to clearly defined standards. Through a carefully designed assessment system, evidence is collected concerning student’s mastery of standards. This evidence demonstrates that students have the knowledge and skills necessary to graduate. This enables the district to make fair, valid and comparable decisions regarding graduation. This dictates continued school and program improvement with emphasis on standard based instruction.

K-12 assessment system

Along with quality instruction, our plan requires an ongoing review and refinement of assessments to ensure that we are making sound decisions regarding students’ proficiency based on reliable data.

Finally, we recognize that these efforts begin in the elementary grades where the foundation is laid for future success as learners. Our body of evidence plan includes a K-12 approach with assessments and standard tracking beginning in Kindergarten. However, for the purposes of this review, the system relating to eleventh grade standards and graduation will be presented.

To see these purposes realized, the district must maintain a commitment to professional development in the pedagogy of standards-based instruction, as well as provide multiple opportunities for all students to become proficient with a systematic plan for remediation.

Two components

Components

There are two components to Big Horn One's graduation evidence system. One deals with Carnegie units and the other with standards. We believe the two are closely related but one is not a mirror image of the

Grades and standards proficiency are separate.

other. Carnegie units are based on the time students spend in class (seat time) and passing grades. Standard proficiency means a student demonstrates the necessary knowledge and skills at a level set forth by content and performance standards. Standard proficiency is tracked separately from grades. (See page 6 in this section for a visual diagram of graduation process.)

**Eligibility for Graduation- Primary Approach
Carnegie Units (Part I)**

Students must complete the required number of Carnegie units according to the State of Wyoming requirements and Big Horn County School District #1 policy. This is done by passing the course. These units (credits) are documented on student transcripts.

Carnegie Unit Summary Chart

Subject Area	Carnegie Units (Credits)	Specific Requirements
Language Arts	4	Three units must be English 1,2,and 3. The fourth may be English 4, Creative Writing, or Advanced Literature.
Math	3	Two units must be Algebra I and Geometry. Algebra IA and Algebra IB may be substituted for Algebra I.
Science	3	Two units must be Physical Science and Biology.
Social Studies	3	Three units must be World History/World Geography, U.S. History, and U.S. Government/Economics. Included in these courses is instruction in the principles of the Constitutions of the United States and Wyoming and economic systems and institutions.
Career/ Vocational	1.5	One half unit must be in a course containing computer literacy.
Health	.5	
P.E.	.5	
Fine/Performing Arts	.5	
Electives	8	
Total	24	

Standards (Part II)

Students also must demonstrate proficiency on standards. These standards are embedded in key courses with opportunities to remediate standards or increase proficiency in alternate courses as outlined below.

Common standard assessments are given in key courses where standards are taught.

Content Area	Primary Path Courses Where Standards are taught and assessed	Alternate Path Courses Where Standards are taught and assessed
Language Arts	Eng I, Eng II, Eng III	Eng IV, Creative Writing
Math	Algebra I, Geometry	Alg II, Alg IA, Alg IB, Advanced Math, Business Math
Science	Physical Science; Biology	Physics, Chemistry, Principles of Technology, Advanced Biology, Anatomy/Physiology
Social Studies	US History, World History, U.S. Government/Economics	Senior Social Studies
Foreign Language	8th Grade Spanish	Spanish I & II, French I & II
Physical Education	9th Grade PE	Weights, Life Sports
Health	8th Grade Health & 9th Grade Health	
Fine Arts	Band, Choir, Art, Drama	Jazz Band, Electronic Music, Art Art II, Drama II
Career/Vocational Education	Any first and second semester of a high school vocational course.	All vocational high school courses.

The process for demonstrating proficiency is outlined below.

Body of Evidence System and Aggregation Process

Compensatory approach at benchmark level

Conjunctive approach at standard level

District common assessment BOE approach

Big Horn County School District #1 subscribes to a compensatory model at the benchmark level, which allows higher scores on some measures to offset (compensate) lower scores on other indicators. Use of a compensatory approach at the benchmark level recognizes that students have various achievement profiles that allow them to use their strengths to offset their weaknesses. Benchmarks are prioritized which is reflected on assessments and in instruction. (See alignment section in this document.) A conjunctive approach for content standards is used to meet the graduation requirement which means students must demonstrate proficiency on all content and performance standards within a content area to be considered proficient in that content area.

This model incorporates a district common assessment approach as the primary body of evidence for standard mastery. This means standards are embedded in courses where they are taught and assessed with common district assessments.

Students demonstrate proficiency on the content and performance standards within the common core of knowledge and skills at levels set by the district. These standards are taught and assessed in identified courses. Course syllabi and curriculum maps provide a clear guide of where and when standards are taught and assessed. (See examples provided at the end of the Consistency section.) District standard setting teams have assigned a specific number of points to each standard within a course and determined through an examination of student work a cutscore, which reflects levels of proficiency for standards covered in that course. The same body of work standard setting method is incorporated at each content level. (See Standard Setting section for complete description.) Common district assessments are used to determine standard proficiency. These assessments are tightly aligned to state and district standards as well as classroom instruction.

Consistency
preview

Standards setting
preview

Body of work
approach used

Body of Evidence Evolution

No major changes.

We have not made major changes to our system since implementation. We have improved the way we track standard proficiency and assessment information. Currently, we are working to fine tune our assessments within BOE system.

Proficiency Endorsements

Endorsements:
General
Comprehensive
Advanced

In accordance with the Wyoming State Board of Education guidelines, our district allows three levels of standard proficiency: advanced, comprehensive, or general which are stamped on a student's transcript. Students must be proficient in five of the nine content areas to graduate with a *general endorsement*. Students who are proficient in all nine areas receive a *comprehensive endorsement*. Students who are advanced in five or more areas and proficient on the remaining four receive an *advanced endorsement*. These levels of endorsement are determined by a student's cumulative standard proficiency level in each content area as outlined in the standard setting section of this notebook.

Secondary Approach

Review panel
considers petition
and evidence of
standard
proficiency.

Big Horn County School District #1 recognizes a need for a secondary path to allow students opportunity to demonstrate proficiency on standards in a content area. This approach entails a review panel composed of the counselor, principal, class advisor, teacher of student's choice, student's parents and the student.

Students can present other evidence to this panel for consideration. Such indicators could include ACT scores, MAP scores, PAWS scores, teacher recommendations, major projects including alternate Wyoming Consortium activities, or portfolios. The panel reviews the evidence submitted and determines if it demonstrates proficiency or not. (To date this approach has not been utilized by any student.)

Documentation System

Carnegie Units are tracked through a data management system called PowerSchool and on a credit check sheet which our secondary counselors complete each year with every student to monitor progress toward graduation. Transcripts become permanent records for Carnegie unit completion. PowerSchool allows parents to have phone or internet access to student progress based on course grades. Report cards also report progress four times each year.

Grades tracked in PowerSchool.

Standards are tracked in a uniform way. Teachers can track each assignment and assessment to a specific standard in PowerGrade and PowerSchool. This data is collected and stored over time. This provides evidence of how many times a standard was addressed. It provides reports of current and overall proficiency for students in each of the nine content areas. District common assessment scores are entered in PowerTeacher and aggregated over time. In the standard setting section, this process is explained in greater detail.

Standard proficiency tracked in PowerSchool.

Notification/Communication

A parent letter is sent to each parent/guardian as students enter middle school. This letter is sent again as students transition into high school. School counselors meet with students each year from 6th -12th grades to review progress toward graduation. Parents can access PowerSchool to see student progress on an ongoing basis. The district includes standards-based progress reports for elementary, middle, and secondary levels which are sent home each quarter.

Parent notification.

Transfer Students

In-state transfer students' progress toward standard proficiency will be checked by our counselors with the preceding district. A standard record will then be started for the student, which will continue with him/her until graduation. His/her transcripts will be reviewed by secondary counselors to check Carnegie unit completion.

In-state transfers

Out of state transfer students will require transcript review to check Carnegie units. Course and standard descriptions will be requested from the preceding district. Deficit areas will be determined and a plan for remediation will be developed with the counselor, parents, teachers, student, and principal. These students may take district assessments to demonstrate proficiency or be accommodated through the secondary approach process described above.

Out of state transfers

