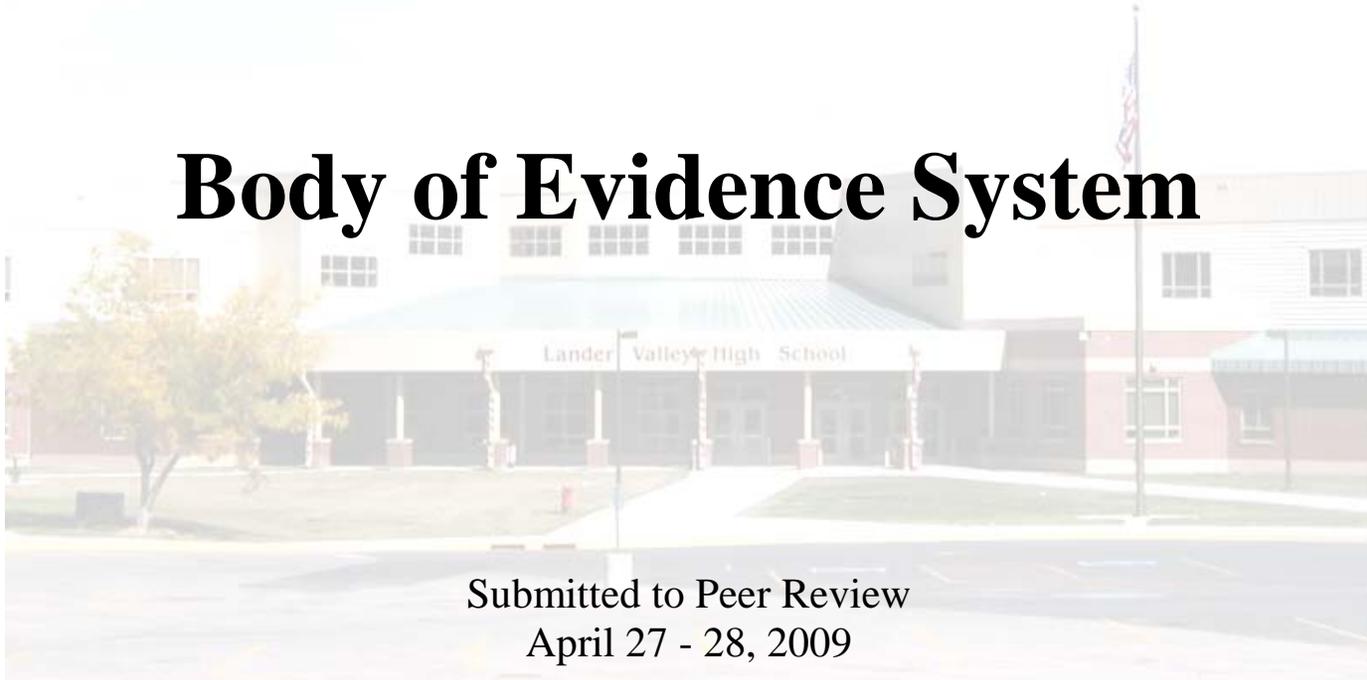




FREMONT COUNTY
School District 1

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Body of Evidence System



Submitted to Peer Review
April 27 - 28, 2009



The Board of Trustees has developed a number of values that are imperative for guiding the work of all students, staff, teachers, and administrators:

We expect **high performance**.

We require **accountability**.

We expect **disciplined, civil behavior**.

We provide an **expansive curriculum** that is both classic and forward thinking. and

We make decisions based on **results**.

To achieve these values we, the Board of Trustees pledge:

- To insure EVERY child in the District learns in a safe, respectful, and caring environment where she/he is treated as an important and valuable person,
- To insure EVERY child in the District increases his/her academic excellence while closing the achievement gap among all students,
- To insure EVERY child in the District is prepared to successfully participate in post-secondary education,
- To insure EVERY child in the District learns from highly trained, highly motivated teachers, staff, and administrators,
- To insure EVERY child in the District learns in a clean and healthy school environment,
- To insure EVERY child in the District is provided a wide variety of extra-curricular activities to broaden their educational experience.

TABLE OF CONTENTS

Introduction	6
Section 1: Overview	7
Section 2: Alignment	
Error! Bookmark not defined.	
Overview of Alignment	
Error! Bookmark not defined.	
2a. Adequate Sampling	
Error! Bookmark not defined.	
2b. Two-way Alignment	
Error! Bookmark not defined.	
2c. Cognitive Depth and Types of Student Performance	
Error! Bookmark not defined.	
Section 3: Consistency	
Error! Bookmark not defined.	
Overview of Consistency	
Error! Bookmark not defined.	
3a Open-Ended Assessments	
Error! Bookmark not defined.	
3b. Closed-Ended Assessments	
Error! Bookmark not defined.	
3c. Teacher Judgment	
Error! Bookmark not defined.	
Section 4: Fairness	
Error! Bookmark not defined.	
Overview of Fairness	
Error! Bookmark not defined.	
4a. Non-biased assessment items and tasks	
Error! Bookmark not defined.	

4b. Appropriate accommodations

Error! Bookmark not defined.

4c. Multiple assessment opportunities

Error! Bookmark not defined.

4d. Variety of assessment formats and strategies

Error! Bookmark not defined.

4e. Disaggregation of assessment results

Error! Bookmark not defined.

4f. Participation rates

Error! Bookmark not defined.

Section 5: Standard Setting

Error! Bookmark not defined.

Overview of Standard Setting

Error! Bookmark not defined.

5a: Rationale and Defensible Method of Standard Setting

Error! Bookmark not defined.

5b: Identification of Cut Scores

Error! Bookmark not defined.

5c. Adequate notification

Error! Bookmark not defined.

5d. Key stakeholders

Error! Bookmark not defined.

Section 6: Comparability

Error! Bookmark not defined.

Overview of Comparability

Error! Bookmark not defined.

6a Procedure to ensure comparability within a given year

Error! Bookmark not defined.

6b. Procedure to ensure comparability across years

Error! Bookmark not defined.

_____ 6c. Procedure to replace assessment tasks/items
Error! Bookmark not defined.

Introduction

Fremont County School District 1 (FCSD1) welcomes the review of our Body of Evidence (BOE) system by our peers. We are confident that our BOE system meets the requirements set forth in the BOE Peer Review Scoring Guide and is accurately assessing our student's level of performance. We look forward to your careful and thoughtful evaluation.

The BOE that is presented in this document is our second version. It was created in 2005-2006 and adopted by the FCSD1 Board of Trustees on April 18, 2006. Our original BOE system was in operation during the school years of 2002-2003 through 2005-2006. Version Two replaced our original BOE and became operational in the 2006-2007 school year. As this document is being written we are completing our third year of using the common assessments and this BOE approach. This version is alive and well and undergoing regular minor revisions.

The process of creating a second version of our BOE has been rewarding and challenging to those involved in the project. Many of our commonly held beliefs, practices, and traditions have been challenged. We have learned about our past practices in administering assessments, grading student work, rigor and demand of classroom assignments. We have discovered challenges where we anticipated none. This learning process has not always been comfortable. We have felt challenged by several of these issues. We have not always agreed on issues that have arisen in the development process, but we have always been respectful and professional in coming to a decision. The learning continues and will spread to other staff as our new system is implemented.

Particular thanks go to the faculty and staff of Lander Valley High School and Pathfinder High school. The Lander Valley High School administration and building leadership team have contributed many hours in conceptualizing, designing and revising Version 2. Pathfinder High School staff has worked diligently to design a comparable system that meets the unique needs of their students. The Curriculum Coordinating Council has contributed hours of review and discussions about proposals brought to them. Their feedback and thoughts have kept us focused on designing a system for all students. The Board of Trustees has carefully reviewed all work and has held staff to the highest standards of honesty and integrity.

Although not scored, this section “sets the stage” for the reviewers understanding of the process used by the district to develop and implement their BOE. Topics often included are demographics and how they affect decisions in the plan,, the two areas submitted as evidence, how a student graduates and the role of BOE in that decision, the approach a district BOE plan utilizes as well as adjustments made to the system since its last review.

Section 1: Overview

FCSD1 is located in Lander, Wyoming. It currently enrolls a student population of approximately 1700 students in two high schools (Lander Valley High School and Pathfinder High School), one junior high school and four elementary schools. Lander Valley High School has a student body of approximately 570 while Pathfinder High School has approximately 43 students enrolled. Lander Valley High School is a traditional high school while Pathfinder High School is an alternative high school that includes incarcerated youth at the Fremont County Detention Center. The students who attend Pathfinder High School generally have social, emotional or academic issues that prevent them from being on grade level upon entering and being successful in a tradition high school setting. The district averages 35% free and reduced students and 20% minority students, primarily Native Americans.

Demographic information

The district’s mission is:

In partnership with parents, families and the greater community, and within a safe and positive learning environment, Fremont County School District No. 1 is dedicated to helping all learners acquire the core knowledge, essential skills and personal characteristics necessary to become lifelong learners and caring and contributing citizens in the 21st Century.

FCSD1 recognizes the importance of showing that a reasonable, systematic and thoughtful process is followed in implementing each element of its Body of Evidence system. The district, in Version 2, has adopted a **course-based, common assessment Body of Evidence system**. The belief that lies at the heart of this course-based approach is that standards drive what is taught in each course and since course assessments are aligned to those standards, and because multiple opportunities are given to a student to show their knowledge and skills, then a student’s performance level can validly and reliably be determined by the average percentage in a class or series of classes.

Approach identified & clearly described

There are several advantages of BOE Version 2 over our previous system. First, Version 2 uses a substantially greater number of assessments to determine a student’s performance level. Thus, the number of opportunities to demonstrate proficiency is increased. These assessments are distributed throughout the length of the course and are of several types (Closed ended, Open ended, Performances, etc.) Next, the assessments in Version 2 are used to determine a student’s course grade as well as their performance level. This linking increases understanding and motivation on the part of students and reduces the record keeping requirements for teachers and staff. Third, day to day instruction is impacted by Version 2 because the assessments are spread throughout the course. Finally, Version 2 encourages professional collaboration between faculty teaching the same class because 70% of the assessments used to determine grades and performance levels are required to be common between teachers and years.

Changes to the system are outlined here.

The remainder of this document specifically describes how each of the Body of Evidence Design Criteria outlined by the Wyoming Department of Education is addressed by the district in its Body of Evidence system. The district has selected Language Arts as the core area and Health as the non-core area to illustrate how the district is implementing the Body of Evidence system. We have decided to prepare one document that includes all required samples and evidence. This document includes one sample assessment from each indicator course. Indicator courses are those courses designated by the district from which we collect evidence of proficiency. For Language Arts we have included common assessments from the four indicator courses, Language Arts 11, Language Arts 12, Honors English 11 and AP English 12. For Health we have included a common assessment from one indicator course, Health.

Content areas submitted are identified

We organized this document to make it as easy as possible for the reader to find our policies, procedures and evidence. This document follows the Body of Evidence Submission Guidelines and Recommended Documentation for Peer Review published by the Wyoming Department of Education for the Spring Peer Review, 2009. We subdivided each of the sections called for in the Submission Guidelines by the bullet points in the “Meets Criteria” column of the Body of Evidence Peer Review Scoring guide. Each section is numbered, 1 through 6, and each subsection given a letter, a through f. If the Peer Review team wants to review additional evidence, we are also providing binders that contain all the assessments and supporting documentation for both Language Arts and Health.

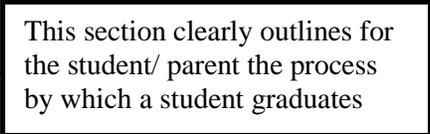
The above paragraph outlines how the district’s plan is organized. This helps the reader (reviewers) to easily locate needed information.

Fremont County School District #1

Lander, Wyoming

Body of Evidence System (Version 2) for High School Graduation

Adopted April 18, 2006
Revised February 8, 2007
Revised February 29, 2008
Revised February 12, 2009



This section clearly outlines for the student/ parent the process by which a student graduates

Introduction

Graduation from Lander Valley High School (LVHS) or Pathfinder High School (PHS) requires each student to accomplish two tasks. First, students must accumulate the minimum number of credits required by the state and district. Secondly, they must “demonstrate mastery of the common core of knowledge and skills in order to earn a high school diploma” as required by Wyoming Statue 21-2-304 (a) (iv). This “Body of Evidence” plan addresses the requirement for demonstration of mastery of the common core of knowledge and skills.

Overview

Fremont County School District #1 shall use a Body of Evidence system that uses average semester percentages from indicator classes and combines them to allow students to demonstrate proficiency or mastery of content standards. The indicator course content is aligned to Wyoming standards. Seventy percent or greater of the student’s grade in each indicator class is determined by his/her performance on the indicator or common assessments which are aligned to Wyoming standards. The remaining percent of the grade will be determined by teacher-created criteria tied to the course standards.

Credit Requirements

LVHS – 25 credits (4 Language Arts, 3 Social Studies, 3 Math, 3 Science, .5 Health, 1.5 Physical Education, 1 Fine Arts, .5 Practical Arts, .5 Business, 8 Electives)

PHS – 26 credits (4 Language Arts, 3 Social Studies, 3 Math, 3 Science, 13 Electives)

Letter Grades

LVHS and PHS continue to use the traditional grading system with the following percentages. A=100-90%, B=89-80%, C=79-70%, D=69-60%, F<60%.

Indicator Classes and Common Assessments

LVHS and PHS have designated certain classes in each content area as "Indicator Classes". The average semester percentages from those classes and those classes only, shall be used to determine the performance level of a student for purposes of Body of Evidence.

Each indicator class shall have a syllabus that is common to LVHS or PHS regardless of the teacher. The syllabus indicates the assessments that are common to all courses in that school with the same title regardless of the instructor or year. These assessments will make up 70% or greater of the letter grade given in that course.

Calculation of Overall Performance Level for Content Areas

An average of semester percentages shall be calculated within each content area. The level of proficiency – advanced, proficient, basic, or below basic will then be assigned based on the average earned. (See Cut Score table) The rules for combining the averages for each content area are explained in the following chart. Each content area uses different rules for calculations. For example - Career/Vocational area has identified two levels of indicator classes. Some classes allow students to earn proficiency and while others allow the student to demonstrate the advanced performance level. Math has a simpler approach and a student can earn proficient or advanced in the same class.

Content Areas	Indicator Courses		# of semester grades from course	Calculation Rules
	Proficient Indicator	Advanced Indicator		
Career/Vocational	Proficient Indicator	Advanced Indicator		The highest semester will count 100%. If the course is a 'proficient

	Intro. to Finance		1	indicator' the highest proficiency the student may earn is <u>Proficient</u> . If the course is an advanced indicator, the student may earn <u>Advanced</u> proficiency.
		Accounting1	2	
	Computer 1		1	
		Computer 2	1	
		Computer 3	1	
		Computer 4	1	
	Agriculture1-1 st semester		1	
		Agriculture1-2 nd semester	1	
	Intro to Auto		1	
		Electrical, Electronics and Engine Performance	1	
		Brakes, Suspension and Steering	1	
	Woodworking1		1	
		Woodworking2	1	
	Creative Foods		1	
		Nutrition and Wellness	1	
	Computer Assisted Drafting		1	
Fine and Performing Arts	Select Choir		2	The highest 2 semesters will count 50% each.
	LVHS Chorale		2	
	Pottery I		1	
	Pottery II		1	
	Painting		2	

	Drawing I		1	
	Drawing II		1	
	Sculpture I		1	
	Printmaking I		1	
	Jazz Band		2	
	Marching Band/Concert Band		1	
	Varsity Concert Band		1	
	Concert Choir		2	
	JV Concert Band		1	
	Percussion Ensemble		2	
Foreign Language	Proficient Indicator	Advanced indicator		The Intro to Spanish semester will count 100% toward <u>proficiency</u> . If the student takes Spanish 1 or French 1, the student may earn <u>advanced proficiency</u> ; the 2 semesters will count 50% each. <i>(Students may be awarded proficient if a transferring school certifies that a student is proficient in Arapahoe or Shoshone)</i>
	Introduction to Spanish (7/8)		1	
		Spanish I	2	
		French I	2	
Health	Health Education		1	The semester will count 100%.
Language Arts	Language Arts 11		2	Each of the four semesters will count 25%.
	Honors English 11		2	
	Language Arts 12		2	
	Advanced Placement English 12		2	
Math	Wyoming Standards Math		2	The highest 4 semesters will count 25%.
	Algebra I – 7 th /8 th grade		2	
	Algebra I - high school		2	
	Algebra II		2	
	Geometry – 7 th /8 th grade		2	
	Geometry – high school		2	
	College Prep Algebra		1	
Physical Education	Physical Education		1	The Physical Education semester will count 50% and the highest semester from any of the remaining indicator classes will count 50%.

	Advanced Physical Education	1	
	Weight Training	1	
	Swimming	1	
Science	Science Inquiry	2	The highest 4 semesters will count 25%.
	Biology	2	
	Earth Science	2	
	Chemistry I	2	
	Physics I	2	
Social Studies	Geography	1	The highest 4 semesters will count 25%.
	American History or	2	
	AP American History	2	
	American Government	1	

Cut-Scores for Proficient and Advanced Performance Levels

Content Area	Advanced Performance Level Points	Proficient Performance Level Points		Basic Performance Level Points
	LVHS/PHS	LVHS	PHS	LVHS/PHS
Career/Vocational	94%	80%	80%	55%
Fine and Performing Arts	96%	76%	76%	55%
Foreign Language	93%	77%	77%	55%
Health	95%	72%	72%	55%
Language Arts	92%	74%	70%	55%
Math	92%	71%	70%	55%
Physical Education	95%	75%	75%	55%
Science	90%	71%	70%	55%
Social Studies	92%	80%	70%	55%

All cut-scores are the same at both high schools except for the proficient performance level in Language Arts, Math, Science and Social Studies. They vary in those 4 content areas because PHS requires proficiency in all 4 core areas to graduate, while LVHS does not. In order to keep the two schools comparable the cut-scores in those 4 areas at PHS were reduced when we specified that those four areas were required to be proficient.

Performance Assessment of Wyoming Students (PAWS)

Each student shall take PAWS by the end of their 11th grade year and the results of that assessment may be used in the Body of Evidence. A student's performance on PAWS may help a student in Language Arts, Math and Science. It will not be included if it lowers a student's performance level. If a student scores proficient or advanced on PAWS they shall be given that performance level on the Body of Evidence if it is higher than what they previously had scored from class grades. Since Language Arts consists of reading and writing, the lower of the reading and writing PAWS scores shall be used to determine the Language Arts performance level. If a student scores less than what they previously scored in their class grades it will not be included in the calculation.

ACT

Each student shall take the ACT by the end of their 11th grade year and the results of that assessment may be used in the Body of Evidence. If a student takes the ACT multiple times the high score will be used. A student's performance on the ACT may help a student in Language Arts, Math and Science. It will not be included if it lowers a student's performance level. Like PAWS, if a student scores at or above the cut-scores listed below they shall be given that performance level on the Body of Evidence particularly if it is higher than what they previously had scored from class grades. The lower of the reading and English ACT scores shall be used to determine the Language Arts performance level. If a student scores less than what they previously scored in their class grades it will not be included in the calculation. The cut scores below were determined from the ACT college readiness levels and considering impact data.

Content Area	Proficient	Advanced
Language Arts	(Both Reading and English must be at or above the following cut-scores to award proficiency in Language Arts)	(Both Reading and English must be at or above the following cut-scores to award advanced in Language Arts)
Reading	21	27
English	18	26
Math	22	25
Science	24	27

Timeline for Notification

Students and their parents shall be notified of their progress toward earning proficiencies after the end of each semester by a written report. After completion of the required assessments and indicator courses in each common core area, an average shall be calculated and the student notified about their proficiency status in those areas.

Transfer Procedures

The following are guidelines for LVHS and PHS staffs to follow when a student requests to transfer from a previous high school. These guidelines support FCSD#1 policy JEBC.

1. These guidelines apply to all transfer students regardless the type of school the student previously attended. (public, private, home schools, etc.)
2. These guidelines address the Wyoming and FCSD #1 requirements for credits and the evidence of proficiency for high school graduation.
3. Students are required to submit official copies of transcripts from their previous school(s). Those transcripts must contain a "grade" for each semester of each course taken.
4. If students have evidence of proficiency on Wyoming standards, that evidence should also be submitted to LVHS/PHS. If students have evidence of proficiency on standards from other states, that evidence should also be submitted.
5. Credit check – An LVHS/PHS counselor will conduct a credit check with every transferring student. The counselor will identify each LVHS/PHS credit requirement or elective that the student has received credit for from their prior school(s) by comparing the LVHS/PHS credit requirements to the official transcript. An appropriate form will be used to record and communicate the results of this process. At the end of the credit check the student will know what courses they need to take and pass in order to earn the minimum number of credits to graduate.
6. Evidence of Proficiency check – An LVHS/PHS counselor will conduct a proficiency check with every transferring student. The counselor will compare the LVHS/PHS Body of Evidence requirements to the proficiency evidence submitted by the student. A proficiency determination will be made for each content area based on the on his/her transcript as evidence of proficiency:
 - "A" = 90%
 - "B" = 83%
 - "C" = 75%
 - "D" = 65%
 - "F"/"U" = 55%
 - "P"/"S" = 75%

The counselor will enter those average percentages onto the Body of Evidence tracking sheet. Upon completion of the proficiency check the student will know what they must do to demonstrate proficiency in each of the nine (9) content areas. A student must submit additional evidence (test scores, samples of work, grading records, etc.) to the Board of Appeals if they wish to be considered for higher percentages.

Board of Appeals

A Board of Appeals shall hear appeals from students who have not met desired levels of performance on the Body of Evidence. The Board shall consist of an administrator and four representatives from the content areas, two of whom shall come from the impacted content area. The representatives shall be selected by the principal.

The goal of the appeals process is to provide students one additional opportunity to demonstrate a higher level of performance. An adult of the student's choosing shall act as an advocate throughout the appeals process. This adult could be a parent, counselor, social worker, etc. It is the responsibility of the student and advocate to request an appeal. That request shall be sent in writing to the principal. The appeals panel shall convene within ten (10) working days of an appeal being filed and deliver a decision in a timely manner.

The Board of Appeals shall have authority to design an individualized program. This can include interviewing the student and involved faculty members, watching a demonstration of the student's knowledge and skills, reviewing additional assessment information, examining any pertinent records of student performance, requesting the student take additional assessments or any other activity that the Board feels will provide the student an additional opportunity to demonstrate knowledge and skills.

The decision of this Board of Appeals shall be subject to review by the Superintendent and Board of Education. The student may request a hearing with the Superintendent and Board of Education.

Diploma and Endorsements

Graduating students shall receive one of three (General, Comprehensive, Advanced) endorsements on their transcripts. The following flow chart explains the general requirements for a diploma and each endorsement.

