

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

October 8 th , 2015 8:00 a.m. – 9:00 a.m. GoToMeeting		
8:00 a.m.	State Board of Education <ul style="list-style-type: none"> • Call to order • Approval of agenda 	Tab A
8:05 a.m.	Action Items: <ul style="list-style-type: none"> • The SBE October 15th Report to LSO- Paige Fenton Hughes • Contract Amendment on Pascal Public Relations- Paige Fenton Hughes • Chapter 31 Rules- Brent Young 	Tab B
		Tab C
		Tab D
9:45 a.m.	Public Comment, other issues, concerns and discussion	
10:00 a.m.	Adjournment	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 8, 2015

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the October 8, 2015 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Wyoming State Board of Education Agenda

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		Tab D
9:45 a.m.	Public Comment, other issues, concerns and discussion	
10:00 a.m.	Adjournment	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 7, 2015

ISSUE: October 15 Report to LSO

AUTHORITY: You will see the statutory authority at the beginning of each tab of the report.

BACKGROUND/HISTORY:

For the past few years the state board has had to submit a report to the LSO on October 15. The elements of the report are not always the same; however, a few things have remained constant such as the PJP report. When we were in Pinedale in September, we did an overview of this report section by section. Chelsie has added the formatting, and we have added some explanatory memos to each section to guide the committees in understanding what they will find in the tab.

Please take a look at two things—the red text sections of the final assessment task force report (some that were added because of the board’s input) and the system of support section of this report. Those are the only changes of note from what we looked at in Pinedale. I want to talk to you during the webinar about the system of support section regarding what we should include for the committees’ review. Brent Young provided some useful slides that outline a theory of action for the system of support based on the conversation you all had with him in September. I included them here, but I’m not certain if you want to include them in the report to LSO because you haven’t had an opportunity to spend time talking with Brent about this plan. Also, I am thinking we should include an overview of the ECHO project and the WASA trainings, but I have not had an opportunity to work with Dr. Stock and Dr. Dvorak to put together that information. I’ll be interested to hear your thoughts about how to structure this system of support section in the final report.

Finally, there is some formatting and editing still to be done on this report. We still have “cleaning up” to do. I will be asking you to approve the general contents of the report, including your guidance on the system of support section, but there will be a few small changes before the final is sent to LSO. We will send the final report to the board before it goes to LSO.

FUNDING: NA

IMPLEMENTATION AND SUSTAINABILITY: NA.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to approve the submission of the October 15 State Board of Education report to the Legislative Service Office.

SUPPORTING INFORMATION ATTACHED: October 15 Report

PREPARED BY: *Paige Fenton Hughes*

Paige Fenton Hughes, Coordinator

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



The Report of the Wyoming State Board of
Education to the Joint Education Committee and the
Select Committee on Statewide Education
Accountability

October 15, 2015



WYOMING

State Board of Education

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MEMORANDUM

TO: Tania Hytrek, Legislative Service Office
FROM: Paige Fenton Hughes, Coordinator
DATE: October 15, 2015
SUBJECT: State Board of Education Reporting Requirements

Thank you for your memo earlier this year outlining the reporting requirements for the Wyoming State Board of Education (SBE). The SBE is hereby submitting the October 15, 2015 report in fulfillment of the reporting requirements to both the Joint Education Interim Committee and to the Select Committee on Statewide Education Accountability. The combined report contains the following sections:

TAB A- Report of the Wyoming Statewide Assessment Task Force

TAB B- Results and process of the Professional Judgment Panel and information about the Wyoming accountability model

TAB C- System of Support

TAB D- District Assessment Systems Update

TAB E- Content and Performance Standards Update

TAB F- Exemption Request

TAB G- Duties Prescribed by Law

The information submitted in this report has been reviewed and approved by the SBE.

Dr. Marion has spoken to the Accountability and Assessment Committee of the SBE and has presented to the board at two meetings regarding the recommendations of the Statewide Assessment Task Force.

Both Dr. Flicek and Dr. Beck appeared before the SBE at the regular meeting on August 13, 2015, and Dr. Flicek presented again to the board about the accountability model and final PJP results on September 23, 2015.

The system of support has been an ongoing agenda item for the SBE and was one of two identified board priorities for the year. The board has heard updates from WDE about the system of support throughout the year. On

September 23, 2015 the SBE heard a report from Dr. Joel Dvorak, consultant hired to design a strategic plan for a comprehensive, multi-tiered system of supports, interventions, and consequences.

The district assessment system work, convening of a review committee for the review of science standards, and requesting an exemption from the United States Department of Education regarding statewide testing requirements have all been ongoing during this interim. The SBE has heard updates and received information as appropriate throughout the year.

The state board appreciates and thanks everyone who has been involved in the process of building this report and doing the hard work that your committees will see reflected here. The board especially appreciates the work of the members of the PJP, the science standards review committee, the assessment task force, the district assessment steering committee, and members of the WDE staff who have toiled diligently on a number of projects over the past few months.

Please let us know if you have any questions about the contents of the report. We look forward to further discussion with your committees. You can reach me at 307.349.4506 or at paige.fentonhughes@gmail.com.



TAB A

Report of the Wyoming Statewide Assessment Taskforce

2015 Wyoming Session Laws, Chapter 179, Section 6

(a)(iv) On or before October 15, 2015, the state board shall report to the joint education interim committee and the select committee on findings and recommendations developed from its review and evaluation conducted under this subsection. In addition to recommending an approach for the future statewide assessment system, recommendations shall provide necessary mechanisms and processes to support the transition from the statewide assessment system existing on the effective date of this act to the student assessment developed and recommended under this subsection.

2015 Wyoming Session Laws, Chapter 179, Section 7

(b) The state board may from amounts appropriated to the department by 2014 Wyoming Session Laws, Chapter 26, Section 2, Section 206, Footnote 5, expend up to twenty-five thousand dollars (\$25,000.00) for purposes of providing support and administration of the assessment taskforce established under Section 6 of this act. This appropriation may be expended for per diem and other expenses of the task force. The state board shall report expenditures to the select committee on statewide education accountability by not later than December 31, 2015. In addition to support provided under this subsection to the state board of education, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the support and administration of the assessment taskforce established under Section 6 of this act.



WYOMING

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BELENDIA WILLSON
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CHELSIE OAKS
Executive Assistant

MEMORANDUM

TO: Senator Hank Coe and Representative David Northrup, Joint Education Committee and Select Committee on Statewide Education Accountability Co-chairs

FROM: Paige Fenton Hughes, Coordinator

DATE: October 15, 2015

SUBJECT: Statewide Assessment Task Force Report and Recommendations

Last spring the State Board of Education assembled a task force of diverse educational stakeholders from all geographical areas of the state as well as from all sizes of school districts. The task force has met several times both in person and by distance means and has been facilitated by consultants for the Legislative Service Office, Scott Marion and Joseph Martineau. Brent Young and Deb Lindsey and other members of the Wyoming Department of Education (WDE) staff also supported the work of the task force.

You will find in your packet the report and recommendations of the task force. Scott Marion presented the report and recommendations to the Assessment and Accountability Committee of the state board in a teleconference on September 14, 2015. Dr. Marion also presented the report and recommendations in person to the state board at their regular meeting on September 23, 2015. After a lengthy discussion with board members, Dr. Marion made revisions to the report and recommendations, discussed those revisions with the entire assessment task force, and then presented a final report to the state board in a webex on October 8, 2015. At that meeting, the board approved the report and recommendations for presentation to the Select Committee on Statewide Education Accountability.

The board thanks the members of the task force, Drs. Marion and Martineau, Brent Young and Deb Lindsey and members of the WDE staff who have been so dedicated to bringing forth a quality report for your consideration. Drs. Marion and Martineau will appear before your committees to present the final recommendations and hear your input and insights.

If you have questions, please contact me at 307.349.4506 or paige.fentonhughes@gmail.com.

Wyoming's Statewide Assessment System: Recommendations from the Wyoming Assessment Task Force

Written on Behalf of the Wyoming Assessment Task Force
By:

Joseph Martineau, Ph.D. and Scott Marion, Ph.D.
National Center for the Improvement in Educational Assessment

Draft October 5, 2015

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Middle School Teacher, Hot Springs #1

Sharla Dowding

HS Teacher, Converse County #2

Christopher Dresang

Principal, Natrona County #1

Kim Ferguson

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Assistant Superintendent, Fremont #25

Molly Foster

Parent Representative, Gillette

Crystal Graf

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Cindy Gulisano

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Kevin Mitchell

Superintendent, Park County #1

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School Board Member, Campbell County #1

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Mary Charles Pryor

Parent Representative, Park County #6

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Sue Stevens

Principal, Laramie County #2

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Ex Officio Members:

Brent Young

Deputy Superintendent, WDE

Deb Lindsey

Assessment Director, WDE

Paige Fenton Hughes

Interim Executive Director, State Board of Education

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EXECUTIVE SUMMARY

Coming shortly

DRAFT

SECTION 1: APPROPRIATE CHARACTERISTICS AND USES OF ASSESSMENT

Introduction

In 2015, the Wyoming Legislature passed Enrolled Act 87, authorizing the State Board of Education to evaluate Wyoming's current state assessment system and the create the Wyoming Assessment Task Force. Specifically, Section 6 of the act authorizes:

The state board shall assemble a task force to assist with the assessment review and evaluation. The task force shall be comprised of representatives of small and large school districts and schools from all geographic regions of the state and shall at minimum include representatives from district and school administration, school district assessment and curriculum program administrators, elementary and secondary school teachers, school district board members, state higher education representatives, member of the Wyoming business community and parents of children enrolled in Wyoming public schools.

The twenty-four task force members¹ met seven times between June 1 and October 1, 2015. Three of these meetings were held in person, one of which was for two full days, and the remaining four meetings were three-hour webinars. This report presents the results of the task force deliberations. Before moving to the discussion of the task force recommendations, we first present in this section of the report some critical definitions and background assessment information.

We begin by defining two broad categories of assessment use: (1) *high-stakes accountability uses* and (2) *lower-stakes instructional uses*. Stakes (or consequences) may be high for students, teachers or administrators, or schools and districts. For students, test scores may be used for making high-stakes decisions regarding grades, grade promotion, graduation, college admission, and scholarships. For educators, student test scores may formally or informally factor into periodic personnel evaluations. In addition, students, teachers and administrators are affected by high-stakes uses of test scores in school and district accountability: identification as a school or district in need of intervention often leads to required interventions intended to correct poor outcomes.

Lower-stakes instructional uses of test scores for teachers and administrators include informing moment-to-moment instruction; self-evaluation in teaching a unit and adjusting subsequent plans accordingly, evaluating one's own instructional effectiveness; and evaluating the success of a curriculum, program, or intervention.

As described above, within the *high stakes accountability* and *lower stakes formative* categories of use, there are many potential uses and there can be many uses that blur these distinctions. The multiple appropriate uses of the various types of assessment introduced below may fall into both broad categories.

Types of Assessments and Appropriate Uses

¹ There were 26 original members, but two members resigned during the course of the project due to other commitments.

While there are several possible categorizations of assessment by type, we focus on the distinction among *summative*, *interim*, and *formative* assessment² because of the direct relevance to the Task Force’s work. We define and outline the appropriate uses of the three types of assessment below. These definitions are critical to understanding what each type of assessment can and cannot do. Appendix B provides an at-a-glance summary of the typical characteristics, appropriate uses, and examples of each type of assessment.

Formative Assessment

Formative assessment, when well-implemented, could also be called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes (p. 3).

The core of the formative assessment process is that it takes place during instruction (i.e., “in the moment”) and under full control of the teacher to support student learning. Further, unless formative assessment leads to feedback to individual students to improve learning, it is not formative! This is done through diagnosing on a very frequent basis where students are in their progress toward learning goals, where gaps in knowledge and skill exist, and how to help students close those gaps. Instruction is not paused when teachers engage in formative assessment. In fact, instruction should be inseparable from formative assessment processes.

Formative assessment is not a product, but an instruction-embedded process tailored to monitoring the learning of and providing frequent targeted feedback³ to individual students. Effective formative assessment occurs frequently, covering small units of instruction (such as part of a class period). If tasks are presented, they may be targeted to individual students or groups. There is a strong view among some scholars that because formative assessment is tailored to a classroom and to individual students that results cannot (and should not) be meaningfully aggregated or compared.

Data gathered through formative assessment have essentially no use for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this:

- 1) if carried out appropriately, the data gathered from one unit, teacher, moment, or student will not be comparable to the next;
- 2) students will be unlikely to participate as fully, openly, and honestly in the process if they know they are being evaluated by their teachers or peers on the basis of their responses;

² In defining formative, interim, and summative assessment, this section borrows from three sources (Perie, Marion, & Gong, 2009; Michigan Department of Education, 2013; Wiley, 2008).

³ See Sadler (1989).

- 3) for the same reasons, educators will be unlikely to participate as fully, openly, and honestly in the process; and
- 4) the nature of the formative assessment process is likely to shift (i.e., be corrupted) in such a way that it can no longer optimally inform instruction.

Because there is considerable confusion about what formative assessment is, further definition and four vignettes⁴ describing formative assessment in action are provided in Appendix A to clarify the meaning using concrete ideas. The first two vignettes are also presented in condensed form in the one-page summary of formative, interim, and summative assessment in Appendix B.

Summative Assessment

Summative assessments are generally infrequent (e.g., administered only once to any given student) and cover major components of instruction such as units, semesters, courses, credits, or grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period. The prototypical assessment conjured by the term "summative assessments" is given in a standardized manner statewide (but can also be given nationally or districtwide) and is typically used for accountability or to otherwise inform policy. Such summative assessments are typically the least flexible of the various assessment types. Summative assessments may also be used for "testing out" of a course, diploma endorsement, graduation, high school equivalency, and college entrance. Appropriate uses of such standardized summative assessments include school and district accountability, curriculum/program evaluation, monitoring educational trends, and informing policy-makers and other stakeholders. Depending on their alignment to classroom instruction and the timing of the administration and results, summative assessments may be appropriate for grading (e.g., end-of-course exams).

Less standardized summative assessments are also found in the majority of middle- and high-school classrooms. Such assessments are typically completed near the end of a semester, credit, course, or grade level. Common examples are broad exams or projects intended to give a summary of student achievement of marking period objectives, and figure heavily in student grading. Such assessments tend to be labeled "mid-terms," "final projects," "final papers," or "final exams" in middle and high school grades. Elementary school classrooms also have similar summative assessments but these do not have a consistent label in elementary grades. Classroom summative assessments may be created by individual teachers or by staff from one or more schools or districts working together.

Summative assessments tend to require a pause in instruction for test administration. They may be controlled by a single teacher (for assessments unique to the classroom), groups of teachers working together, a school (e.g., for all sections of a given course or credit), a district (to standardize across schools), a group of districts working together, a state, a group of states, or a test vendor. The level at which test results are comparable depends on who controls the assessment. They may be comparable within a classroom, across a few classrooms, within a school, within a district, across a few districts, within a state, or across multiple states.

Assuming they are well-design, appropriate uses of such summative assessments include:

- student grading in the specific courses for which they were developed,

⁴ Informed by Wiley (2008).

- evaluating and adjusting curriculum, programming, and instruction the next time the large unit of instruction is taught,
- serving as a post-test measure of student learning, and
- as indicators for educational accountability.

Interim Assessment

Many periodic standardized assessment products currently in use that are marketed as “formative,” “benchmark,” “diagnostic,” and/or “predictive” actually belong in the interim assessment category. They are neither formative (e.g., they do not facilitate moment-to-moment targeted analysis of and feedback designed to student learning) nor summative (they do not provide a broad summary of course- or grade-level achievement tied to specific learning objectives).

Many interim assessments are commercial products and rely on fairly standardized administration procedures that provide information relative to a specific set of learning targets—although generally not tied to specific state content standards—and are designed to inform decisions at the classroom, school, and/or district level. Although infrequent, interim assessments may be controlled at the classroom level to provide information for the teacher, but unlike formative assessment, the results of interim assessments can be meaningfully aggregated and reported at a broader level. However, the adoption and timing of such interim assessments are likely to be controlled by the school district. The content and format of interim assessments is also very likely to be controlled by the test developer. Therefore, these assessments are considerably less instructionally-relevant than formative assessments in that decisions at the classroom level tend to be *ex post facto* regarding post-unit remediation needs and adjustment of instruction the next time the unit is taught.

Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments. These may include common mid-term exams and other periodic assessments such as quarterly assessments. Many educators refer to “common formative assessments,” but these tend to function more like interim assessments. This is not a negative connotation because there is tremendous transformative power in having educators collaboratively examine student work.

Standardized interim assessments may be appropriate for a variety of uses, including predicting a student’s likelihood of success on a large-scale summative assessment, evaluating a particular educational program or pedagogy, identifying potential gaps in a student’s learning after a limited period of instruction has been completed, or measuring student learning over time.

There are three other types of interim assessments currently in use beyond the “backward looking” interim assessments described above. All are “forward-looking.” One useful but less widely used type is a pre-test given before a unit of instruction to gain information about what students already know in order to adjust plans for instruction before beginning the unit (teachers may do these pre-instruction checks on a more frequent, formative basis). Such forward-looking assessments may be composed of pre-requisite content or the same content as the end-of-unit assessment. A second type of forward-looking assessment is a placement exam used to personalize course-taking according to existing knowledge and skills. Finally, a third type of forward-looking assessment is intended to predict how a student will do on a summative assessment before completing the full unit of instruction. The usefulness of this last type of interim assessment is debatable in that it is unlikely to

provide much instructionally relevant information and there is often other information available to determine who is likely to need help succeeding on the end of year summative assessment.

DRAFT

SECTION 2: DESIRED CHARACTERISTICS AND USES

The Task Force recognized that assessment design is always a case of optimization under constraints⁵. In other words, there may be many desirable purposes, uses, and goals for assessment, but they may be in conflict. Any given assessment can serve only a limited number of purposes well. Finally, assessments always have some type of restrictions (e.g., legislative requirements, time, and cost) that must be weighed in finalizing recommendations. Therefore, a critical early activity of the Task Force was to identify the purposes and uses for a new Wyoming assessment system.

Task Force members initially were asked to ignore constraints, and identify their highest priority purposes and goals for assessment and their desired uses of assessment data. Task Force members, working in small groups, identified their highest priority uses and then reviewed the work of other subgroups. After each subgroup's highest priority uses and purposes were reviewed, each individual panelist identified their three highest priorities. The full task force then discussed possible patterns emerging from the activity.

In general, Task Force members desire a Wyoming assessment system that is capable of serving the following broad purposes:

- Provide instructionally-useful information to teachers and students (with appropriate grain-size and timely reporting),
- Provide clear and accurate information to parents and students regarding students' achievement of and progress toward key outcomes, such as progress toward meeting grade-level standards and progress toward readiness for post-secondary education and/or career training,
- Provide meaningful information to support evaluation and enhancement of curriculum and programs, and
- Provide information to appropriately support federal and state accountability determinations.

Top priority uses and characteristics that were similar were consolidated. In consolidating, important differences in each contributing uses/characteristics were incorporated into the consolidated description. Appendix B provides more detailed information regarding this prioritization activity.

An important outcome of this activity is that no single type of assessment (formative, interim, or summative) is applicable to all of the high-priority desired uses and characteristics and that all three types would be needed to address the various purposes and uses. In other words, to accomplish the full set of uses and characteristics, **a system of assessments** would be required that span the range of assessment type (formative, interim, and summative) and assessment level (classroom, district, and state). This can be accomplished by combining state and local assessments to create a coherent system and eliminating unnecessary assessment.

⁵ See Braun (in press).

SECTION 3: INTENDED OUTCOMES AND ISSUES TO BE ADDRESSED

In developing recommendations for a new state summative assessment, the Task Force deliberated on issues it intended to address in three areas: state summative assessment, interim assessments, and district assessment systems. In other words, Task Force members were asked what “problems” they were trying to solve with their recommendations. What follows is a brief discussion of these issues. The bulleted statements characterize information reported by Task Force members and, in fact, each statement can start as follows: “Task Force members reported that...”

State Summative Assessment

Timing, Stability, and Comparability

- The state summative assessment is administered too early in the year to reflect a full year of instruction, and on the flip side results sometimes come too late for use in school improvement activities such as program and curriculum evaluation. The assessment needs to be administered later in the year *and* results need to be returned in time for use in school improvement activities, which is generally by the beginning of August.
- The use of state test scores for school improvement activities is tenuous because the test or the cut scores defining achievement levels on the test change too often. The state assessment needs to remain stable for many years to allow for analysis of policies, programming, and curriculum over time.
- Comparing results from Wyoming state assessment to other states is not possible because the assessment is unique to Wyoming. It is important that Wyoming be able to compare its results with other states with similar content standards to inform state and local policy.

Test Quality

- The quality and usefulness of student achievement and growth reports needs to be improved, given the high-stakes use of state test results.
- It is important that the state assessment include tasks and questions that require deep thinking from students intended to signal the kind of activities the Task Force expects Wyoming students to engage with as part of classroom instruction. Multiple-choice-only tests are inadequate in that they signal that Wyoming puts a priority on easy-to-measure knowledge and skills.

Concerns about Appropriate Use

- Educators need adequate professional development in appropriate uses of state assessment data and appropriate preparation for success on the assessment. Teachers need confidence that they can appropriately use state assessment data to improve their own practice.
- Current use of ACT goes beyond what is appropriate. The ACT is a college entrance examination that is designed to measure ACT’s college readiness standards. It was not developed to measure the Wyoming state content standards. As such, it is inappropriate to use the ACT as the sole accountability assessment in high school. The use of college entrance assessment scores should be limited to the use for which it has been validated: predicting first year grade point average in postsecondary institutions.

- The use of ACT as the sole high school accountability assessment has resulted in confusion about the high school learning targets: the official Wyoming state standards or the ACT college readiness standards? Wyoming high school educators need the high school learning targets to be clear in order to appropriately focus their instruction.

Interim Assessment

The Task Force expressed concern about the incoherence between the existing state assessment and the current interim assessment product. It is important for the state and interim assessments to provide consistent information about individual students and groups of students to assure that difference seen in the results are not simply artifacts of differences between the tests in terms of format, quality, and content coverage. Put simply, Task Force members were concerned that the first questions asked when interpreting assessment results should not be: “did I even teach this or was I supposed to?”

District Assessment Systems

While Wyoming districts have been responsible for developing local assessment systems for a long time, the review of the technical quality of such assessment systems has been inconsistent over time. The following general issues with district assessments were identified:

- There are varying levels of coherence of district assessment systems with the state assessment and with interim assessments, leading to confusion in conclusions drawn from the various assessments.
- The quality of district assessment systems is inconsistent across the state.
- There is inadequate local capacity to develop and validate high-quality local assessment systems.
- The evaluation and support of the quality of local assessment systems has been inconsistent over time.

Intended Outcomes of a Comprehensive Assessment System

Based on desired characteristics and uses of assessment developed in Section 2 and on issues identified above, the Task Force developed intended outcomes of a new Wyoming Comprehensive Assessment System in several broad areas, as shown below.

Integrate Assessment and Instruction

- Prioritize the Wyoming state content standards in a transparent way so that educators clearly know what knowledge and skills will be included on the test and that the complete set of test-eligible content is feasible to teach in the allotted instructional time.
- Improve day-to-day integration of assessment with instruction by encouraging both teacher-level collaboration and ongoing professional development for teachers and leaders.
- Provide teachers and administrators with timely data on individual students’ strengths and weaknesses, and their current and predicted future achievement of desirable outcomes.

Improve Student Engagement

- Assist students to become more engaged in their own education through a greater knowledge of their strengths and weaknesses and their current academic achievement by providing feedback from formative assessment as well as from interim and summative assessment. Further, students should be provided opportunities to learn to become self-assessors and to develop the skills to direct their own learning

Provide Useful Information to Parents

- Provide parents and guardians with rich information about their student's current academic achievement by providing feedback from classroom, interim, and summative assessments.

Achieve Alignment, Coherence, and Stability

- Achieve alignment of curriculum, instruction, and assessment with the officially adopted Wyoming state standards in every district to ensure that every Wyoming student is provided a high-quality opportunity to learn the “basket of goods.”
- Achieve coherence of local, interim, and state assessments.
- Achieve stability of local and state assessments to allow for a single-minded focus on improving instruction rather than adapting to new assessments.

Improve Student Academic Achievement and Growth

- Better inform educational policy improvement by providing high-quality data, stable across many years, to high-level policymakers.
- Hold schools and districts appropriately accountable for better measured and more desirable student outcomes.
- Provide valid data to local educators in order to adjust programs and curriculum to target areas of weakness.

Improve the Quality of Assessment

- Improve the quality of district assessment systems.
- Expand beyond multiple-choice items to include other types of tasks on the state assessment better suited to measuring high-level knowledge and skills.
- Convey to all Wyoming education stakeholders that writing is a valuable skill that must be effectively taught and learned in Wyoming public schools.

Enhance the Grade 11 and 12 Experience

- Reserve testing time in grade 11 and 12 for individualized college entrance, work readiness, Advanced Placement (AP), and International Baccalaureate testing.
- Provide freedom for students in grades 11 and 12 to pursue individualized pathways in Career & Technical Education (CTE) including competency-based certificates (e.g., Microsoft, Cisco), college preparation programs such as AP, and dual enrollment options.

Section 4 provides an overview of the system recommended by the Task Force. Section 5 provides detailed recommendations. Sections 4 and 5 are presented separately because it is difficult to get a coherent picture of what the assessment system would look like from the various detailed recommendations.

DRAFT

SECTION 4: OVERVIEW OF THE RECOMMENDED WYOMING ASSESSMENT SYSTEM

Introduction and Context

Wyoming stakeholders have determined that they want an assessment system that will serve multiple purposes, including documenting Wyoming student academic achievement and growth rates as well as supporting local instructional and program evaluation needs. A thoughtfully-designed system of state, local, and classroom assessments will be necessary to achieve these goals. Such a system will yield high-quality data from all levels of the education system to support a variety of purposes. The Task Force strongly supported minimizing redundant assessments while maximizing coherence of the results. The Task Force prioritized the following broad purposes for the Wyoming Assessment System:

- Producing instructionally-useful information for teachers and students,
- Providing clear and accurate information to parents and students regarding students' achievement of and progress toward key outcomes,
- Producing meaningful and useful information for school administrators and policymakers to support evaluation and enhancement of curriculum and programs, and
- Providing appropriate information to support state and federal accountability determinations.

This section of the report describes the Task Force's recommendations for a Comprehensive Wyoming Assessment System, attempting to paint a picture of an assessment system that blends high-quality state and local assessment results to support the multiple purposes described above. Wyoming's educational system, in spite of the centralized funding model, is strongly based on local control. Therefore, the Assessment Task Force recommends an approach to assessment that supports the multitude of uses described above, but that strongly values and improves the quality of locally-generated information.

The assessment system recommended by the Task Force is comprised of statewide, standards-based summative assessments in English language arts, mathematics, and science; a set of interim assessments intentionally linked with the summative assessments; district assessments designed to ensure that students have had an opportunity to learn the "basket of goods;" and formative assessment practices controlled at the school and classroom levels. The Task Force supported employing summative and interim assessments that can accurately measure deeper levels of student thinking, but to do so as efficiently as possible so that the summative assessment does not occupy an oversized place in the overall system. **The Task Force emphasized that implementation of formative assessment is exclusively a local endeavor, but welcomed expanded partnership and support from the Wyoming Department of Education to increase local assessment literacy to support high-quality practice at the local level.** Finally, the Task Force recognized that the perceived and actual usefulness of any assessment system is limited by the quality of data and reporting capabilities. **While the Wyoming Department of Education has made significant strides in capitalizing on modern data visualization techniques to facilitate accurate interpretation of the school accountability results (WAEA), more work is required to develop a reporting structure that enhances the utility of the results from state-provided assessments while minimizing potential misinterpretations.**

Proposed Wyoming Assessment System

Because the Task Force was generally comprised of general stakeholders of Wyoming education, the Task Force provides the recommendations in this report for general academic assessments administered to the general population of students in Wyoming's public schools. Therefore, the recommendations in this report are not necessarily applicable to alternate assessments for students with significant cognitive disabilities, English language proficiency assessment, early (K-2) literacy assessment, or Wyoming's career/technical education assessments. For these specialty assessments, the Task Force recommends that the Wyoming Department of Education convene small committees of specialists to review the recommendations in this report. The purpose would be to identify recommendations in this report that should apply to the specialty assessments, those that should not apply, those that should be modified, and additional recommendations that should apply to specialty assessments. To assure the most coherent system possible, the small committees should attempt to depart as little as possible from the recommendations in this report.

The Wyoming Assessment Task Force recommends designing and implementing an assessment system that relies on local assessment results to provide rich information to support instructional and evaluative decisions (such as curriculum and program evaluation), while relying on state summative assessments to support accountability decisions. This is done by focusing on improving assessment practice and the quality of data produced by four main assessment system components:

1. **Classroom formative assessment** practices designed and implemented by teachers to inform moment-to-moment monitoring of student learning and allow for immediate adjustment of instruction, and to provide high-quality feedback to engage students in monitoring and furthering their own learning.
2. **District assessment system** used to document students' opportunities to learn the "basket of goods."
3. **State-supported interim assessments** in English language arts and mathematics are designed to provide checks on student performance a few times during the school year and/or provide feedback on how well students have learned key clusters of academic knowledge and skills.
4. **State, standards-based summative assessments in grades 3-10** designed to support school (and perhaps district) accountability systems, serve program evaluation needs at local, regional, and state levels, and to audit local assessment results.
5. **State-provided college entrance or career readiness assessments in grade 11** designed to give students choices matching individual goals for pursuing post-secondary education at institutes of higher education, career training, or technical education.

For the first four categories of assessments to work coherently in Wyoming, they must, at a minimum, be designed to measure student learning of the appropriate Wyoming content standards.

Classroom Formative Assessment

The Wyoming Assessment Task Force acknowledged the critical importance of classroom formative assessment practices for improving student learning, but emphatically argued that it should remain relatively silent on recommendations in that area. Task Force members noted that formative assessment is the purview of districts (actually, schools and classrooms) and, for the most part, should not be considered a state program. The Task Force, however, acknowledged that it would

make sense for the state and districts to partner in providing high-quality professional development to support improvements in local formative assessment practices.

District Assessment System

In response to State Supreme Court decisions and legislative mandates, Wyoming requires districts to document that students have had an opportunity to learn the “basket of goods,” defined as the content standards in nine subject areas. A comprehensive assessment system must address how the state will monitor student learning of this basket of goods. The combination of district assessment systems and state summative assessments in English language arts, mathematics, and science are required to meet these mandates. The legislature and State Board of Education have had quality assurance requirements for district assessment systems in place for more than 15 years. In spite of this history, the Task Force members expressed concern about the effectiveness of these requirements and the utility of the feedback and supports provided to districts for improving their assessment systems.

The Task Force noted that district assessments play multiple roles, contingent upon their intended uses. Districts have designed a variety of approaches to meet local needs and work within the constraints of capacity. District summative assessments are expected to be aligned to the relevant Wyoming content standards in the given grade level or course, but the specific assessment approach may vary considerably across districts. For example, districts may choose to use single, large-scale tests at the end of a grade or grade span or they may rely on multiple unit-based assessments tied to the applicable Wyoming content standards. In another example, district assessments may serve both an auditing function for individual teachers’ understanding of their students’ learning, and a signaling function of the kinds of knowledge and skills that should be prioritized in daily instruction and classroom assessment.

Even so, Task Force members expressed frustration that in spite of the mandate that districts design and implement local assessment systems in at least nine content areas, there was little clarity regarding the state-required purposes and intended uses of these systems. As explained previously, assessments work best when designed for a specific use (in fact, we argue that is the only way that assessments are useful) and if the intended purposes of the district assessment systems are vague, the utility of the results will be limited. Many districts have designed assessment systems that meet local needs. This may be appropriate, but it makes it difficult to outline specific quality criteria if the assessments across districts are designed for considerably different purposes. The Task Force strongly recommended having common requirements of assessment quality, but supported local flexibility on specific assessment designs and uses.

There was interest among some legislators, as expressed in Enrolled Act 87, in using district or other local assessments for state and/or federal accountability purposes while reducing the amount of statewide summative testing. However, the Task Force declined to move in that direction at this time. Task Force members were concerned that meeting the quality requirements for district assessments to serve accountability uses could overwhelm district personnel. After examining the data and reviewing the existing literature, the Wyoming Assessment Task Force recommends that, at the current time, district assessment results should not be used as part of school accountability determinations. The Task Force acknowledged that such a stance may relegate district assessment results to a lower status than the state assessment. At the same time, Task Force members were

concerned that it was not practically feasible in the short term to dramatically improve the quality of district assessments so they could be used as accountability indicators fairly across the state.

However, the Task Force recognized the need for improving the quality of district assessments through the use of multiple strategies including increasing the assessment expertise of those who reviewed district assessments as part of district accreditation processes and to foster local assessment expertise through state support of district assessment consortia.

Interim Assessments

The Wyoming State Legislature has required and paid for the implementation of a common interim assessment program for all Wyoming school districts. The State supported two administrations of the interim assessment each year—fall and spring—but many districts paid to support winter administration as well. Many district leaders found value in the commercially-selected interim assessment products, using them for a variety of purposes including documenting within-year growth and identifying students in need of remediation. On the other hand, the Task Force members expressed some concern expressed that it was difficult to coherently interpret the results of the interim assessments in light of the summative assessment expectations because the two were designed to measure different learning targets and to do so in different ways (e.g., different item formats).

The Wyoming Assessment Task Force’s major recommendation on the interim assessment was that the State should require the development of an interim assessment system based on the same assessment framework and tied to the same learning targets as the state required summative assessment. Districts could **optionally** administer the state-provided interim assessments, and would have local control over how they would administer the tests and use the results. Additionally, districts would have the option of purchasing/developing an interim assessment system not tied to the state assessment system, but such districts would be responsible for the costs.

In a critically-important move to help inform WDE’s procurement process the Task Force made additional recommendations regarding the specific interim assessment design. A key consideration for interim assessment design is whether the assessments are “forward-looking,” “backward-looking,” or a “mini summative assessment” design. Forward-looking assessments are provided prior to instruction to gain an understanding of student readiness for learning new concepts and skills. Conversely, backward-looking assessments are those that are designed to help educators and students know how well students learned material that had been taught, generally recently. They can be designed as **modules** to evaluate student learning of discrete aspects of grade level content (e.g., numbers and operations).

Mini-summative designs are those in which each instance of the interim assessment (2, 3, or 4 or more times each year) is designed to replicate the summative assessment blueprint⁶. Because they are intended to be on the same scale (often a vertical score scale), such mini-summative interim

⁶ A test blueprint is generally in the form of a matrix where the content categories (e.g., standards, objectives) to be tested are represented on one axis and the level of cognitive demand (in the form of process skills or depth of knowledge) required is represented on the other axis. The cells then document the number of test items or score points for each content category by each level of cognitive demand that can be expected to appear on the test.

assessment designs are often used for evaluating student growth throughout the year. On the other hand, there is a substantial body of research indicating that vertical scales are not necessary for documenting student progress. Many Task Force members indicated that it is important for interim assessments to “predict” end-of-year summative assessment performance, and thought that the mini-summative designs were the best way to meet this need. However, the technical facilitators (Martineau and Marion) pointed out that it would be relatively easy to create prediction equations for almost any pair of reasonably well correlated assessments.

Task Force members were intrigued by having a set of **modules**, tied to key aspects of grade-level content, as the potential interim assessment design. In order to keep costs in check, the modules would be focused on a limited number of the major concepts of the discipline (e.g., 3-5 modules) and designed so that districts could administer the modules when and where they fit best within each district’s curriculum. The modules offer promise for providing feedback to educators and students on more narrowly-specified sets of knowledge and skills than the broader set of content associated with a mini-summative design. See Appendix D for a pictorial representation and detailed explanation of the different designs. Such modules could also effectively serve an auditing function for district assessments, which should be designed to measure similar knowledge and skills. Finally, a modular approach to interim assessment offers the potential for simultaneously reducing the time associated with the summative assessment and generating more instructionally-useful information for educators, because it could eliminate the need for “subscores” on the summative assessment. Because this possibility may seem counterintuitive, additional explanation is provided in Appendix E.

In order to achieve this goal, it may be necessary to customize an existing assessment to some degree. Given the recommendations that follow about not using a custom-designed large-scale summative assessment in Wyoming, existing assessments would need to be capable of a degree of customization without the loss of the benefits that an existing assessment offers. This will likely be possible by 2018. Another potential benefit that such an approach offers is reducing the amount of student time devoted to state summative assessments.

The Task Force also discussed types of questions that should appear on the interim assessments. The members knew that using selected-response items (e.g., multiple-choice) to populate the interim assessments would allow for instant reporting and would keep costs down. However, the Task Force recommended that interim assessment questions reflect the types of questions found on the large-scale summative assessment designed to probe students’ deep understanding of critical content and skills. At the same time, the Task Force also strongly recommended that the interim assessment scores must be returned to schools within one week of completing the test. This tradeoff would allow for questions that might take a little longer to score than instant multiple-choice items, but might not allow for the full array of extended-response tasks.

Finally, the Task Force issued recommendations around existing and future requirements associated with the interim assessments. The Task Force recommended that requiring districts to implement assessments in order to conduct evaluations of specific programs could easily become unwieldy and result in a hodgepodge of assessments instead of the coherent system that the Task Force is promoting. The Bridges program is a case in point. This intervention program is designed to provide supplemental educational opportunities to traditional educationally-disadvantaged student groups or other students struggling with grade-level knowledge and skills. These opportunities are often provided during the summer, but may be offered after school and on weekends during the regular

school year. While well-meaning, the notion of requiring the administration of interim assessments early in the school year to help evaluate the Bridges program has the effect of making the “state” assessment a three times per year event and, most importantly, may miss important aspects of the Bridges program.. It is generally assumed that a fall interim assessment allows for calculation of change in students’ scores from spring to fall after experiencing the Bridges summer school. However, as noted above, Bridges funds are commonly used to implement instructional interventions other than summer school, such as weekend programs throughout the school year, meaning that a fall interim test for Bridges evaluation may be limited. It is beyond the scope of this report to discuss alternative evaluation designs for the Bridges program. Rather, the Task Force emphasized that the legislature and other policy bodies should avoid requiring additional assessments without carefully thinking about how such assessments fit within a comprehensive assessment system.

State Summative Assessment

The Task Force indicated that the state summative assessment must comply with state and federal laws, industry best practices, and professional standards. Further, the assessment should be designed using a principled-assessment design approach. The Task Force strongly recommended that in content areas where it is possible, the state summative assessment selected for Wyoming should be used in at least one other state (preferably many states). There are two reasons for this: to allow for comparison of Wyoming educational outcomes to other states and to encourage a stable state summative assessment over time. In other words, changes to the state summative assessment should be minimized by requiring negotiation with other states and/or a vendor in order to make changes to the assessment system.

The Task Force recommended limiting testing time for state-required summative assessments to no more than *one percent* of the Wyoming required instructional hours for any grade. This translates to a limit of 9, 10.5, and 11 hours of testing time for elementary, middle, and high school grades, respectively. The Task Force did *not* recommend that the full limit of hours be used, only that this should be the maximum allowable, while allowing the time to include questions measuring high-level knowledge and skills on the assessment. State tests are not timed in Wyoming so the Task Force recommended that required testing time be estimated as the amount of time needed for at least 85 percent of students to complete testing. These estimates will improve in accuracy over time.

The Task Force recommended that state, standards-based summative assessments be required in English language arts (including writing) and mathematics in grades 3-10 as well as in science in at least one grades each in elementary, middle s, and high school. These assessments must be designed to fully measure the Wyoming content standards and to assess whether students are on track towards college and career ready outcomes. The Task Force recommends that the grade 10 state summative assessment count as part of the Hathaway scholarship⁷ determinations to explicitly tie

⁷ The Hathaway scholarship is a program where Wyoming high school students who complete a required set of courses, have a certain grade point average (GPA), and achieve the required composite score on the ACT. There are various levels of the scholarship award ranging from \$1640 to \$840 per semester (for 2015 graduates) depending on the specific GPA and ACT scores. It was beyond the scope of the Task Force’s work to recommend exactly how the grade 10 scores may be included as part of the Hathaway determination, but the Task Force was confident that this was not an insurmountable problem.

the scholarship to the official Wyoming content standards and to assure adequate student motivation⁸.

The Task Force pointed out that it is not appropriate to include all of the Wyoming high school standards on a test given in grade 10, because students still have at least two more years of school remaining. Therefore, the Task Force recommends having the Wyoming Department of Education convene a standards review committee to determine which of the state high school content standards are eligible for testing by the end of 10th grade. Because grades 11 and 12 remain important, the Task Force recommends that district assessment systems be required to cover the Wyoming high school content standards that do not appear on the state summative assessment. The Task Force acknowledged that this should be relatively easy to accomplish for English language arts, but mathematics could be more challenging. For example, should the 9th grade assessment focus largely on algebra 1 standards while the 10th grade assessment target geometry knowledge and skills? This sounds intuitively sensible, but is not without its challenges. The Task Force noted that such prioritization could occur easily with a custom assessment program, but would have to be negotiated if the state procures a consortium, collaborative, or other existing assessment system.

The Task Force also recommends that the state continue to fund in-school administration of a college entrance examination in grade 11. However, the Task Force argued that career readiness was as important as or more important than college readiness in many parts of Wyoming. Therefore, the Task Force recommended requiring all students to participate in *either* a college entrance examination or an analogous career readiness assessment. The provision of an in-school opportunity for college entrance or career readiness testing (rather than a traditional Saturday administration) is intended to maximize the number of students thinking about post-secondary opportunities.

The recommendations to have the last required state standards-based summative assessment at the end of 10th grade is designed to encourage students to specialize during their last two years of high school. The lack of state mandated standards-based testing in grade 11 and 12 is designed to help junior and senior students focus on highly individualized pathways through either college preparation (e.g., through Advanced Placement (AP), dual enrollment, or other programs) or specific career/technical areas where students may become “concentrators.” It also facilitates the transition from high school into college or career training by strengthening the connection between grades 11-12 and post-secondary education or training.

In order to improve reporting timelines for use in school improvement and other evaluation activities, the Task Force recommends administering state summative assessments online except in isolated situations with emergent needs for paper and pencil. Safeguards for assuring a successful transition to online testing are described near the end of this section of the report. The Task Force recommends administering the summative tests in a three-week window near, but not at, the end of the school year to maximize the amount of instructional time before the test, but also to assure return of results in time to support summer school improvement activities and district program evaluation needs.

⁸ The Task Force does not have a specific recommendation for how the grade 10 assessment results should be incorporated into the Hathaway determination, but suggests that the legislature direct the Hathaway Advisory Committee investigate how best to accomplish this goal.

The Task Force recommends that the state summative assessments serve both an auditing function for district assessment results and a signaling function of the kinds of knowledge and skill that should be prioritized in district assessments (e.g., deeper levels of thinking).

However, the task force is concerned that including too many performance or other extended-response tasks on the state summative assessment may lead to unacceptable testing times. Therefore, the Task Force strongly recommends that the state summative assessment include only the number of such test questions necessary to both signal the types of assessment tasks the state would like to see on classroom and district assessments and ensure that the state assessments can provide information about achievement on the full depth of the Wyoming state content standards.

Supports and Conditions

To improve fidelity of implementation at the classroom, school, district, and state levels, the Task Force noted that certain supports are critical.

Data and Reporting Systems

The Task Force recommends the use of a comprehensive assessment system to maximize the coherence of information produced from various assessment tools. However, without a well-designed and implemented reporting system, the hopes for a comprehensive assessment system will fall well short. The world of data visualization has opened up exciting new possibilities for placing useable information in the hands of users in ways they can easily understand. Score reports are the only ways assessment designers communicate with stakeholders, yet it is often the last thing attended to in design deliberations⁹. Therefore, the Task Force strongly recommends that Wyoming devote the resources necessary to produce a high-quality digital reporting system that capitalizes on modern data visualization techniques and facilitates accurate assessment interpretations while minimizing opportunities for misconceptions. Such a reporting system could be included in vendors' bid in response to the state assessment RFP, but the Task Force is aware that such systems would likely come from more specialized vendors. The Task Force commended WDE's efforts in reporting the results of Wyoming Accountability in Education Accountability system (WAEA), but wanted to go much further to help users understand the assessment results and potential educational implications of the scores.

Assessment Literacy

Having high-quality and intuitively useable reporting systems is a big step toward improving assessment literacy. Unfortunately, it is probably not enough. The Task Force recognized WDE's current efforts to promote formative assessment practices, but recommended expanding the state's efforts to promote assessment literacy and effective assessment. It is beyond the scope of this report to fully outline approaches to meet these goals. The Task Force recommends implementing a thoughtful approach or set of approaches to improve local assessment practices and products (e.g., classroom and district assessments).

Evaluation

⁹ Attributed to Ron Hambleton.

Finally, the state should contract for an ongoing evaluation of (1) the quality of the state assessment; (2) the degree to which intended outcomes are being achieved; (3) the degree to which anticipated and unintended consequences have been observed and minimized (for the unintended, negative consequences); and (4) after three to five years, a summary report including potential improvements to the system to address any issues identified.

Ensuring a Successful Transition

The Task Force recommends a multi-year transition strategy to ensure a successful transition to online state summative assessment and high-quality interim assessment systems. **Allowing enough time to act on these recommendations is critical to assuring that the transition is successful.** The first all-online administration of the state summative assessment will take place in the spring of 2018 and the transition must be smooth. **The Task Force recommends a comprehensive, detailed set of safeguards to assure a smooth transition, presented in subsequent sections.**

SECTION 5: DETAILED DESIGN AND TECHNICAL RECOMMENDATIONS

Before presenting the specific, detailed design and technical recommendations, it is important to note that Task Force members and State Board of Education members wanted to ensure that the recommendations in this report do not unreasonably limit the number of *potential* products that could qualify if these recommendations are enacted. To address those concerns, *potential* qualifying vendors and products are listed in Appendix F.

I. Classroom Formative Assessment

The Wyoming Assessment Task Force acknowledged the critical importance of classroom formative assessment practices for improving student learning, but emphatically argued that other than briefly discussing formative assessment in this report, the Task Force should remain relatively silent on the issue. Task Force members noted formative assessment is the purview of districts (actually, schools and classrooms) and for the most part should not be part of the “state” comprehensive assessment system. The Task Force, however, acknowledged that it would make sense for the state and districts (perhaps organized regionally) to partner in providing high-quality professional development to support high-quality local formative assessment practices.

II. District Assessment System

The major issues identified with district assessment systems by the Task Force include uneven quality, uneven coherence with state assessment, and practical challenges for districts to design and implement high quality assessment systems. The following recommendations attempt to address these concerns:

- A. To improve quality and assure consistency of reviews, the state should contract with one or more qualified professionals to perform audits of district assessment systems as a part of the accreditation process.
- B. The state should incentivize and/or support collaborative efforts among districts to improve the quality of locally-developed assessment tasks and the quality of data use for informing educational decisions. This could include hosting for educators to obtain access to intact assessments, banks of high-quality tasks and test questions, and appropriate professional development on using the resources.

The Task Force recommends NOT using the district assessment results as an indicator in WAEA at this time because considerable improvements in district assessment systems would be required to support high-stakes use and there is concern that districts do not have the time and capacity to meet such requirements at this time.

III. State-Provided Interim Assessment

A. Governing Principles

The Task Force recommended that the state support an interim assessment system tied directly to the summative assessment to encourage consistency across the state and coherence with the accountability performance targets. The use of interim assessments should be governed by the following principles:

1. To reduce required testing time and to tailor to specific uses, districts should not be required to administer any interim assessments, but may choose to use interim assessments as the district sees fit to support identified local uses.
2. Districts choosing to use the state-provided interim assessment would not be responsible for the cost of the assessment. Districts choosing to administer a different interim assessment would do so at their own expense.
3. The interim assessment supported by the state should be coherently tied to the state summative assessment. It should be constructed to measure the same content standards, and should use the same types and formats of test questions to assure a consistent experience for students and educators across state summative and interim assessment.
4. To assure coherence with the summative assessments and to achieve competitive pricing, the interim assessment should be procured as part of the summative assessment.
5. To provide an outside audit of the district and other local assessment results, interim assessments should provide a check on the big ideas associated with the grade level learning targets.

B. Two “Flavors” of Interim Assessment

The Task Force discussed two basic forms of interim assessment (see Appendix D):

1. A “mini-summative” version in which the interim assessment is a shorter version of the end-of-year state summative assessment (e.g., the interim assessment blueprint is representative of the summative assessment blueprint, but results in a shorter test¹⁰). This allows for monitoring students’ growth within a school year on an overall content area and for predicting student performance on the end-of-year summative test.
2. A module-based version in which the blueprint of the summative assessment is broken into 3-5 subsets of content categories, and each interim assessment module measures only one subset. Each module should allow for at least two subscores to be reported within the subset. This allows for measuring achievement of mid-sized units of instruction.

The Task Force recommended that an RFP for state assessments should include both mini-summative and module-based interim assessment designs with the timing of interim assessments being left entirely to local discretion to best meet local needs. However, because of concerns about potential cost increases from providing both types of interim assessment, the Task Force indicated a preference for the module design starting with at least 3-5 modules per grade and subject if a choice of either modular or mini-summative must be made.

D. Item and Task Types

The Task Force recognized the importance of the interim assessment mirroring the summative assessment as much as possible to assure that complex knowledge and skills are measured on both. The Task Force also recognized that near-immediate reporting is needed to maximize the usefulness

¹⁰ A test blueprint is generally in the form of a matrix where the content categories (e.g., standards, objectives) to be tested are represented on one axis and the level of cognitive demand (in the form of process skills or depth of knowledge) required is represented on the other axis. The cells then document the number of test items or score points for each combination of content category and level of cognitive demand that can be expected to appear on the test.

of interim assessments. The inclusion of complex item types (see the section on *Alignment to the Wyoming State Standards* on page 27) means that human scoring may be required, which increases the time between completing an assessment and reporting. To address this conflict, the Task Force recommends the following compromise:

1. Interim assessment results should be returned no more than one week after completion of an assessment.
2. All items types used on the summative assessment should also be included in the interim assessment, so long as they do not preclude returning interim assessment results in no more than one week.

IV. State Summative Assessment

A. Governing Principles

To assure that Wyoming is able to procure a high-quality assessment, the Task Force recommends that the technical quality of the assessment should be well-documented according to research and/or best practices as referenced by some or all of the following:

- Principled assessment design (e.g., *Evidence Centered Design*¹¹, *Knowing What Students Know*¹²)
- Universal Design for Learning¹³
- The AERA/APA/NCME *Standards*¹⁴
- CCSSO/ATP *Best Practices for Statewide Assessment*¹⁵
- Applicable state and federal law and regulation
- Federal peer review requirements

B. Avoiding an Exclusive Wyoming Assessment

In order to provide stability, cost savings, enhanced quality, and comparability of Wyoming test results to other states, the Task Force recommends the following:

1. Each content area test must be used in some form in at least one other state (preferably several other states) for the following reasons:
 - Improve technical quality through the increased capacity and expertise in a multi-state collaboration.
 - Facilitate comparison of results from the Wyoming assessment to results from other states.
 - Reduce cost through multi-state collaboration.
 - Provide stability by requiring changes to the assessment to be negotiated with at least one other state and/or vendor.

¹¹ Mislavy & Riconscente (2006).

¹² Pellegrino, Chudowsky, & Glaser (2001).

¹³ Thompson, Johnstone, & Thurlow (2002).

¹⁴ APA, AERA, & NCME (2014).

¹⁵ CCSSO & ATP (2013).

2. To maximize market competition, the ability to meet Wyoming’s needs, and negotiating power, recommendations in this section should be required only where there are at least two options available.

C. Standards-Based Assessment vs. College/Career Entrance Assessment

The Task Force recommended that a distinction be made between assessments up to grade 10 and assessment after grade 10 in order to maintain the benefits of a college entrance examination, and to provide greater freedom for juniors and seniors to pursue individualized pathways.

1. Assessments after Grade 10.
 - a. Reserve grade 11 and 12 for college entrance, work skills, CTE and other certifications, Advanced Placement, and International Baccalaureate assessments. Do not add standards-based state summative assessment in grade 11 or 12.
 - b. To provide schools incentives to help upper level high school students develop individualized pathways through a career and technical education program or a college preparation program, do not use grade 11 and 12 assessments for school accountability purposes other than as part of the “readiness indicator” of WAEA.
 - c. Require grade 11 students to take *either* a college entrance examination or a work skills examination. This should be administered in school on a regular school day.
 - d. The Department of Education should be provided with funding for a contract to provide districts with one or more resources to gather and report on students’ career/college interest to facilitate local development of individualized high-school pathways.
2. Assessment in Grades 3-10
 - a. Require standards-based, state summative accountability assessment in grades 3-10.
 - b. The Department of Education should be provided with funding for a contract to conduct studies to develop predictive relationships between the grade 9 and 10 assessments and the college readiness and work skills assessments.
 - c. To ensure both student motivation on the grade 10 assessments and alignment of the Hathaway scholarship criteria with the official Wyoming content standards, **the Task Force requests that the legislature and the Hathaway Advisory Committee investigate how the grade 10 assessment might be incorporated into the criteria for Hathaway scholarship eligibility.**

D. Alignment to the Wyoming State Standards

The Task Force recommended signaling the importance of complex knowledge and skills described in the Wyoming state standards through the following:

1. The grade 3-10 assessments should be aligned to the depth and breadth of Wyoming’s state content standards, including complex knowledge and skills that are not easily measured.
2. The assessment should include both multiple choice items and more complex item types better suited to measuring more complex knowledge and skills (e.g., enhanced multiple choice, technology enhanced items, short constructed response, extended constructed response, performance tasks). However, the number of more complex item types included in the assessment must allow for meeting the testing time limits.

3. To avoid market restriction, vendors proposing “naked” writing tasks may still be considered “qualified bidders” assuming they meet other requirements. However, after qualified bidders have been identified, vendors proposing writing tasks that require a text (evidence)-based response should receive more points for writing than vendors proposing naked writing tasks¹⁶.

E. Content Coverage

To ensure compliance with federal laws and to signal the importance of the core content areas of English language arts (including writing), mathematics, and science, the Task Force recommends the following:

1. Require assessment of English language arts and mathematics in every grade.
2. Require coverage of writing (as a part of English language arts) in *at least* one grade each in the elementary, middle, and high school grade spans.
 - a. If it is possible to do so within the limits for testing time, include writing in each of grades 3-10.
 - b. The English language arts assessment should include at least two writing samples per student to adequately measure the Wyoming writing standards.
 - c. Contextualized writing tasks should be preferred over “naked” writing tasks (e.g., writing tasks should require referring to provided text, charts, and/or tables).
3. Require coverage of science in *at least* one grade each in the elementary, middle, and high-school grade spans.
 - a. Wait to bring the state science assessment into compliance with the requirements of this report until new Wyoming state science standards are adopted.
 - b. Include in the RFP for state assessment services a range of dates in which the contactor could reasonable expect new science standards to be adopted.
4. To clearly identify what content is eligible to appear on the grade 10 test in each content area, the following should be enacted:
 - a. The Department of Education should facilitate a standards review committee with the charge of specifying which of the Wyoming content standards are expected to be taught and learned by end of grade 10.
 - b. The committee should be comprised of K-12 content specialists, district curriculum directors, and higher education content specialists.
 - c. After the standards review committee completes its work (or as part of its work), the Department of Education should convene a small advisory group of educators to assist it with determining appropriate content to appear on specific grade 9 and 10 assessments in mathematics¹⁷.
 - d. Any remaining high-school content in the Wyoming state standards should be covered in district assessment systems.

¹⁶ This assumes a bid evaluation process in which vendor bids are first scored to determine whether they meet a threshold for qualifying to provide the state with assessment services, followed by a review of the qualifying bids for a few areas in which select vendors may receive extra credit for proposing “value added” beyond the requirements of the request for proposals (RFP).

¹⁷ The content of English language arts is reasonably well specified by high school grade level, but mathematics content standards are not. This requires a careful parsing of the high school mathematics content standards for not only what must be taught by the end of 10th grade, but also for what should appear on each of the grade 9 and grade 10 assessments in mathematics.

F. Testing Time

In combination with eliminating the requirement to use a state-provided interim assessment, the Task Force recommends limiting the amount of time that may be required for state summative assessment.

1. Limit actual testing time for state-required summative assessment to no more than 1% of the required instructional hours for a given grade level (based on Chapter 22 of Wyoming Department of Education rules, this translates to approximately 9, 10.5, and 11 hours of testing time for elementary, middle, and high school, respectively)¹⁸.
2. “Actual testing time” means the time that students are actually responding to assessment tasks (not additional time used for test preparation, breaks, gathering students, logging students, or reading test instructions)¹⁹. Because Wyoming state assessments are not timed, “actual testing time” should be based on estimated testing time needed for 85% of students to complete the test. These estimates should be updated annually based on actual test administration.

G. Test Timing and Test Windows

In order to balance maximizing the amount of instructional time before state summative assessments and typical end-of-year school activities, and the need to receive results in time for school improvement activities, the Task Force recommends the following:

1. State testing should occur during a three- to four-week testing window which is the same for every grade, with the last allowable testing day being in the first half of May.
2. All aggregate reports (other than statewide aggregate reports) should be available by August 1 to facilitate school improvement activities (with consideration that in the first year of any new program, reports are likely to be delayed).
3. Acting within the constraints of the first bullet in this list, the Department of Education should work with a committee of stakeholders to finalize testing windows (e.g., the first and last allowable testing days each year) and to address local needs for flexibility in scheduling assessment activities²⁰. If possible, start and end dates should be later to maximize instruction before assessment, but should also consider typical year-end school activities and the time needed to return data to schools in time for use in school improvement activities. This committee of stakeholders should include school and district staff with two sets of responsibilities: (1) calendaring, and (2) managing state assessment activities.

H. Moving Assessment Online

The Task Force recommended that test administration be moved fully online to expedite return of assessment results and the use of data in school improvement activities. While other states generally

¹⁸ Required testing time may be less than these limits.

¹⁹ This definition of “actual testing time” is provided to avoid district-to-district variation in the time devoted to activities wrapped around actual testing.

²⁰ For example, allow for flexibility in length of test sessions to coincide with the length of class periods (to avoid unnecessary disruption of daily instructional activities).

less ready than Wyoming have successfully made the transition to line assessment, Wyoming's previous experience with statewide online assessment prompted the Task Force to recommend several safeguards to assure a smooth transition. The most important of these is that the new assessment system should be developed and implemented in a deliberative manner. If these recommendations are acted upon quickly, a new assessment system could be in place by spring of 2018. The recommended safeguards include the following:

1. Schools and districts should be notified immediately, upon acceptance by the legislature of the recommendations in this report, that they must be ready for online assessment by spring of 2018.
2. The state should contract as soon as possible for a high-quality comprehensive technology infrastructure audit for the state as a whole and for every school and district. The state audit should at a minimum cover adequacy of the state internet backbone. District audits should, at a minimum, cover adequacy of available bandwidth, stability of connections to the state backbone and/or other networks. School audits should cover adequacy of available bandwidth, stability of connections to district/state systems, adequacy of wireless school network capacity, adequacy of the number of devices capable of administering the assessment, and the adequacy of the operating systems used on those devices.
3. The state contractor should work with each school district to assist in performing the audit (including fully conducting the audit if necessary) to assure a consistent application across all districts.
4. The state contractor should produce a public report including sections for the state as a whole (including a summary of district and school reports), each district (including a summary of each school report), and each school. The report should identify specific gaps in technology infrastructure in each section of the report and identify minimum actions required to close those gaps.
5. After the full set of audit reports has been produced, it may be necessary for the legislature to consider whether there are any critical, targeted funding needs to fill the identified gaps.
6. To improve schools' confidence in the process, all appropriate state agencies that support school technology infrastructure should clearly describe how they will support preparing all schools and districts for online assessment by spring 2018.
7. At least ten months in advance of the first statewide online administration, all schools, districts, and the state contractor should conduct a simultaneous load test simulating all of Wyoming's students logging on and taking the test simultaneously to attempt to "break" the system. Any breaks or near breaks in the system as a result of the load test should be used to increase capacity in any areas necessary before the first administration.
8. A paper and pencil option should be available to address isolated emergent needs that cannot be resolved in a reasonable amount of time to allow for online testing.
9. Schools should have reasonable flexibility on scheduling testing within the test window to accommodate the use of online assessment with a limited number of devices (e.g., the length and number of test sessions for each student).
10. It should be communicated often to both parents and educators that prior to taking assessments online, students should be provided with adequate experience in the classroom using devices they will take the test on. This should include at a minimum specific focus on navigating a screen and keyboarding. The Department of Education should gather a workgroup of educators to develop guidelines for providing adequate experience.

I. Claims to Be Supported for Individual Students

In order to support important educational decisions made by parents, students, and teachers, the Task Force recommends that the assessment must support the following claims for each individual student:

1. How each student achieves relative to Wyoming standards, including more difficult to measure, higher-level knowledge and skills.
2. How each student's year-to-year growth compares relative to peers.
3. That student achievement and growth scores are accurate across the range of student achievement, meaning that:
 - a. Scores are generally free of floor or ceiling effects.
 - b. Scores support claims about whether novice, typical, and advanced students are being well educated.

J. Claims to Be Supported for Classrooms, Schools, Districts, and the State

In order to support important educational decisions made by teachers, administrators, policymakers, and the public, the Task Force recommends that the assessment must support the following claims for each classroom²¹, school, district, and the state:

1. The magnitude of achievement and growth gaps for key demographic groups (e.g., sex, race/ethnicity, economic disadvantage, special education, and English learners).
2. The change in achievement and growth gaps over time.
3. The percentage of Wyoming students meeting proficiency targets.
4. The percentage of Wyoming students meeting growth targets adequate to remain proficient (for already proficient students) or to achieve proficiency (for not yet proficient students) within a reasonable number of years.
5. Produces valid and reliable group reports (at the class, school, district, and state level) on strengths and weakness in both proficiency and growth in a small number of sub-areas of each content area. To the degree that these sub-scores provide different information (see Appendix E for detail on issues with sub-scores), this supports school improvement activities, post hoc evaluation of instructional practices, curriculum, and programming, and high level policies. This could be accomplished using green/yellow/red light reports that show for each group the sub-areas in which a group's achievement is better than, similar to, or worse than its overall content area achievement²².

K. Reporting

Without thoughtfully designed and useful reports, the quality of the assessment system is moot. To assure that investment in the quality of the assessment is returned, the Task Force recommends the following:

²¹ Access to classroom-level aggregate reports should be limited to educators responsible for that classroom to protect student privacy.

²² For example, group average subscores can be compared to overall scores within a content area to identify whether in each sub-area, the group perform better than, similar to, or worse than they did in the overall content area. Each of those group average scores could also be compared to the thresholds for the different performance levels.

1. Reports must be designed to meet the needs of the following four key groups of stakeholders:
 - a. Students and parents
 - b. Teachers
 - c. School and district leadership teams
 - d. Business community, media, State School Board, State Superintendent, Joint Legislative Education Committee, Legislature at large, Governor, and general public
2. Individual student reports must be designed with stakeholder groups “a” and “b” in mind.
3. Aggregate reports (e.g., classroom and school reports) showing individual student data must be designed with stakeholder groups “b” and “c” in mind.
4. Aggregate report showing group summary data must be designed with all four groups of stakeholders in mind.
5. Unless it is possible to adequately serve the needs of multiple stakeholder groups with a single report format, each report should be developed with a format specific to each audience.
6. The format and elements of each report should be determined by conducting focus groups and/or multiple rounds of workshopping, with a focus on the following for each report element:
 - Identifying the critical “so-what” message(s) for the intended audience(s).
 - Assuring that the “so-what” message(s) are clearly and transparently conveyed.
 - Designing reports to minimize probable misinterpretations.
 - Assuring consistency with AERA/APA/NCME standards for score reporting²³.
7. The reporting system should allow for teachers to receive dynamic individual reports for just their current students, and aggregate reports for their current and past students.
8. The reporting system should allow for each audience to obtain the desired information using intuitive navigation and assistance in finding reports to answer specific questions. Report users should be able to retrieve data to answer their questions with a minimum number of clicks through guided selection of options. Where access to data is appropriate, report users should be able to easily retrieve data about achievement and growth for individual students and demographic groups at the student, classroom, school, district, and state level; with simple navigation between levels.

L. Wyoming Educator Participation in Ongoing Development

After qualified bidders have been identified, vendors whose proposals are consistent with recommendations in this section should receive extra credit²⁴. Although avoiding an exclusive Wyoming assessment means that development will already be completed, it is desirable that Wyoming educators have the opportunity to be involved in ongoing development and maintenance of the assessment. Therefore, in order to improve the fit of the assessment to the Wyoming context, and to assure understanding of the assessment by Wyoming educators, the Task Force recommends the following:

²³ APA, AERA, & NCME (2014).

²⁴ This assumes a bidding process in which vendor bids are first scored to determine whether they meet a threshold for qualifying to provide the state with assessment services, followed by a review of the bids for a few areas in which select vendors may receive extra credit for proposing “value added” beyond the requirements of the request for proposals (RFP).

1. Wyoming educators have substantive say in ongoing development activities including item development, item review, rangefinding, and other development activities.
2. Wyoming educators have the opportunity to review test questions for specific Wyoming sensitivities.
3. If there are alternative test questions available to replace those flagged as problematic by Wyoming educators, WDE is able to replace the flagged questions.
4. Wyoming educators are involved in scoring student responses requiring human scoring for tests completed by Wyoming students
5. The Wyoming Department of Education defines and oversees Wyoming educator involvement.

M. Test Security

In order to avoid the considerable stress and disruption to students, educators, and families caused by test security breaches, the Task Force recommends the following:

1. The Department of Education should review its existing policy documents and associated training using industry standards on test security.
2. The policy document and training must include clear policies, protocols, and guidelines to comprehensively address test security in all aspects of testing including at least the following areas:
 - Professional development
 - Prevention of test security breaches
 - Detection of test security breaches (including balancing protection for whistleblowers and minimizing the impact of malicious allegations)
 - Investigating potential security breaches
 - Protocols for evaluating evidence to make conclusions
 - Protocols for appeals of conclusions
 - Follow-up activities to a substantiated or suspected security breach
3. The Department of Education's test administration vendor must assist with test security to supplement agency capacity in each of the areas listed in the previous recommendation.
4. The Department of Education's test administration vendor must document its own security procedures throughout its processes.

N. Data Security and Privacy

In order to protect the privacy of individual student data and to comply with state and federal student privacy laws, the Task Force recommends that the vendor must document that its corporate policies on data security and privacy comply with all applicable state and federal statutes and regulations, that those policies are adequately strong to prevent data security breaches, and that those policies are rigorously enforced.

O. Program Evaluation and Its Relationship with System Stability

In order to determine whether the State's investment in a new comprehensive assessment system is achieving the intended results, the Task Force recommends the following:

1. The state should contract for an independent summary report evaluating the degree to which the intended outcomes of the state summative assessment have been realized after five years of implementation.
2. The evaluation should include the following at a minimum:
 - The quality of the state assessment
 - The degree to which intended short-, mid-, and long-term outcomes are being realized
 - The degree to which anticipated unanticipated unintended consequences have been observed
3. In addition to its Technical Advisory Committee (TAC) responsible for consulting with the Department to monitor the technical quality of its assessments, the Department of Education should empanel from this point forward a statewide assessment policy advisory committee (PAC) that meets at least twice a year to monitor for concerns from the perspective of Wyoming education stakeholders. This panel should include teachers, administrators, technology coordinators, and assessment coordinators. Because stability of the state assessment is paramount, the first activity of this committee should be defining thresholds for recommending changes to the system. These definitions should strongly privilege stability of the system over time, meaning that thresholds concerns about the assessment must meet before changes are made must be high.

P. Specialty Assessments

The Task Force focused its efforts on designing a coherent assessment system for the general student population in the content areas comprising the basket of goods. The Task Force also recognizes the importance of coherence of its recommendations in four additional specialty areas:

1. Alternate assessments based on alternative achievement standards for students with significant cognitive disabilities (the “1%”)
2. English proficiency assessment for English language learners
3. Early literacy assessment in grades K-3
4. Wyoming Career Technical Assessment (WyCTA) for career and technical education concentrator students

However, the Task Force was largely comprised of general educators, and recognized the need for specialists in each of these areas to make appropriate recommendations for these assessments. Therefore, the Task Force recommended that in each of these three areas, the Department of Education convene small committees of experts to review the recommendations for state summative assessment presented in this report and then make recommendations for those assessments to be coherent with the general content area assessments by determining which of the recommendations in this report are appropriate for those assessments, which are inappropriate, which need to be modified, and to identify any additional recommendations that may be needed.

SECTION 6: RECOMMENDATIONS FOR POLICY COHERENCE

Introduction

The Task Force took great care in ensuring that the recommendations put forth in this report are technical and practically sound. However, the Task Force is aware and concerned that several of the recommendations contradict existing statute, and that current state procurement policies may lead to problems with maintaining a stable state assessment system. In this section, we therefore list specific statutes that will need to be amended or repealed in order to implement the recommendations issues here. Prior to offering specific recommendations to the legislature, we offer general guidelines for legislating assessment requirements.

General Guidelines for Legislating Assessment Requirements

The Task Force spent considerable time discussing and trying to outline a coherent and efficient assessment system for Wyoming. One of the key features of a coherent assessment system is that each assessment in the system is designed to measure the same learning targets in complimentary ways. Further, in order to create an efficient system that minimizes redundancy, each assessment must be carefully designed to produce the intended inferences and to thoughtfully occupy a place in the overall system. It is easy to start adding assessments to meet specific needs (e.g. to support the evaluation of the Bridges program), but this can quickly lead to an incoherent and inefficient set of assessments that no longer function as a system.

Therefore, the Task Force strongly recommends that the legislature create statutes to set broad goals and articulate the intended uses of assessments (e.g., measuring student growth, for use in school accountability determinations). The legislature should prioritize creating a coherent, comprehensive, and efficient assessment system designed to measure student learning of Wyoming content standards and to support school improvement efforts. On the other hand, the legislature should avoid legislation regarding the specifics of assessment design (e.g., types of items to be included on the assessment) or even requiring assessments for specific purposes (e.g., requiring a 3rd grade reading assessment). The Task Force is aware that each time the legislature adds an assessment (e.g., ACT) or adds a specific requirement (e.g., multiple-choice items only), it is for well-intentioned reasons often in response to constituent concerns. Unfortunately, while every action might be well-intentioned, when we look back after a few years, a once coherent assessment is no longer so. Finally, the legislature should never name a specific product in legislation or write statutory requirements so narrowly that only one product or vendor meets the qualifications. It is rare that the legislature possesses the specialized knowledge necessary to recommend a specific assessment product, but most importantly, naming a specific product puts the state in a terrible position for negotiating a contract.

Designing and implementing a stable, efficient, and coherent assessment system requires high levels of technical and practical knowledge. Therefore, we compliment the legislature for appointing the Assessment Task Force, a representative group of citizens, to try to bring more coherence and stability to the Wyoming assessment system. Further, statute tends to last longer than rules and they are often much more difficult to change, especially considering that the Wyoming legislature is in session only 20 or 30 days each year, while the State Board of Education meets monthly to allow for more rapid modification of rules and requirements.

Thus the Task Force recommended that whenever a new potential purpose for assessment arises in state-level policymaking, the following activities should take place:

1. The legislature (and other responsible policymakers) should evaluate with education stakeholders whether the purpose is sufficiently important to justify expanding and disrupting the current assessment system.
2. If deemed sufficiently important, the legislature (and other responsible policymakers) should request a plan from the Wyoming Department of Education (WDE) for how existing assessments could reasonably fulfill that purpose, how existing assessments might be minimally expanded, or how a new assessment might fulfill the purpose (in order of preference).
3. WDE should develop a plan to avoid introducing new assessments if possible. If additional testing time or a new assessment is required, the plan should address thoughtful integration into the existing assessment system in a manner that will minimize disruption of student and educator activities. The Wyoming Department of Education should include stakeholders in developing the plan from both a broad cross section of education stakeholders and experts in the area of the intended purpose.

Wyoming State Statutes Needing Amendment or Repeal

With that framework, we outline the following recommended changes to existing statute to allow the recommendations presented here to be enacted.

1. *W.S. 21-2-202 (a)²⁵: administering a standardized, curriculum based, achievement college entrance examination, computer-adaptive college placement assessment and a job skills assessment test selected by the state superintendent to all students in the eleventh and twelfth grades throughout the state in accordance with this paragraph.* This clause basically requires the ACT and a placement exam such as Accuplacer. The Task Force recommendations would still require the provision of a college entrance or work readiness exam, but the Task Force made no such recommendation for a placement exam. Such an exam may be useful once students enroll in a postsecondary institution, but not as part of the state assessment system. Further, the language of “curriculum based, achievement college entrance exam” is an example of trying to limit the potential successful bidders and the Task Force recommends a more neutral requirement for a college entrance and career readiness exam.
2. *W.S. 21-2-304 (iv)²⁶. Effective school year 2013-2014, and each school year thereafter, require district administration of 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 Task Force recommended the optional (at the district level) use of interim assessments, but most importantly to have the interim assessment procured as part of the state assessment RFP. The Task Force did not recommend the use of an adaptive assessment, per se, but for an interim system that best fit the instructional needs of districts. This is an example of what might be considered over-specification of the interim assessment requirement.

²⁵ Also found in W.S. 21-3-110

²⁶ Also found in W.S. 21-3-110

3. *W.S. 21-2-304 (v) (B). Effective school year 2012-2013, and each school year thereafter, be administered in specified grades aligned to the student content and performance standards, specifically assessing student performance in reading and mathematics at grades three (3) through eight (8). In addition, the statewide assessment system shall assess student performance in science in grades four (4) and eight (8).* As seen earlier in this report, the Task Force is recommending administering the state assessment system in English language arts and mathematics continuously in grades 3-10. The Task Force suggests leaving the science assessment in place until new content standards are adopted.
4. *W.S. 21-2-304 (v) (C). In addition to subparagraph (a)(v)(B) of this section, measure student performance in Wyoming on a comparative basis with student performance nationally.* While this requirement has not been implemented previously, except through the National Assessment of Educational Progress (NAEP), the Task Force supports the intention of this clause.
5. *W.S. 21-2-304 (v) (E). Use only multiple choice items to ensure alignment to the statewide content and performance standards.* The legislature already knows this is a problematic clause, but has been waiting for recommendations from the Task Force to deal with this clause. The Task Force has made clear that it wants to be able to include the types of test questions necessary to fully and deeply measure the Wyoming content standards and not be limited in the types of questions available to use. This is also an example of the type of specification that should not be in statute.
6. *W.S. 21-3-401: Reading assessment and intervention.* The Task Force did not have the time or the specific expertise necessary to address the reading assessment requirements, but recommends that WDE convene an expert advisory panel to make recommendations regarding K-3 reading assessment. While there is often a desire to produce comparable (standardized) data, early childhood reading assessments must yield information so that teachers can understand students' unique strengths and weaknesses. This might require the use of individually-administered assessments tied to each district's specific reading program.
7. *W.S. 21-13-334 (b)(iv) Implement a structured common assessment evaluation of program effectiveness.* While not specified in this clause, the common, adaptive interim assessment required under *W.S. 21-2-304 (iv)* has been the defacto common assessment used as the evaluation instrument for this program. As noted in this report, the Task Force argued that the timing of the common interim assessment was not necessarily appropriate for providing data to evaluate the efficacy of the program. Therefore, the Task Force recommends removing this requirement and replacing it with a requirement for districts to provide an appropriate evaluation of their specific program. WDE should be charged with providing guidance to districts on how best to collect evaluation data tied to the specific requirements of each program.

There are likely other statutes related to statewide and district assessment requirements, but the statutes outlined above are the highest priority targets for modification in order to implement the Task Force recommendations.

A Recommended Variance in Standard Wyoming Procurement Practice

The Task Force understands that typical Wyoming state procurement practices limit contracts to three years. However, this can cause instability in a state assessment program. Changes in contractors introduce changes in the assessment program, even if the same product is used. The changes to the product may be minor, but the state, districts, and schools have to divert attention from other important activities to adapting to new processes and/or products used by a new vendor.

To maximize stability of the State assessment system over time, the Task Force recommended that the legislature direct Wyoming procurement officials to grant a variance from standard procurement practice as detailed below.

1. A new contract to provide Wyoming's state assessments should be awarded for 5-8 years, with the option for 1-5 extension years, with the length of the original contract and number of extension years being negotiated between state procurement officials and the Wyoming Department of Education.
2. The number of contract years available through both the original contract and extension years should be targeted at 9 years to coincide with the required lifespan of Wyoming content standards.
3. Vendors should be required to include in their pricing specific costs for each of the 5-8 original contract years.
4. Vendors should be required to include in their pricing objective methods for determining costs for each of the 1-5 extension years, based primarily on pricing for the original contract years and national economic conditions.
5. Because in long-term contracts, contract changes are inevitable, vendors should propose fair methods for determining contract change prices, based primarily on pricing for the original contract years and pricing for similar activities carried out for other clients.
6. The larger number of available contract years should not limit the state's ability to respond to issues of contract non-performance.
7. When the program is rebid, the cost of a change to the assessment system should be weighed against any cost savings proposed by vendors proposing a different product to determine best value for the state. However, to avoid market restriction, the weighting of the costs to schools and districts should be relatively weak compared to the weights assigned to ratings of the proposals themselves. This is intended to assure that competitors have a reasonable probability of success if they propose a high-quality assessment at a competitive price.

SECTION 7: ABBREVIATED THEORY OF ACTION

This section does not provide a complete theory of action for the recommendations in this report²⁷. Instead, in the following table, this section gives an abbreviated theory of action showing connections between a few key recommendations and specific intended outcomes, potential unintended negative consequences of implementing key recommendations, and potential mechanisms to deter such unintended negative consequences. The intended outcomes are summarized from other sections in this report. Mechanisms for deterring unintended consequences tend to be drawn from other recommendations made by the Task Force in anticipation of the unintended consequences.

Table 8.1 *Abbreviated Theory of Action for Key Task Force Recommendations.*

Key Recommendation(s)	Intended Outcomes	Potential Unintended Negative Consequences	Deterring Unintended Negative Consequences
<ul style="list-style-type: none"> • Standards-Based Assessment in Grades 3-10. • <i>Either</i> College Entrance <i>or</i> Career Readiness Assessment in Grade 11. 	<ul style="list-style-type: none"> • Educators and policymakers use continuous achievement and growth data from grade 3-10 to inform: <ul style="list-style-type: none"> ○ Yearly instructional planning ○ Yearly curriculum and program evaluation ○ Policymaking • Clarify that the Wyoming High School learning targets are the official Wyoming state standards. • Retain the benefits of a college entrance examination. • Better meet the needs of high school students with career and technical education goals. • Allow and encourage specialized pathways for grade 11 and 12 students, improving student engagement and opportunity. • Strengthen ties between Wyoming high schools and Wyoming institutions of higher education, career training, and technical education. • Limit testing time by ending standards-based accountability assessment in grade 10. 	<ul style="list-style-type: none"> • Official Wyoming state standards are ignored in grade 11 and 12. 	<ul style="list-style-type: none"> • District assessment systems address high school standards not eligible to appear on the grade 10 assessment. • Improve quality control of district assessment systems through accreditation, training, and support.

²⁷ A full theory of action would explicitly tie together issues identified with the current system; intended uses of a new system; recommendations for a new assessment system and how they address the issues with the current system and the intended uses of the new system; connections between various components; near-term, mid-term, and long-term intended outcomes associated with each component as well as the whole; and measures to monitor those outcomes. Each of these components is addressed in this report. However, the critical connection is between recommendations and intended outcomes so that an evaluation plan can be developed.

Key Recommendation(s)	Intended Outcomes	Potential Unintended Negative Consequences	Deterring Unintended Negative Consequences
<ul style="list-style-type: none"> • Implement a multi-state standards-based summative assessment. • Allow an extended contracting period beyond that normally allowed. 	<ul style="list-style-type: none"> • Improve stability of the state summative assessment by requiring changes to be negotiated with other states and/or a vendor. • Increase the number of years between considerable changes to the state assessment because of changes in contractors and/or products. • Allow comparison of Wyoming students' achievement and growth to that of students in other states. • Increase Wyoming's leverage to address issues as they arise through applying collaborative pressure with other states. • Reduce costs through economies of scale available through multi-state collaboration. • Reduce costs through the incentive of an extended contracting period. • Increase test quality by gaining access to a broader set of expertise available through collaborative efforts. 	<ul style="list-style-type: none"> • Slow collaborative response to critical needs. • Contractor becoming too comfortable and/or inadequately responsive. • Costs increase unacceptably over time. 	<ul style="list-style-type: none"> • Split contracting years between guaranteed contract years and optional extension years. • Tie cost increases in extension years to original costs and economic conditions. • Maintain strong remedies for contract non-performance. • Require a defined process for developing costs for contract changes keyed to original contract costs and costs to other clients for similar services.
<ul style="list-style-type: none"> • Move all state-provided assessment online 	<ul style="list-style-type: none"> • Allow state summative test administration closer to the end of the school year (to maximize instruction time before assessment). • Allow return of results before August 1 of each year (to make results available for school improvement activities in the summer). • Eliminate logistical challenges inherent in paper and pencil testing. • Increase flexibility for test administration, scoring, and reporting through use of information technology tools. 	<ul style="list-style-type: none"> • Statewide breakdown of the test administration system. • Localized breakdowns of the needed information technology infrastructure. • Test security breach. • Data security breach. • Increased logistical challenges for districts and schools. 	<ul style="list-style-type: none"> • Safeguards recommended to assure a smooth and successful transition to online assessment. • Review and enhance test security sections of existing state policy documents to address new issues in test security posed by online assessment. • Require vendors to demonstrate strong security policies and adherence to those policies. • WDE should empanel a policy advisory committee to monitor and advise on logistical and other issues.

Key Recommendation(s)	Intended Outcomes	Potential Unintended Negative Consequences	Deterring Unintended Negative Consequences
<ul style="list-style-type: none"> • Procure state-provided interim assessments with the state summative assessments • Implement modular interim assessment design at a minimum. 	<ul style="list-style-type: none"> • Eliminate inconsistencies between state summative assessments and interim assessments. • Eliminate inconsistencies between the Wyoming state content standards and the interim assessment. • Signal the importance of high-level student knowledge and skills on both state summative assessment and interim assessments. • Improve the usefulness of interim assessment results by targeting smaller units of content and reporting on finer-grained categories. • Control costs by bundling multiple products. 	<ul style="list-style-type: none"> • Concerns from districts accustomed to the current interim assessment. 	<ul style="list-style-type: none"> • Design reports for interim assessments to assure usefulness to educators. • Increase flexibility for districts on timing and number of interim assessments. • Eliminate requirement to use interim assessment (provide as a state service for districts to implement to best serve local needs)

This table should be used as a starting point for the recommended five-year evaluation of the new system.

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APPENDIX A: UNDERSTANDING FORMATIVE ASSESSMENT

Definition of Formative Assessment

Formative assessment has also been called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (p. 3).

In addition, Wiley (paraphrased from p. 3) lists five critical attributes of formative assessment:

1. They are based on clear articulations of learning goals as steps toward an ultimate desirable outcome.
2. Learning goals and the criteria for success are clearly identified and communicated to students in language they can understand.
3. Students are frequently provided with feedback directly linked to the learning goals and criteria for success.
4. Students engage in self- and peer-assessment against the criteria for success.
5. Students and teachers jointly own (collaborate on) monitoring student progress over time.

While the practice of formative assessment in general embodies these five attributes, not every example of formative assessment incorporates every attribute. The definition and five critical attributes are based on research linking such practices to student learning gains. The core of the formative assessment process is that it takes place during instruction (i.e., “in the moment”) and under full control of the teacher to support student learning while it is developing. Thus, formative assessment is an integral part of instruction; instruction need not be paused to engage in formative assessment. This embedded assessment is done through diagnosing on a very frequent basis where students are in their progress toward fine-grained learning targets such as those covered by a single class period. This ongoing diagnosis shows both teachers and students where gaps in knowledge and skill exist, and helps both teacher and student understand how to close those gaps.

The definition and critical attributes make clear that formative assessment is not a product, but a process tailored to the details of ongoing instruction to individual students. Effective formative assessment practices occur very frequently, covering very small units of instruction (such as part of a class period). If tasks are presented, they may vary for students depending on where they are in their learning. However, formative assessment processes often occur during regular and targeted questioning of students in small or large groups, observing students as they work in groups and/or engage in tasks. Formative assessment practices may be facilitated using certain technology and related tools. There is a strong view among some scholars that because formative assessment is tailored to the specific context of the classroom and to individual students that results cannot be

meaningfully aggregated or compared. Many of these scholars question whether the observations from formative assessment should even be scored.

Another implication is the critical importance of providing frequent feedback to individual students. Providing each student such frequent and targeted feedback develops his or her ability to continuously monitor the quality of their own work against a clear learning target. It is this targeted and frequent feedback to students that is the most crucial part of the formative assessment process²⁸.

The nature of formative assessment implies that the frequently used term *common formative assessment* is a result of confusion about the nature of formative assessment. Other types of assessment may be used formatively for periodic progress monitoring (e.g., to inform mid-course corrections or modifications to curriculum and programming), but only formative assessment as described above is capable of informing instruction on a moment-to-moment basis. Effective formative assessment is tailored to a specific instructional plan and a specific group of students at defined points in their attainment of learning targets. The critical characteristics of formative assessment practices should be common across all teachers, and tools teachers use to implement formative assessment may be common across many teachers, but formative assessment is too tailored to a unique classroom to be common.

Data gathered through formative assessment have limited to no use for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this: (1) if carried out appropriately, the data gathered from one unit to the next, one teacher to the next, one moment to the next, and one student to the next will not be comparable; (2) students will be unlikely to participate as fully, openly, and honestly in the process if they know they are being evaluated by their teachers or peers on the basis of their responses; (3) for the same reasons, educators will be unlikely to participate as fully, openly, and honestly in the process; and (4) the nature of the formative assessment process is likely to shift in such a way that it can no longer optimally inform instruction.

These implications create a distinct difference from summative and interim assessment (described below), which are intended to assess student achievement after an extended period of learning. Simply giving students an assessment in the classroom does not mean that the assessment is formative. Use of assessment evidence in a formative manner requires teachers to achieve insight into individual student learning in relation to learning targets, to provide effective feedback to students about those insights, and to make instructional decisions based on those insights. During the formative assessment process, feedback to students and student involvement is essential. Teachers seek ways to involve the student in “thinking about their thinking” (metacognition) to use learning evidence to close the gap and get closer to the intended learning target.

Because there is a great deal of confusion over what constitutes formative assessment, the next part of this appendix provides vignettes of formative assessment in practice. The four vignettes describe the work of four different educators to help readers to better understand what is meant by “formative assessment.”

²⁸ See Sadler (1989).

Vignettes of Formative Assessment in Practice²⁹

High School – Chemistry Mid-Period Check In

As part of instructional planning, a high school chemistry teacher develops both true and false statements related to a micro-unit covering a half hour in high school chemistry. Statements were strategically developed to assess whether students hold anticipated misconceptions. Following the micro-unit, students show thumbs up, thumbs down, or thumbs to the side to indicate whether each statement is true, false, or they don't know. Based on the prevalence of thumbs down and to the side, the teacher may select one of at least four options:

1. Reteach that micro-unit using a different instructional plan the next day.
2. Use pre-planned strategies to address a small number of misconceptions.
3. Strategically group students who put thumbs down or to the side with confident students to discuss their conclusions and monitor group discussions.
4. Work briefly with a one or two students needing additional assistance while the rest of the class engages in the next activity.

Middle School – English End of Period Check In

At the beginning of a seventh grade English class period, a middle school English teacher shares with her students what the three learning targets are for the day. At the end of the period, she asks each student to fill out and hand in a slip confidentially rating their attainment of each learning target in one of the following four categories:

1. I can teach this.
2. I can do this on my own.
3. I need some help with this.
4. I don't get this at all.

The teacher adjusts the next day's lesson plan by creating a simple task asking small groups of students to practice a learning target on which about half the students felt confident. The small groups are strategically selected to include students that are both confident and not confident with the learning target. She also reviews with the entire class another learning target on which few students felt confident. To do so, she asks two students to explain their approach on a specific problem. After gauging current understanding, she decides whether to instruct on that learning target again using a different strategy and different examples than the previous day.

Elementary School – Monitoring Development of Mathematical Understanding

After a successful unit on simple two-digit addition (without regrouping), an elementary school teacher wants students to learn both a regrouping algorithm and why the algorithm works. He demonstrates to his students that their current knowledge and skills are inadequate to accurately deal with two-digit addition requiring regrouping. He does this by assigning small groups of students to solve a problem either using the addition algorithm they already know or by using counting objects. In a subsequent whole-class discussion, the teacher highlights the conflicting answers and asks his

²⁹ Informed by Wiley (2008).

students to think about how place value place might explain why the groups got different answers. He then asks each small group to work on developing its own solution to the problem. After visiting and probing each group to survey current understanding and developing strategies, he asks strategically chosen groups to share their developing solutions, and builds post-activity instruction on the regrouping algorithm around them.

High School – English Capstone Project

As a capstone project for a unit on persuasive writing, a high-school English teacher assigns her students to individually write a persuasive essay incorporating each of the unit learning targets. Each student is to:

- Choose a position on a controversial topic important to him,
- Identify reliable resources for information on his position and a contrary position commonly taken on the topic,
- Summarize the arguments for both positions,
- Use the logical devices taught in the unit to argue for his position,
- Use logical tools to argue the logical superior of his position, and
- Incorporate work in all five previous steps into a coherent persuasive essay.

The teacher divides the capstone project into four subunits (with associated assignments):

1. Choosing a topic, a personal position, an opposing position, and identifying reliable resources;
2. Summarizing arguments for at least two positions on the topic;
3. Arguing for the personal position and against an opposing position on a logical basis;
4. Incorporating into a complete and coherent persuasive essay.

Along with other formative practices, the teacher spends class time making each sub-unit's learning targets explicit and instructing on them. She also uses class time on the day each assignment is due to have students peer-review each other's work, focusing on the learning targets and working on revisions. As assignments are turned in, the teacher provides formative feedback based on the learning target rather than grading each assignment. Only after providing at least one round of formative feedback on each assignment does the teacher grade the final product. She does this to ensure that the formative feedback fulfills its purpose and her evaluation of each student's performance represents what was learned by the end of the unit.

APPENDIX B: ONE-PAGE SUMMARY OF FORMATIVE, INTERIM, AND SUMMATIVE ASSESSMENT

	Formative Assessment	Interim Assessment	Summative Assessment
Characteristics	<ul style="list-style-type: none"> Facilitate effective instruction (does not pause instruction) Learning goals and criteria are clear to students Students self-/peer-monitor progress toward learning goals Students and teachers receive frequent feedback Jointly controlled by each teacher and her students Covers a micro unit of instruction Very frequent (e.g., multiple times per period) Tailored to a set of students and an instructional plan Might be comparable for a classroom, but not beyond <i>Not a product (e.g., quiz, test, bank of questions/tests)</i> 	<ul style="list-style-type: none"> Pauses instruction for evaluation Controlled solely by a teacher, school, district, or state (or by a consortium of teachers, schools...) Covers a mid-sized unit of instruction Somewhat frequent (e.g., weekly to quarterly) Administered before and/or after a mid-sized unit Based on who controls assessment, results may be comparable across students, teachers, schools, districts, and/or states A product 	<ul style="list-style-type: none"> Pauses instruction for evaluation Controlled solely by a teacher, school, district, or state (or by a consortium of teachers, schools...) Covers a macro unit of instruction (e.g., semester, course, credit, grade) Infrequent (e.g., yearly, finals week) Administered after completing a macro unit Based on who controls assessment, results may be comparable across students,...., and/or states A product
Uses	<ul style="list-style-type: none"> Engage students in learning/metacognition through frequent feedback and self-/peer-evaluation Monitor moment-to-moment student learning Diagnose individual students' immediate instructional needs Diagnose immediate group instructional needs Immediately adjust instruction Differentiate instruction Self-evaluate micro-unit instructional effectiveness <i>Student results from formative assessment are not appropriate for use in grading or accountability; however, ratings of the quality of formative assessment practice may be appropriate for use in accountability</i> 	<ul style="list-style-type: none"> Evaluate achievement after a mid-sized unit Monitor progress within a macro-unit (e.g., semester, course, credit, grade) Corroborate formative assessment Pre-test to tailor unit instructional plans for the group and individual students Identify post-unit remedial needs Mid-course self-evaluation and adjustment of teacher classroom practices Mid-course evaluation and adjustment of school and district policies and programs Predict performance on summative assessment Grading (and possibly accountability) 	<ul style="list-style-type: none"> Evaluate achievement after a macro unit Monitor progress across multiple macro-units Corroborate interim assessment Evaluate readiness for the next macro unit After-the-fact evaluation/adjustment of broad instructional practices by individual teachers and of curriculum/programming policies by administrators Predict later student outcomes Grading and accountability
Examples	<ul style="list-style-type: none"> Following a micro-unit, students show thumbs up/thumbs down to indicate whether statements developed around anticipated misconceptions are true. Based on prevalence of misconceptions, the teacher reteaches parts of his lesson using a different instructional strategy, strategically groups students to discuss their conclusions, or works briefly with one or two students. At the end of class, students hand in a slip confidentially rating their attainment of each learning target as: (1) <i>I can teach this</i>, (2) <i>I can do this on my own</i>, (3) <i>I need some help with this</i>, or (4) <i>I don't get this at all</i>. The teacher adjusts her next-day group assignments and planned activities accordingly. 	<ul style="list-style-type: none"> Classroom unit quizzes and homework Individual and group unit projects Pre-unit exams of unit pre-requisites Pre-unit exams of unit content End of unit exams Mid-term exams Marking period exams not covering a full macro-unit Quarterly assessments District placement tests 	<ul style="list-style-type: none"> Classroom final exams, projects, and papers School or district final exams, projects, or papers District/state assessments for testing out of a credit District graduation/diploma-endorsement tests Typical state accountability tests High school equivalency tests District graduation tests College admission tests

APPENDIX C: DETAILED HIGHEST PRIORITY USES AND CHARACTERISTICS

The Task Force’s highest priority uses and characteristics are presented in detail in Table B1 below. These uses and characteristics were evaluated by the facilitators using the definitions and appropriate uses of formative, interim, and summative assessments discussed in Section 2 of this report. The evaluation also incorporates differences between classroom-, district-, and state-owned assessments to show the complexity of an assessment system that would be needed to fulfill all of the Task Force’s highest priority uses and characteristics. This evaluation is reflected in additional elements added to Table B1. Those elements identify whether each type and level of assessment has full, some, minimal, or no applicability to the use or characteristic in each row. In addition, in each row the applicability of the various types and levels of assessment to each use or characteristic is briefly explained.

Table B1. *Task Force Highest Priority Uses and Characteristics.*

Total ¹ Score	Number of Votes by Priority			Desired Uses and Characteristics of Wyoming Assessment	Applicability ²					
					Type			Level		
	1 st	2 nd	3 rd		Formative	Interim	Summative	Classroom	District	State
38	10	3	2	Provide information to parents, students, and educators regarding individual student achievement and growth within and across years, including readiness for the next level in a student's K-12 progression - Classroom formative: continuous achievement/growth/readiness data on micro-units - Classroom/district/state interim: periodic achievement/growth/readiness data on mid-sized units - Classroom/district/state summative: yearly achievement/growth/readiness data on macro-units	●	●	●	●	●	●
27	6	4	1	Provide feedback on progress toward standards to inform instruction on more than a yearly basis - Classroom formative: continuous achievement and progress data inform daily instruction - Classroom/district/state interim: periodic unit achievement & progress data informs remediation - District/state summative: interim results might be rolled up for summative determinations	●	●	○	●	●	●
16	0	5	6	Allow for comparisons within the state and across states - State interim: provides within-state comparability if adopted statewide - State summative: provides within-state comparability - State interim/summative: provides cross-state comparability if a multi-state assessment is used	○	●	●	○	○	●
13	2	2	3	Provide reliable and valid data to evaluate program/curriculum effectiveness and alignment to standards - District/state interim: can provide information to inform within- and between-year evaluations - District/state summative: can provide information to inform between-year evaluations	○	●	●	○	●	●

Total ¹ Score	Number of Votes by Priority			Desired Uses and Characteristics of Wyoming Assessment	Applicability ²					
					Type			Level		
	1 st	2 nd	3 rd		Formative	Interim	Summative	Classroom	District	State
11	3	1	0	Be student-centered (e.g., student is not a number) - Classroom formative: micro-unit diagnostic data to tailor instruction - Classroom/district/state interim: unit diagnostic data to tailor remediation - Classroom/district/state summative: macro-unit data to inform critical yearly decisions	●	●	○	●	●	●
8	0	3	2	Encourage collaboration and sharing best practices - Classroom formative/interim/summative: foster teacher collaboration on teacher practices - District/state interim/summative: foster teacher collaboration on using non-classroom data - District/state interim/summative: foster educator collaboration on curriculum/programming - Limit use of classroom assessment for evaluation to quality of practices and support for collaboration	●	●	●	●	●	●
7	1	2	0	Continually inform instruction with timely feedback - Classroom formative: continual micro-unit diagnostic data to inform daily instruction - Classroom/district/state interim: periodic unit data to inform post-unit remediation	●	○	○	●	○	○
6	1	1	1	Validly inform decisions about post-secondary education/training - State summative: likely to provide based on ties to post-secondary outcomes (onerous for a district)	○	○	●	○	○	●
2	0	0	2	Consistency over time to facilitate the intended outcomes of assessment in Wyoming - District interim/summative: stable longitudinal data can improve decision making - State interim: stable longitudinal data can improve decision making - State summative: likely to improve decision-making because of school/district accountability uses	○	○	●	○	○	●
X				Number of desired uses/characteristics with unique and full applicability	2	0	3	3	0	3
				Number of desired uses/characteristics with full applicability	4	3	5	4	2	5
				Number of desired uses/characteristics with some applicability	1	4	1	1	4	3
				Number of desired uses/characteristics with unlikely applicability	0	1	2	0	2	1
				Number of desired uses/characteristics with no applicability	4	1	1	4	1	0

1. Each panelist identified one characteristic as her highest priority, second highest priority, or third highest priority. These were given scores of 3, 2, and 1 respectively. The scores were summed across panelists to give a total score for each desired use/characteristic.

2. ●, ○, ○, and ○ indicate desired uses or characteristics for which the type or level of assessment has full applicability, some applicability, minimal or unlikely applicability, and no applicability, respectively.

APPENDIX D: MINI-SUMMATIVE VS. MODULAR INTERIM ASSESSMENT DESIGNS

To help illustrate the differences between a mini-summative and modular design, we present an abbreviated pictorial representation of the two designs below. In a mini-summative design, the interim assessments are in essence, just shorter versions of the summative assessment. In a modular design, the interim assessments focus on specific portions of what was covered by the complete summative assessment to give more fine-grained information about student achievement within the content area of the summative assessment. A more detailed explanation of how this might be accomplished is given on the following pages.

Figure D.1. Mini-summative Interim Assessment Design Schematic.

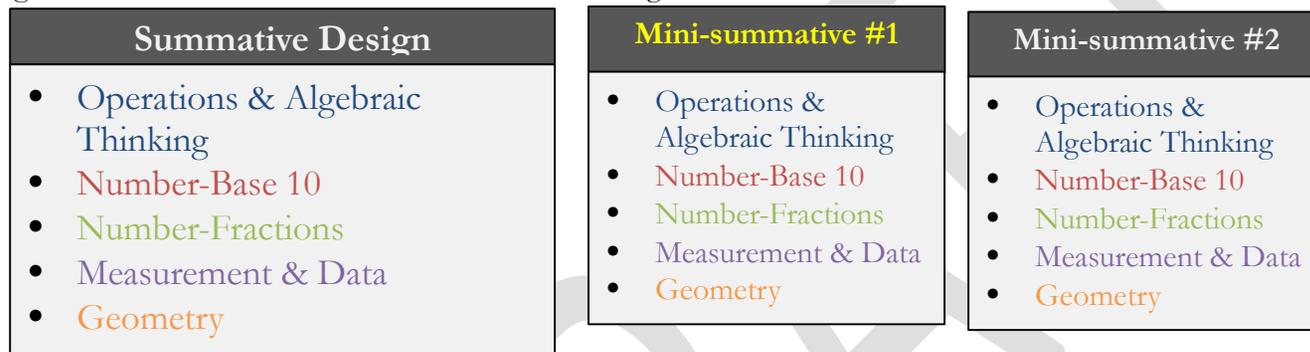
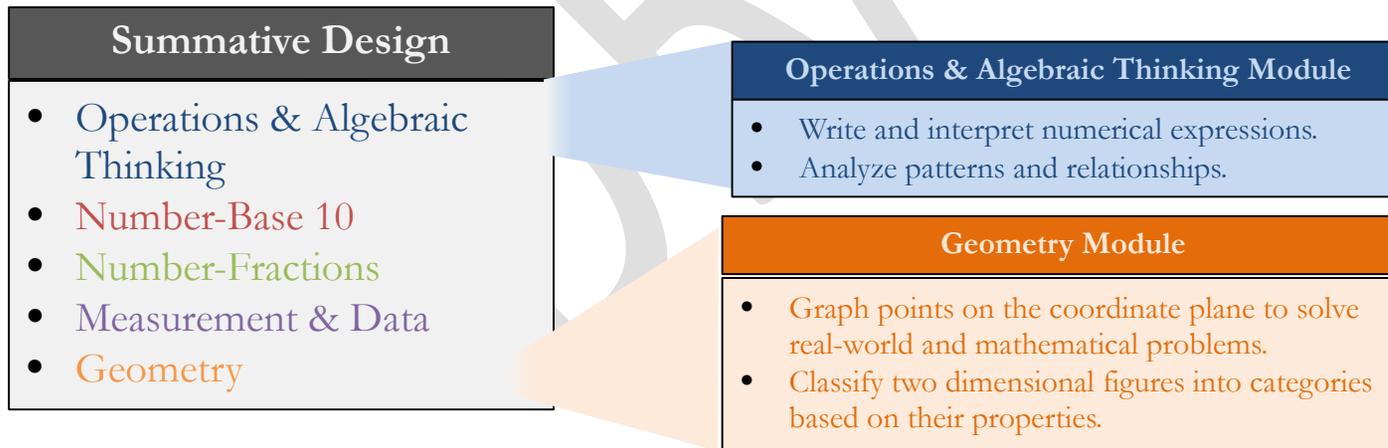


Figure D.2. Modular Interim Assessment Design Schematic.



As an aid in further understanding assessment design, we first describe the general hierarchical format that content standards take by providing an example from grade-5 mathematics:

<p>Content Category</p> <p>Operations & Algebraic Thinking Write and interpret numerical expressions <i>Use parentheses, brackets, or braces...</i> <i>Write simple expressions that record calculations...</i> Analyze patterns and relationships <i>Generate...numerical patterns...given rules...</i></p>
<p>Number & Operations in Base Ten Understand the place value system <i>Recognize [digit values increase tenfold when one place... left]</i> <i>Explain patterns in...multiplying by powers of 10...</i> <i>Read, write, and compare decimals to thousandths</i> <i>Use place value understanding to round decimals to any place</i> Perform operations...to hundredths <i>Fluently multiply multi-digit whole numbers...</i> <i>Find whole-number quotients of whole numbers...</i> <i>Add, subtract, multiply, and divide decimals to hundredths...</i></p>
<p>Number & Operations—Fractions Use equivalent fractions...to add and subtract fractions <i>Add and subtract fractions with unlike denominators...</i> <i>Solve [fraction word problems by comparison...]</i> Apply and extend...multiplication and division <i>Interpret a fraction [as a division problem]...</i> <i>[Extend whole number] multiplication to...fractions...</i> <i>Interpret multiplication as scaling (resizing)...</i> <i>Solve...problems [with] multiplication of fractions...</i> <i>[Extend division to involve unit fractions]</i></p>
<p>Measurement & Data Convert like measurement units [in the same] system <i>Convert among different sized measurement units...</i> Represent and interpret data <i>Make a line plot to display [data with fractional units]...</i> Geometric measurement: understand...volume <i>Understand volume as an attribute of solid figures...</i> <i>Measure volumes by counting unit cubes...</i> <i>Relate volume to [multiplication and division]...</i></p>
<p>Geometry Graph points on the coordinate plane to solve... <i>Use [two] perpendicular lines...to define a coordinate...</i> <i>Represent... points in the first quadrant...</i> Classify two-dimensional figures...on...properties <i>[Know category] attributes [apply] to all sub-categories...</i> <i>Classify...figures in a hierarchy based on properties</i></p>

To aid in explanation, the broadest content categories (at the top of the hierarchy) are displayed in bold. Sub-categories are indented presented in the same color as the broad category they belong to. Sub-sub-categories are further indented and presented in italics.

In a *highly simplified* version of test design, the number of test questions or score points that come from each sub-sub-category is clearly specified to reflect the relative importance of each category. For example, if every sub-sub-category were considered equally important, a reasonable test design

might specify that every sub-sub-category be measured using two test questions, resulting in the following hypothetical summative test design:

Content Category	# of Items
Operations & Algebraic Thinking	6
Write and interpret numerical expressions	4
<i>Use parentheses, brackets, or braces...</i>	2
<i>Write simple expressions that record calculations...</i>	2
Analyze patterns and relationships	2
<i>Generate...numerical patterns...given rules...</i>	2
Number & Operations in Base Ten	14
Understand the place value system	8
<i>Recognize [digit values increase tenfold when one place... left]</i>	2
<i>Explain patterns in...multiplying by powers of 10...</i>	2
<i>Read, write, and compare decimals to thousandths</i>	2
<i>Use place value understanding to round decimals to any place</i>	2
Perform operations...to hundredths	6
<i>Fluently multiply multi-digit whole numbers...</i>	2
<i>Find whole-number quotients of whole numbers...</i>	2
<i>Add, subtract, multiply, and divide decimals to hundredths...</i>	2
Number & Operations—Fractions	14
Use equivalent fractions...to add and subtract fractions	4
<i>Add and subtract fractions with unlike denominators...</i>	2
<i>Solve [fraction word problems by comparison...]</i>	2
Apply and extend...multiplication and division	10
<i>Interpret a fraction [as a division problem]...</i>	2
<i>[Extend whole number] multiplication to...fractions...</i>	2
<i>Interpret multiplication as scaling (resizing)...</i>	2
<i>Solve...problems [with] multiplication of fractions...</i>	2
<i>[Extend division to involve unit fractions]</i>	2
Measurement & Data	10
Convert like measurement units [in the same] system	2
<i>Convert among different sized measurement units...</i>	2
Represent and interpret data	2
<i>Make a line plot to display [data with fractional units]...</i>	2
Geometric measurement: understand...volume	6
<i>Understand volume as an attribute of solid figures...</i>	2
<i>Measure volumes by counting unit cubes...</i>	2
<i>Relate volume to [multiplication and division]...</i>	2
Geometry	8
Graph points on the coordinate plane to solve...	4
<i>Use [two] perpendicular lines...to define a coordinate...</i>	2
<i>Represent... points in the first quadrant...</i>	2
Classify two-dimensional figures...on...properties	4
<i>[Know category] attributes [apply] to all sub-categories...</i>	2
<i>Classify...figures in a hierarchy based on properties</i>	2
Total	52

A *mini-summative interim assessment design* is intended to reasonably replicate the summative assessment experience with the exception of being shorter. For example, on an interim assessment with five testing opportunities, this could be accomplished by measuring each content standard with 1 rather than 2 items, giving the following mini-summative interim assessment design, making each interim assessment half as long as the summative assessment:

Content Category	# of Items on Interim Assessment				
	1	2	3	4	5
Operations & Algebraic Thinking	3	3	3	3	3
Write and interpret numerical expressions <i>Use parentheses, brackets, or braces...</i>	2 1	2 1	2 1	2 1	2 1
<i>Write simple expressions that record calculations...</i>	1	1	1	1	1
Analyze patterns and relationships <i>Generate...numerical patterns...given rules...</i>	1 1	1 1	1 1	1 1	1 1
Number & Operations in Base Ten	7	7	7	7	7
Understand the place value system <i>Recognize [digit values increase tenfold when one place... left]</i>	4 1	4 1	4 1	4 1	4 1
<i>Explain patterns in...multiplying by powers of 10...</i>	1	1	1	1	1
<i>Read, write, and compare decimals to thousandths</i>	1	1	1	1	1
<i>Use place value understanding to round decimals to any place</i>	1	1	1	1	1
Perform operations...to hundredths <i>Fluently multiply multi-digit whole numbers...</i>	3 1	3 1	3 1	3 1	3 1
<i>Find whole-number quotients of whole numbers...</i>	1	1	1	1	1
<i>Add, subtract, multiply, and divide decimals to hundredths...</i>	1	1	1	1	1
Number & Operations—Fractions	7	7	7	7	7
Use equivalent fractions...to add and subtract fractions <i>Add and subtract fractions with unlike denominators...</i>	2 1	2 1	2 1	2 1	2 1
<i>Solve [fraction word problems by comparison...]</i>	1	1	1	1	1
Apply and extend...multiplication and division <i>Interpret a fraction [as a division problem]...</i>	5 1	5 1	5 1	5 1	5 1
<i>[Extend whole number] multiplication to...fractions...</i>	1	1	1	1	1
<i>Interpret multiplication as scaling (resizing)...</i>	1	1	1	1	1
<i>Solve...problems [with] multiplication of fractions...</i>	1	1	1	1	1
<i>[Extend division to involve unit fractions]</i>	1	1	1	1	1
Measurement & Data	5	5	5	5	5
Convert like measurement units [in the same] system <i>Convert among different sized measurement units...</i>	1 1	1 1	1 1	1 1	1 1
Represent and interpret data <i>Make a line plot to display [data with fractional units]...</i>	1 1	1 1	1 1	1 1	1 1
Geometric measurement: understand...volume <i>Understand volume as an attribute of solid figures...</i>	3 1	3 1	3 1	3 1	3 1
<i>Measure volumes by counting unit cubes...</i>	1	1	1	1	1
<i>Relate volume to [multiplication and division]...</i>	1	1	1	1	1
Geometry	4	4	4	4	4
Graph points on the coordinate plane to solve... <i>Use [two] perpendicular lines...to define a coordinate...</i>	2 1	2 1	2 1	2 1	2 1
<i>Represent... points in the first quadrant...</i>	1	1	1	1	1
Classify two-dimensional figures...on...properties <i>[Know category] attributes [apply] to all sub-categories...</i>	2 1	2 1	2 1	2 1	2 1
<i>Classify...figures in a hierarchy based on properties</i>	1	1	1	1	1
Total	26	26	26	26	26

Multiple interim assessments built to this design would have different sets of test questions, but with the same emphasis on each of the content categories as on the summative assessment.

Modular interim assessment designs are different, however. Modular designs are intended to focus in on strategically selected subsets of the content standards (typically selected to represent potential moderate-sized units of instruction). Therefore, modular interim assessment designs are not similar to the summative test design. For example, in a highly simplified approach, each of the five broadest content categories could be selected as the focus for each of five interim assessment modules, giving

the following modular interim assessment design of approximately the same length as the mini-summative designs:

Content Category	# of Items on Interim Assessment				
	1	2	3	4	5
Operations & Algebraic Thinking Write and interpret numerical expressions <i>Use parentheses, brackets, or braces...</i> <i>Write simple expressions that record calculations...</i> Analyze patterns and relationships <i>Generate...numerical patterns...given rules...</i>	27 18 9 9				
Number & Operations in Base Ten Understand the place value system <i>Recognize [digit values increase tenfold when one place... left]</i> <i>Explain patterns in...multiplying by powers of 10...</i> <i>Read, write, and compare decimals to thousandths</i> <i>Use place value understanding to round decimals to any place</i> Perform operations...to hundredths <i>Fluently multiply multi-digit whole numbers...</i> <i>Find whole-number quotients of whole numbers...</i> <i>Add, subtract, multiply, and divide decimals to hundredths...</i>		28 16 4 4 4 4 12 4 4 4			
Number & Operations—Fractions Use equivalent fractions...to add and subtract fractions <i>Add and subtract fractions with unlike denominators...</i> <i>Solve [fraction word problems by comparison...]</i> Apply and extend...multiplication and division <i>Interpret a fraction [as a division problem]...</i> <i>[Extend whole number] multiplication to...fractions...</i> <i>Interpret multiplication as scaling (resizing)...</i> <i>Solve...problems [with] multiplication of fractions...</i> <i>[Extend division to involve unit fractions]</i>			28 8 4 4 20 4 4 4 4 4		
Measurement & Data Convert like measurement units [in the same] system <i>Convert among different sized measurement units...</i> Represent and interpret data <i>Make a line plot to display [data with fractional units]...</i> Geometric measurement: understand...volume <i>Understand volume as an attribute of solid figures...</i> <i>Measure volumes by counting unit cubes...</i> <i>Relate volume to [multiplication and division]...</i>				25 5 5 5 15 5 5 5	
Geometry Graph points on the coordinate plane to solve... <i>Use [two] perpendicular lines...to define a coordinate...</i> <i>Represent... points in the first quadrant...</i> Classify two-dimensional figures...on...properties <i>[Know category] attributes [apply] to all sub-categories...</i> <i>Classify...figures in a hierarchy based on properties</i>					28 14 7 7 14 7 7
Total	27	28	28	25	28

The benefit of a modular interim assessment design is that it can provide much more granular and instructionally useful information because there are enough items measuring fine-grained categories of content to inform broad (not day-to-day) instructional and/or remedial decisions.

APPENDIX E: DETAIL ON ISSUES IN SUB-SCORE REPORTING

Subscores serve as achievement reports on subsets of the full set of knowledge and skill represented by a total score. For example, many English language arts summative assessments produce a total score for English language arts, subscores for at least reading and writing, and often finer-grained subscores for topics such as informational and literary reading. Similarly, a mathematics test typically yields an overall math score and potential subscores in topics such as numbers and operations, algebraic reasoning, measurement and geometry, and statistics and probability. One of the greatest challenges in current large-scale summative assessment design is to create tests that are no longer than necessary to produce a very reliable total score (e.g., 5th grade mathematics) while yielding adequately reliable subscores to help educators and others gain more instructionally-relevant information than gleaned from just the total score.

Unfortunately, there is a little known aspect of educational measurement (outside of measurement professionals) that large-scale tests are generally designed to report scores on a “unidimensional” scale. This means that the 5th grade math test, for example, is designed to report overall math performance, but not to tease out differences in performance on things like geometry or algebra because the only questions that survive the statistical review processes are those that relate strongly to the total score of overall math. If the test was designed to include questions that better distinguish among potential subscores, the reliability (consistency) of the total score would be diminished. There are “multidimensional” procedures that can be employed to potentially produce reliable and valid subscores, but these are much more expensive to implement and complicated to ensure the comparability of these subscores and the total score across years. The National Assessment of Educational Progress (NAEP) is the one example of a well-known assessment designed to produce meaningful results at the subscore level, but NAEP has huge samples to work with and more financial resources and psychometric capacity at its disposal than any state assessment. In other words, it is not realistic at this time to consider moving away from a unidimensional framework for Wyoming’s next statewide summative assessment, which means that the subscores will unfortunately be much less reliable estimates of the total score than useful content-based reports. This is true for essentially all commercially-available interim assessments as well so that in spite of user reports that they like assessment X or Y because it produces fine-grain subscores useful for instructional planning, any differences in subscores are likely due to error rather than anything educationally meaningful.

In spite of this widely-held knowledge by measurement professionals, every state assessment designer knows that they need to produce scores beyond the total score otherwise stakeholders would complain they are not getting enough from the assessment. Recall that producing very reliable total scores is critical for accountability uses of statewide assessments and, all things being equal, the reliability is related to the number of questions (or score points) on a test. Therefore, most measurement experts recommend having at least 10 score points for each subscore with to achieve at least some minimal level of reliability, so that statewide summative tests tend to get longer to accommodate subscore reporting. Therefore, one way to lessen the time required on the statewide summative assessment is to focus the summative assessment on reporting the total score and use the optional modules for districts that would like more detailed and accurate information about particular aspects of the content domain.

APPENDIX F: POTENTIAL QUALIFYING PRODUCTS/VENDORS

The Task Force put a premium on ensuring assessment quality, practical usefulness of assessment data, and on state-provided assessments not being exclusive to Wyoming. At the same time, the Task Force and the State Board of Education at its September 23, 2015 meeting expressed concern about whether the recommendations in this report may unreasonably reduce the number of potential qualified bidders. **While the Task Force presents these companies as potential bidders, this in no way means that the company would either respond to a Wyoming RFP or that they would be able to meet the requirements of the RFP.** Any potential Wyoming assessment vendor would have to provide evidence that their product can meet the requirements outlined in the RFP.

Language Arts and Mathematics

Table 6.1 below presents the **potential** companies and products would be likely or possibly available for Language Arts and Mathematics. This information is based on the knowledge of the two facilitators as a result of their work in other states and knowledge of the industry.

Table 6.1. *Likely and possibly qualifying products.*

Source	Type of Source	Status as of Spring 2015
ACT Aspire	Test Vendor	Administered in 2015 in two (2) states
Data Recognition Corporation	Test Vendor	Ready for use
Educational Testing Service	Test Vendor	Under development
Measured Progress	Test Vendor	Under development
PARCC	Consortium of States	Administered in 2015 in eleven (11) states
Smarter Balanced	Consortium of States	Administered in 2015 in eighteen (18) states
University of Kansas	State University	Administered in 2015 in two (2) states
Utah	State sells test items	Administered in 2015 in two (4) states

Based on Table 6.1, it appears that there are sufficient sources of likely and possibly qualifying products to assure that there is adequate and competitive bidding. We list in red some potential sources in Table 6.1 even though (1) no documentation is currently available for the products they have developed or are in the process of developing, and (2) no other state is currently using products from those sources for statewide summative assessment. We include these potential sources because by the time a request for proposals (RFP) is issued, these vendors may have adequate documentation and their products may have been adopted by at least one other state.

Finally, for Language Arts and Mathematics there are a few additional important considerations about collaboration with each potential source that may be probed in an RFP and in scoring bids on the RFP. Wyoming must consider the degree of control it wants in any new assessment system. Several of the potential products—such as ACT Aspire, University of Kansas, and Utah—would afford Wyoming very little, if any, control over the assessment program. On the other hand, if Wyoming became a governing member of an assessment consortium (PARCC or Smarter Balanced), it may have a limited amount of influence over the nature of the assessment system. In either case, Wyoming may extend its influence by convincing other states of the importance of its position and together with other states recommend a change to the assessment program. It is unknown to what degree DRC, ETS, and Measured Progress would afford clients control over their

products, but they would be proprietary products over which final decisions would rest with the vendors.

Second, the division of labor differs across potential assessment providers. In the case of ACT Aspire, PARCC, University of Kansas, and likely DRC, ETS, and Measured Progress, the assessment provider is solely responsible for product development and for test administration, scoring, and reporting; and the state is responsible for overseeing contract performance. Smarter Balanced is responsible for product development and monitoring consistency across member states and states are responsible for procuring a state-specific vendor for test administration, scoring, and reporting and for monitoring the contract performance of that vendor. On the other hand, PARCC manages all assessment activities centrally. States such as Florida, Tennessee, and Arizona have purchased the rights to use Utah test items in 2015, but there is no cross-state collaboration beyond that financial transaction.

Science

Science is addressed separately because whereas there is considerable similarity of the Wyoming state standards in Language Arts and Mathematics to those of many other states, the Wyoming state standards in Science are unique. Therefore, there may or may not be sources with qualified products (meaning that an exclusive Wyoming science assessment may be needed). The potential assessment options available for science will depend on the new science content standards adopted by the Wyoming State Board of Education.

Of the sources listed in Table 6.1, ACT Aspire, Utah, and the University of Kansas offer science assessments. The DRC, ETS, and Measured Progress products may include science assessments when they become available. PARCC and Smarter Balanced products do not include science assessments.

The Task Force recommended keeping the existing Science assessment until new Wyoming Science standards have been adopted, but that the RFP issued for a new assessment system include requirements to immediately begin development of a new Science assessment consistent with the recommendations in this report when the new Wyoming state Science standards are adopted. They further recommended that collaboration with other states with sufficiently similar Science standards be investigated as a first option. Finally, the Task Force recommended that depending on the instructional shifts required by any new Science standards, the state may choose to adjust the timing of a new science assessment to best accommodate the required instructional shifts.



TAB B

Results and Process of the
Professional Judgment Panel

2012 Session Laws of Wyoming, Chapter 101, Section 5

(a) The state board, in consultation with the department of education, shall report to the legislative service office not later than October 15, 2012 on the implementation of phase one of the pilot statewide education accountability system as amended by W.S. 21-2-204 and 21-2-304(a)(vi), as amended by section 1 of this act. Except as provided under W.S. 21-2-304(a)(v), as amended under section 1 of this act, for delayed implementation of several components of the statewide assessment system, the report shall include the design and proposed business rules for implementation and administration of a fully operational phase one pilot statewide education accountability system by school year 2012-2013. The department of education shall use available data from school year 2011-2012 and all applicable prior years to demonstrate the operation of the phase one pilot system and application of the business rules as proposed by the state board. As subsequent data may become available, the department shall review the operation of the phase one pilot system and based upon that review, report to the state board any revisions for system implementation.

(b) The system reported by the state board to the legislative service office as required by subsection (a) of this section shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). For system indicators and data not yet collected but specified in the January 2012 report or otherwise required by this act, the state board shall, through the department of education, provide a specific plan describing how the indicators will be incorporated into accountability system computations and analysis upon becoming available. In addition, the department shall on behalf of the state board, calculate overall school and indicator level results for the 2012-2013 pilot school year based upon data available during the 2011-2012 school year and all applicable prior school years. The report by the state board as required under subsection (a) of this section shall incorporate business rules and a plan for administration and implementation which at a minimum includes the following elements:

(i) A technically defensible approach to calculate achievement, growth and readiness as required by W.S. 21-2-204(d), as amended by section 1 of this act;

(ii) Use of a deliberative process informed by broad-based representation from areas of public education and the community at-large in developing and establishing performance levels on the various performance indicators and the overall process as required under W.S. 21-2-204(e), as amended by section 1 of this act. Initial membership on this representative panel to be established under this paragraph and to be known as the Wyoming education accountability professional judgment panel, shall be comprised at minimum, of representatives of organizations and entities specified in this paragraph. The numbers of members appointed from each specified organization or entity shall be at least equal to and may exceed the number specified in this paragraph. The state board shall appoint members to the panel, shall fill any vacancy and may remove any member. The initial panel membership shall include:

(c) Three (3) members of the state board;

(d) Three (3) public school teachers, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;

(e) Three (3) public school principals, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;

(f) Three (3) school district superintendents, one (1) representing a small district, one (1) a medium district and one (1) a large district;

(g) Three (3) members of the business community and the community at-large;

(h) Three (3) parents of children attending Wyoming public schools;

(i) Three (3) members of school district central office administration;

(j) Three (3) members of Wyoming school district boards of trustees;

(J) Three (3) representatives of Wyoming post-secondary education institutions.

(iii) Performance targets and levels of performance required by W.S. 21-2-204(e), as amended by section 1 of this act;

(iv) Inclusion requirements, including but not limited to:

(A) The identification and definition of students who shall be assessed to determine school performance and accountability with the expectation that all Wyoming students in eligible grades shall participate in the assessment and accountability system;

(B) Identification and definition of the minimum number of students and data elements acceptable for calculation of school, student and group performance and accountability; and

(C) Identification and definition of an academic year for purposes of determining school performance and accountability.

(v) Attribution requirements, including but not limited to the identification and definition of school configurations and the identification and definition of the linkage necessary between a student and a school that shall be used for determining school performance and accountability.



WYOMING

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MEMORANDUM

TO: Senator Hank Coe and Representative David Northrup, Joint Education Committee and Select Committee on Statewide Education Accountability Co-chairs

FROM: Paige Fenton Hughes, Coordinator

DATE: October 15, 2015

SUBJECT: Results of the Professional Judgment Panel

The State Board of Education convened the Professional Judgment Panel (PJP) in August of 2015 to set the standards for the Wyoming Accountability in Education Act accountability model. As in past years, Dr. Michael Beck facilitated panel discussions, and you will find his final report of the work of the panel in this tab of our report.

Dr. Michael Flicek will attend your meeting to provide and update about the changes to the model and can answer questions the committees may have about either the model or the PJP process.

The state board extends many thanks to the members of the PJP who have, for multiple years now, taken days away from their homes and work to conduct the standards setting work and set targets for our schools. Furthermore, Dr. Flicek, John Paul and members of the WDE staff have been so helpful in collaborating and supporting the work both leading up to the PJP and during the PJP itself.

If you have any questions prior to your meeting, please contact me at 307.349.4506 or paige.fentonhughes@gmail.com.

Summary

Results of the 2015 Wyoming Professional Judgment Panel's Meetings & Recommendations for the State's School Accountability Program

Michael D. Beck
BETA, Inc.

Abstract

The Wyoming Professional Judgment Panel (PJP) met on 10-12 August in Casper to make recommendations concerning the state's school accountability program. The meeting had three primary objectives:

1. To recommend school-based standards for the several **Performance Indicators** identified in most-recent version of the School Performance Rating Model (Flicek, 2015a);
2. To use these established Performance Indicator standards in a "body of work" approach to set recommended **School Performance Levels** for all Wyoming schools, both schools housing students in Grades 3-8 and High Schools;
3. To discuss and agree to wording of the School Performance Rating **performance-level descriptors** defining each of the four possible school accountability ratings, separately for schools serving Grades 3-8 students and those serving High School students.

At the completion of the meetings, the PJP had accomplished each of above objectives. They carried out the process of establishing school performance standards for each of the Performance Indicators for both Grades 3-8 and High School, used these results to recommend School Performance Levels (SPLs), and reviewed and confirmed new Performance Level Descriptors for the school accountability program to be operational for the 2015-16 school year.

Recommendations of the PJP are summarized in the accompanying attachments. Resulting individual school accountability ratings for each Wyoming school building were generated by Mike Flicek and data-analysis colleagues from the Department of Education using the final PJP recommendations. The PJP recommendations and the impact of same were presented on 13 August to the State Board of Education, which approved the PJP recommendations. A summary of those school ratings is also attached.

Summary of PJP Meetings

The PJP met in Casper for three days in mid-August for the purpose of establishing the cutscores for the Wyoming School Performance Ratings. **Appendix A** lists all PJP committee members who attended the sessions. Because most PJP members had participated in sessions in previous years in which substantively identical activities were conducted, it was decided by the consultant for the activities in cooperation with the Coordinator for the State Board of Education to revise the training activities accordingly. The four new members of the PJP were asked to attend a one-half day training and orientation session on 10 August; attendance at this pre-session was optional all “returning” PJP members, as the content of this activity was limited to training in the PJP responsibilities, the general process of setting performance standards, and an overview of the school performance rating model. Two PJP members who had participated in previous years’ activities chose to attend portions of the pre-session. All PJP members then attended sessions on 11 and 12 August, during which only a brief overview of the general standard-setting procedures took place. The remaining portions of the two days was then devoted to PJP efforts to set standards for the various elements of the accountability model. It was the opinion of the session observers and consultants that this revision in the PJP training and judgment activities was both well-received and efficient.

The PJP’s work was facilitated by Michael Beck, a consultant contracted by the State Board of Education under a Scope of Work for the Standard Setting and Professional Judgment Panel. The same consultant had planned and conducted comparable sessions for earlier years of the accountability system implementation and the PJP work. This consultant was primarily guided in directing this process by the June 8 draft of the Wyoming Accountability in Education Act School Performance Rating Model, (Flicek, 2015a) and an earlier related set to suggested changes to the 2014 model (Flicek, 2015b) which established the Performance Indicators and accountability determination procedures for the current year of the accountability program. In preparation for the sessions, Michael Beck, Dr. Flicek, Dr. Fenton Hughes, and representatives of the Wyoming Department of Education held an extended conference call to discuss elements of the process. Beck and Flicek also exchanged multiple e-mails concerning various aspects of the system and the 2014-15 Wyoming assessment results pertinent to the accountability process.

Dr. Flicek and two staff members from the Wyoming Department of Education were present throughout the August PJP sessions to assist in describing elements of the model and to generate various “impact data” for PJP consideration. Their contributions to the success of the meetings were invaluable. Dr. Fenton Hughes was present to monitor all PJP and consultant efforts. Deb Lindsey, Wyoming’s Director of Assessment, also observed the PJP sessions.

Recommended Standards for the Performance Indicators

An agenda for the PJP sessions is provided in **Appendix B**. The pre-session afternoon activities began with a welcome from Dr. Fenton Hughes. Mike Flicek then briefed the new PJP members on major elements of the school accountability model, including changes in the model from the 2014-15 pilot year. Michael Beck then provided the new panelists with an introduction to the general process of setting performance standards, with special focus on the application of these activities to setting standards for schools

rather than students. The next phase of the session was devoted to a discussion of the PJP's activities and the several Performance Indicators that are integral to the Wyoming accountability system. Finally, panelists were introduced to the several sets of terminology used during the accountability process – performance descriptors for the PAWS, for the accountability Performance Indicators, and for the School Performance Levels. The small-group format of this pre-session provided ample opportunity for panelist questions and discussion.

The following day, for the full-panel PJP sessions, Dr. Fenton Hughes provided a welcome and introduction, and Dr. Flicek again presented the key elements of the 2015-16 model, highlighting changes from the previous year. The remaining portion of the two-day session was devoted to panel work in recommending standards for the multiple Performance Indicators whose definitions had changed from the previous year and then transforming these Performance Indicator standards into the School Performance Levels. As with previous years of these activities, multiple rounds of independent judgments were made by panelists for each of the Indicators, with extensive feedback and interaction among panel members between rounds for each Indicator. The first sets of such judgments were made independently by each judge. For each Performance Indicator, summaries of interim panel recommendation were generated and panelists were given anonymous feedback on their initial judgments, with extensive opportunity for panelists to discuss their initial judgments and reconsider their recommendations; then a second round of recommendations was conducted, again anonymously. PowerPoint™ slides used to conduct the sessions are available on request from Dr. Fenton Hughes.

Because the 2014 PJP had made recommendation for several of the Performance Indicators whose definitions and derivations remain unchanged from the previous year, it was not necessary for the panel to reconsider these judgments. The maintenance of previously determined standards adds stability and reliability to the accountability system; over time, of course, the goal of the process is that *none* of the constituent elements of the accountability system change from year to year, making it unnecessary to reset standards. At that stage, the state's accountability system and the standards for the system can be maintained without revision from year to year.

Changes to the accountability system from 2014-15 to 2015-16 are discussed in detail in Flicek 2015a and 2015b. Readers wishing to review the key elements of the system are referred to these documents for such information. For the 2015-16 version of the system, the Performance Indicators (PI) for the program are:

GRADES 3-8 SCHOOLS:

Achievement
Growth
Equity

HIGH SCHOOLS:

Achievement
Growth
Equity
College & Career Readiness

For Grades 3-8, the Growth PI has been unchanged since 2013, so no review or revision of the standards was necessary. For Achievement, because the Writing portion of the PAWS assessments was omitted from the 2014-15 statewide assessment program, it was necessary for the PJP to review and reconsider the standards for the PI. The definition and computation of the Equity PI was changed for the current year of the system, so the PJP had to establish new standards.

For High Schools, standards set the previous year for the Achievement PI were not reviewed, as no changes to this element of the system were made. As with Grades 3-8, the Equity PI was redefined for 2015-16, so new standards had to be established. The Growth PI for high schools was newly introduced for 2015-16, so discussion of the derivation of this PI took place, followed by establishing standards. Since the definition of Growth for high schools was conceptually identical to the Growth PI for elementary schools, previous PJP recommendations of standards for the Grades 3-8 schools provided a grounding of this process. Finally, two sub-indicator elements of the Readiness PI (Graduation Rate, and Hathaway Eligibility) were reconsidered by the PJP due to minor changes in the calculation of these sub-indicators. In addition, the process of combining the sub-indicators of Readiness was revised this year, making PJP review and standard setting activities for this Indicator necessary.

This report contains PJP recommendations only for the PIs for which standards were either initially established or reconsidered by the PJP in 2015. Standards for the several PIs that were unchanged in definition from 2014 are only summarized here. For additional details concerning all of the PIs, their definitions, and the process of combining the PIs into the School Performance Levels, see Flicek 2015a and 2015b.

The round-by-round PJP recommended cutscores for the PIs are presented in table form in **Appendix C** and graphically in **Appendix D**. Note that the central tendency of PJP-recommended cutscores is typically presented as the median, although Appendix C summarizes the panel's recommendations in terms of medians, means and standard deviations. Because the median is a more-stable indicator of the central tendency of a panel's recommendations than is the mean, and the median is less affected than would be the mean by extreme or outlying values, the median PJP recommended cutscore is taken as the best indicator of the panel's judgment. The final cutscores of the panel as presented to and adopted by the State Board of Education are medians.

As Appendix C shows, the 2014 PJP did not make cutscore recommendations for the Grades 3-8 Growth PI. This was because such recommendations had been made in 2013, and no changes were subsequently made to this indicator. PJP 2013 recommendations were carried forward to the 2014 and 2015 models. Similarly, no PJP reconsideration was required for the High School Achievement PI, definition of which was unchanged from 2014. As the standard deviations shown in the second table for Appendix C demonstrate, members of the PJP showed high levels of agreement among themselves for all of the PIs. Further, the reduction in standard deviations from Round 1 to Round 2 in almost all cases demonstrate increased agreement among panelists following presentation and discussion of their initial, Round 1 recommendations.

In the Appendix D graphs, the vertical axes indicate the number of PJP members who recommended the various graphed cutscores (horizontal axes) for either Meet (blue bars) or Exceed Target (red bars).

Recall that the Growth PI for High Schools is a new PI for 2015. This indicator was not previously available as there had been no way to calculate growth across the several ACT assessments – Explore, Plan, and the Grade 11 ACT Assessment. However, the Department of Education worked with ACT during the past year to generate a psychometrically sound scaled score that spanned the several assessments, and this scale was used to generate Growth data in an analogous way to the Growth PI for Grades 3-8 schools. PJP recommendations for this new PI are shown in Appendix C and D.

A slight change was made to the high school Readiness PI this year that made it advisable for the PJP to reconsider the previously established cutscores. For the first time, the “success curriculum” element of the Hathaway eligibility sub-indicator was included for each student’s Hathaway index. Since the addition of this additional element of the Hathaway score reduced somewhat many students’ Hathaway index, some school-level PI values were similarly reduced, leading to a lowered Additional Readiness score for some schools, as the Hathaway eligibility index is a significant component of this PI. Accordingly, the PJP reviewed the 2014 standards for the Additional Readiness sub-indicator. The 2014 standards for this had been index scores of 70 for Meets Target and 80 for Exceeds Target. As shown in Appendices C and D, the median PJP recommended standards for 2015 were 69 for Meets and 79 for Exceeds Target (for both Rounds 1 and 2).

Because model changes to both the high-school graduation rate indicator and the Hathaway sub-indicator were made, the PJP reconsidered cutscores for the Overall Readiness PI, a combination of graduation rate and the “additional readiness” sub-indicators (Hathaway, Grade 9 credits, and tested ACT readiness). These data are collapsed into a 3 X 3 matrix of Graduation Rate X Additional Readiness. Results of the panel’s recommendations by round for the Target values for the Overall Readiness indicator are shown in **Appendix E**.

A change was made to the accountability model for 2015 with regard to the procedure for combining the several high school Performance Indicators (see Flicek, 2015a). Specifically, the Achievement, Growth, and Equity PIs were collapsed into an Academic Level indicator; then these Academic Level targets were combined with the Overall Readiness levels discussed above. This combination was used to generate the School Performance Levels for high schools. **Appendix F** presents the PJP recommendations for the collapsing of the three Academic Level indicators – Achievement, Growth, and Equity. Note that since some schools will not have Equity PIs (mostly due to very low student enrollment), the PJP also set Target Levels for schools with only the Achievement and Growth PIs.

Recommended Standards for the School Performance Levels

Several significant changes were made in the accountability model between 2014 and 2015 (c.f., Flicek, 2015a; Flicek, 2015b). The two most significant changes applied to the high school accountability system. A Performance Indicator for Growth was added for the first time, expanding the number of high school PIs from 3 to 4. This resulted in a change in the method used to determine the School Performance Levels for high school. Rather than judging all 27 combinations of the earlier PIs for high schools – Achievement, Equity, and Readiness, each with three possible Target levels - as in 2014

and earlier, the PJP set Target values for “Academic Performance” (a combination of Achievement, Equity, and the new PI – Growth), then judged the School Performance Levels for all combinations of Target values for Academic Performance and Overall Readiness. This resulted in the PJP making School Performance Level decisions for only nine combinations of school outcomes – the three possible Target values for Academic Performance and the corresponding three possible Target values for Overall Readiness. These changes to the model and their effect on school levels is discussed in detail in Flicek, 2015a.

Appendix G summarizes the initial (Round 1) and final School Performance Level recommendations of the judges. The initial PJP recommendations were discussed at length by the panel, and the PJP was provided with “impact data” (a summary of the percent of Wyoming schools whose results fell into each possible preliminary School Performance Level). They then discussed these data as a group and independently made revised recommendations. The two rounds of PJP recommendations for the School Performance Levels were made separately for both Grades 3-8 schools and High Schools. The 2015 changes to the model for high schools are reflected in the tables in this appendix.

As Appendix G shows, there was a very high level of agreement among the PJP members as to the most-appropriate School Performance Level for all combinations of PI Target outcomes. For example, even for Round 1 of the Grades 3-8 decisions, at least 16 of the 19 PJP members agreed on 22 of the 27 cells of possible outcomes. For 20 of the 27 cells, there was unanimous agreement or only one exception to the most-appropriate Performance Level for a school. Round 2 results, as anticipated, show even greater agreement among the panelists. Agreement among panelists was even greater for the high school decisions. Note that for only one of the 36 possible judgments (27 for Grades 3-8 and 9 for high schools) did the median panel School Performance Level recommendation change between Rounds 1 and 2 of panel judgments. These data confirm the high level of agreement among panelists, both before extensive discussion and following such discussions between rounds of recommendations.

Appendix H summarizes the information presented in Appendix G, providing the median panel-recommended School Performance Levels for every combination of PI outcomes. The PJP’s final recommendations, approved by the State Board of Education at the completion of the panel’s deliberations, were used by Mike Flicek and his data-analyst team to generate School Performance Levels for each Wyoming school (excepting alternative high schools and a number of schools that have insufficient numbers of students to provide stable ratings). A summary of these data according to the grade coverage of the school is presented in **Appendix I**. Further information concerning the impact of the final PJP recommendations, approved by the State Board of Education, is available from the Department of Education.

Recommended Wording of the Performance Level Descriptors

Performance level descriptors are a critical component of any standard-setting activity. These verbal descriptors essentially define and give meaning to the labels that are attached to each school’s overall performance on the elements of the state’s accountability system. The PJP was provided with 2014 versions of the performance level descriptors for review and suggested editing. Panelists were encouraged to suggest revision or editorial –

minor or significant – changes to the draft Performance Level Descriptors provided for each of the school Performance Levels – Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. These draft PLDs were discussed during the PJP sessions; all PJP members were encouraged to take the 2104 version of the PLDs with them following the sessions and to indicate any additional changes they would make to the PLDs before they became final and public. The several comments received were distilled and checked for consistency with the PJP’s final School Performance Level recommendations. The group’s consensus wording of the PLDs is presented in **Appendix J**.

Session Summary

It is the opinion of the consultant who facilitated the PJP sessions that the panel – individually and as a committee – applied themselves seriously, attentively, and professionally to the multiple tasks they were assigned. After multiple iterations of judgments, discussions, and deliberations, they recommended reasoned and reasonable standards for the PIs, then applied these PI standards in a thoughtful and deliberative manner to the determination of School Performance Ratings. The PJP’s recommendations yielded statewide school “impact” – accountability results for schools – that appear both to be reasonable and to reflect the overall judgment of the majority of the PJP membership. The panel’s recommended cutscores for both Performance Indicators and the School Performance Ratings, in the consultant’s opinion, should be accepted for statewide use in the 2015-16 school year.

MDB
9/15

APPENDIX A:

Professional Judgment Panel Members In Attendance at August 10 - 12 Sessions

State Board of Education

Walt Wilcox
Kathy Coon

Public School Teachers

Alana Engel – Elementary – Rawlins Elementary School
Brent Daly – High School – Campbell County HS
Mary Hoard – high School – Natrona HS

Principal

Dr. Joseph Ingalls – Elementary – North Evanston Elem.
Darrin Peppard – High School – Rock Springs HS
Eric Pingrey – Middle School – Douglas

School District Superintendent

Dr. Summer Stephens – small district – Weston #7 Upton

Business & Community at-Large

Lloyd Larsen – Lander
Jill Bramlet – Wheatland

Parent

Greg Legerski – Pinedale

School District Central Office

R. J. Kost – Powell - Park #1
Jody Rakness – Worland – Washakie #1
Marc LaHiff – Cheyenne – Laramie #1

Wyoming School District Board of Trustees

Richard Bridger – Sheridan #2
Linda S. Jennings – Campbell 31

Wyoming Post-Secondary Institutions

Jed Jensen – Dean of CTE
Lona Tracy – Adjunct Professor at EWC
Kristine Walker – Asst. Professor at NWC

Support Services

Doug Rose

APPENDIX B:

AGENDA

Wyoming Professional Judgment Panel Meetings Casper, WY - 10-12 August 2015

MONDAY (12:30 – approx. 4:30) – for new PJP Members

- Welcome, Introductions / Orientation / Goals / Responsibilities –
Paige F. Hughes
- Wyoming’s 2015-16 School Performance Rating Model – Changes, Update,
Business Rules, Model Overview – *Mike Flicek*
- What is “standard setting”? How this relates to PJP
- Overview of Wyoming’s 4 Performance Indicators (PIs):
Achievement, Equity, Growth, & Readiness
 - How each PI is operationally defined this year
 - How these lead to a School Accountability System
 - for *Grades 3 – 8 schools*: Achievement, Equity, Growth
 - for *Grades 9 – 12 schools*: Achievement, Equity, Growth, & Readiness
- Initial Review of the WY’s Performance Level Descriptors (PLDs) for schools:
- *Exceeding, Meeting, Partially Meeting, Not Meeting Expectations*
- Giving meaning to three sets of Terminology:
 - Terms for *PAWS*, for the *PIs*, for the *Accountability System*

TUESDAY (8:30 – approx. 4:30) – for all PJP Members A.M.

- Welcome, Introductions / Orientation / Goals / Responsibilities –
Paige F. Hughes
- Wyoming’s 2015-16 School Performance Rating Model – Changes, Update,
Business Rules, Model Overview – *Mike Flicek*

- Brief review of background issues
- Initial Review of the WY's school Performance Level Descriptors (PLDs):
 - *Exceeding, Meeting, Partially Meeting, Not Meeting Expectations*
- Methodology used to set school performance standards for each PI
 - Differences from last year
 - Selected statewide summary data for each PI
- Grades 3 – 8 PIs:
 - Achievement:* '14 standards to be reviewed and, probably, adjusted
 - Growth:* Set in '13, unchanged in '14 and '15
 - Equity:* Now redefined, so standards must be established

JUDGES: Initial standards recommendations for Achievement and Equity

- High School PIs:
 - Academic Performance:*
 - Achievement:* Standards set in '14; no review needed
 - Growth:* New PI this year; standards must be established
 - Equity:* Now redefined, so standards must be established

- Readiness:*
 - Graduation Rate:* '14 standards to be reviewed and, probably, adjusted
 - Additional Readiness (Hathaway, Gr. 9 credits, & Tested readiness):* Standards and weights were set in '14; no changes needed

JUDGES: Initial standards recommendations for Growth, Equity, and Graduation Rate

P.M.

- Summary of Initial Recommendations for standards on each PI; state impact data
 - JUDGES:** Discussion of Initial PI recommendations among PJP
 - JUDGES:** *Revised (final)* recommendations by PI for Gr. 3-8 & HS
- High School Academic Performance PI level matrix discussion
 - JUDGES:** Initial recommendations for HS PI matrix
- Making the Accountability Descriptors more concrete –
 - JUDGES:** review 2014-15 PLDs for the School Performance Rating system

- Transforming PI standards into a School Accountability system – how the system is defined for each grade grouping

WEDNESDAY (8:30 – approx. 3:30)

A.M.

- Review the panel’s final judgments for each PI; statewide implications for schools.
- Making School Performance Level judgments – methodology & mechanics
- Melding the several PI standards into Accountability – “matrix”

JUDGES: Initial School Performance Level recommendations for Schools – separately for Gr 3-8 and High Schools

P.M.

- Summary of *initial* School Performance Level recommendations for Gr. 3-8 and High Schools
 - Statewide impact data (number of schools in each level)

JUDGES: Discussion of initial School Performance Level recommendations

JUDGES: *Final* School Performance Level recommendations

- Final examination of PLDs – assessing their fit with the standards being recommended
- Statewide implications of the PJP’s revised School Performance Level recommendations – number of schools receiving each level.

JUDGES: Discussion of revised results and impact data.

- Extra review – as PJP decides is needed – for the School Performance Level recommendations

Adjournment (panelists leave as final recommendations are complete)

APPENDIX C:

Summary of Median PJP Recommended Cutscores for each Wyoming Performance Indicator by Round of Recommendation

Performance Indicator or Sub-Indicator*	Median Panel Recommendation by Round			
	<u>Meets Target</u>		<u>Exceeds Target</u>	
	Round 1	Round 2	Round 1	Round 2
<u>Grades 3 – 8 Schools:</u>				
<i>Achievement</i>	52	52	69	69
<i>Equity</i>	47	47	60	60
<i>Growth**</i>	45		60	
<u>High Schools:</u>				
<i>Achievement **</i>	32		45	
<i>Growth</i>	46	47	60	60
<i>Equity</i>	47	47	60	60
<i>Graduation Rate***</i>	82	80	93	90
<i>Additional Readiness †</i>	68	68	79	79

* See Flicek (2015a) for a description of each PI.

** Since no changes were made in this Indicator in 2015, the PJP's earlier recommended standards were used. These are shown in boldface above.

*** During deliberations, the PJP voted to omit one element of the definition of this PI, the "improvement" pathway for a school to increase its target level. Based on this decision, which was made after the first round of PJP recommendations was completed, the PJP slightly reduced the target values for this indicator. This slight reduction in target values is shown in the table.

† Additional Readiness is a combined index made up of Tested (ACT) Readiness, Hathaway Scholarship Eligibility Index, and Grade 9 Credits Completed. See the report text, the following graphs and tables, and Flicek (2015a,b) for additional information concerning these sub-indicators and how they are combined.

APPENDIX C (cont.):

**Summary of PJP Recommended Cutscores
for each Wyoming Performance Indicator
by Round of Recommendation**

Performance Indicator or Sub-Indicator*	Panel Recommendation by Round			
	<u>Meets Target</u>		<u>Exceeds Target</u>	
	Round 1	Round 2	Round 1	Round 2
<u>Grades 3 – 8 Schools:</u>				
<i>Achievement</i> - Mean	51.8	51.9	69.0	69.3
S. D.	0.8	0.7	1.1	0.6
<i>Equity</i> – Mean	46.3	46.9	61.2	61.2
S. D.	3.3	3.0	2.4	1.7
<u>High Schools:</u>				
<i>Growth</i> – Mean	46.0	46.8	58.9	60.1
S. D.	2.1	1.7	2.4	1.1
<i>Equity</i> - Mean	46.4	46.7	59.7	60.1
S. D.	2.3	1.8	2.5	1.4
<i>Graduation Rate</i> – Mean	82.4	81.0	92.8	91.1
S. D.	2.1	1.6	2.0	1.9
<i>Additional Readiness</i> - Mean	68.1	68.3	78.9	79.1
S. D.	1.4	1.4	1.3	0.9

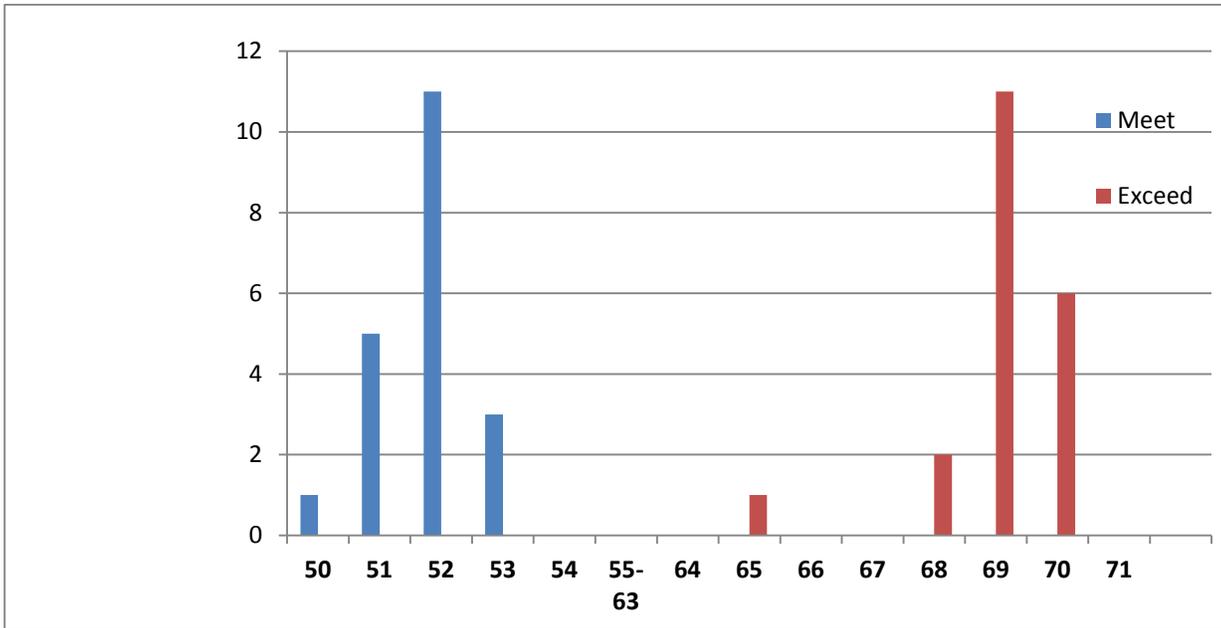
* See Flicek (2015a) for a description of each Indicator and Sub-Indicator.

APPENDIX D:

**PJP Recommendations for Each Performance Indicator –
by Round of Judgments, for *Meets Target & Exceeds Target*
Minimum Cutscores**

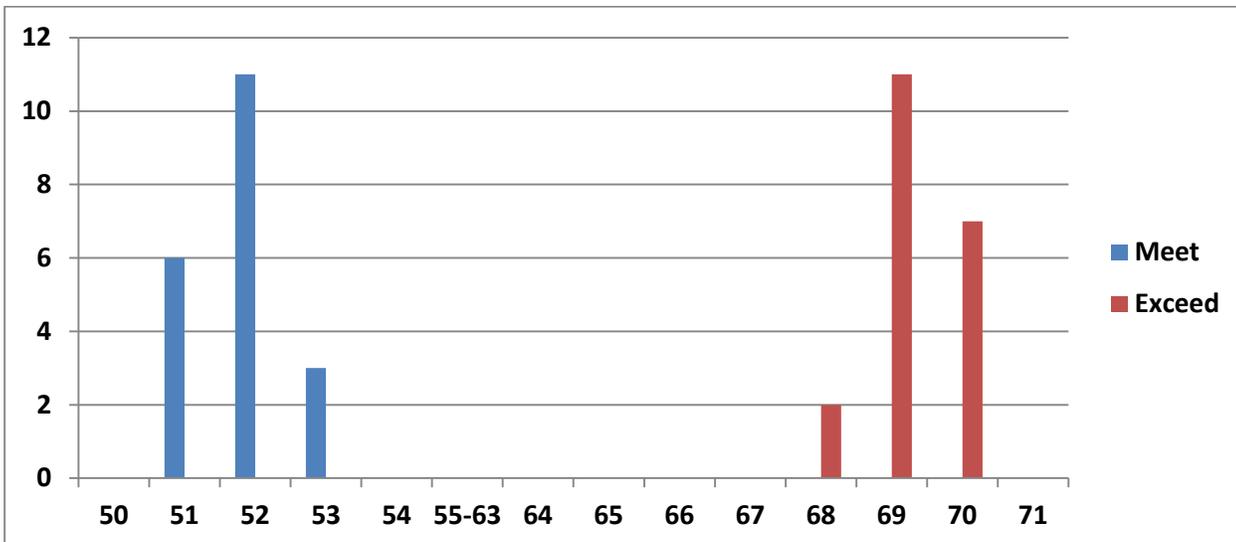
Gr. 3-8 Schools - ACHIEVEMENT – Rounds 1 & 2 (FINAL)

Round 1*



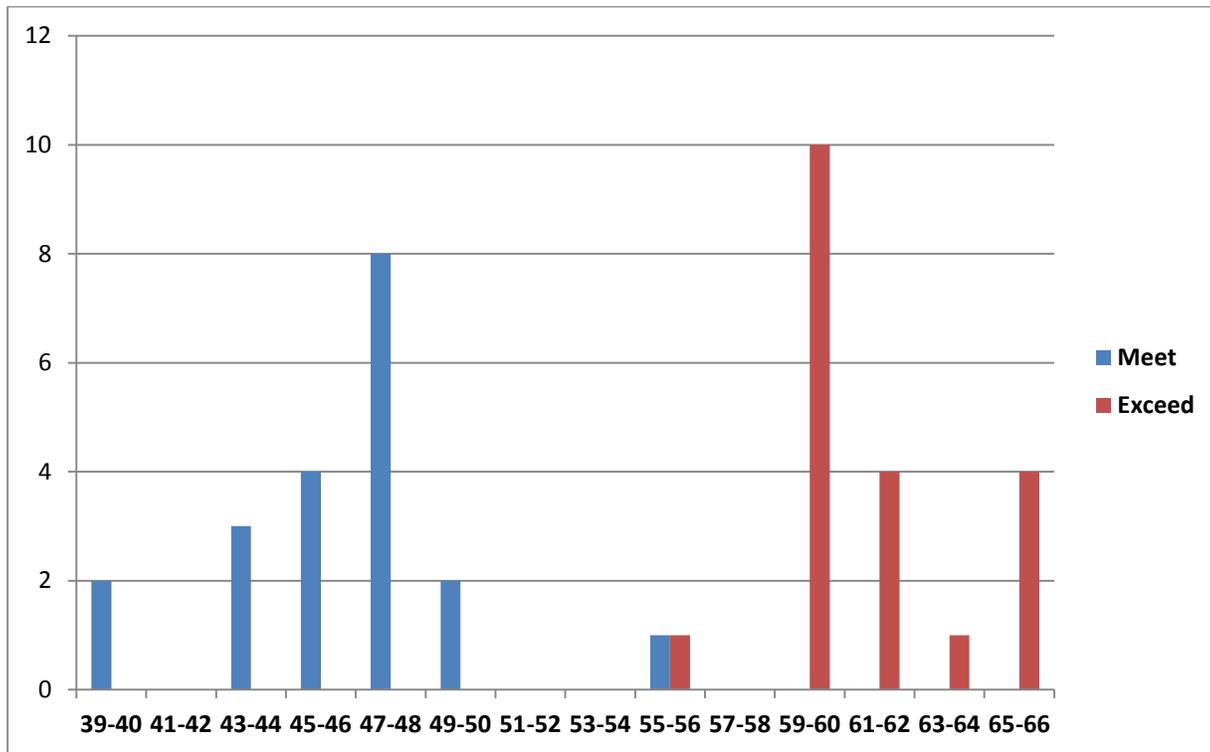
* In these graphs, the vertical axis is the number of PJP judges and the horizontal axis is the recommended cutscore for Meet (blue) or Exceed (red).

Round 2 (Final)

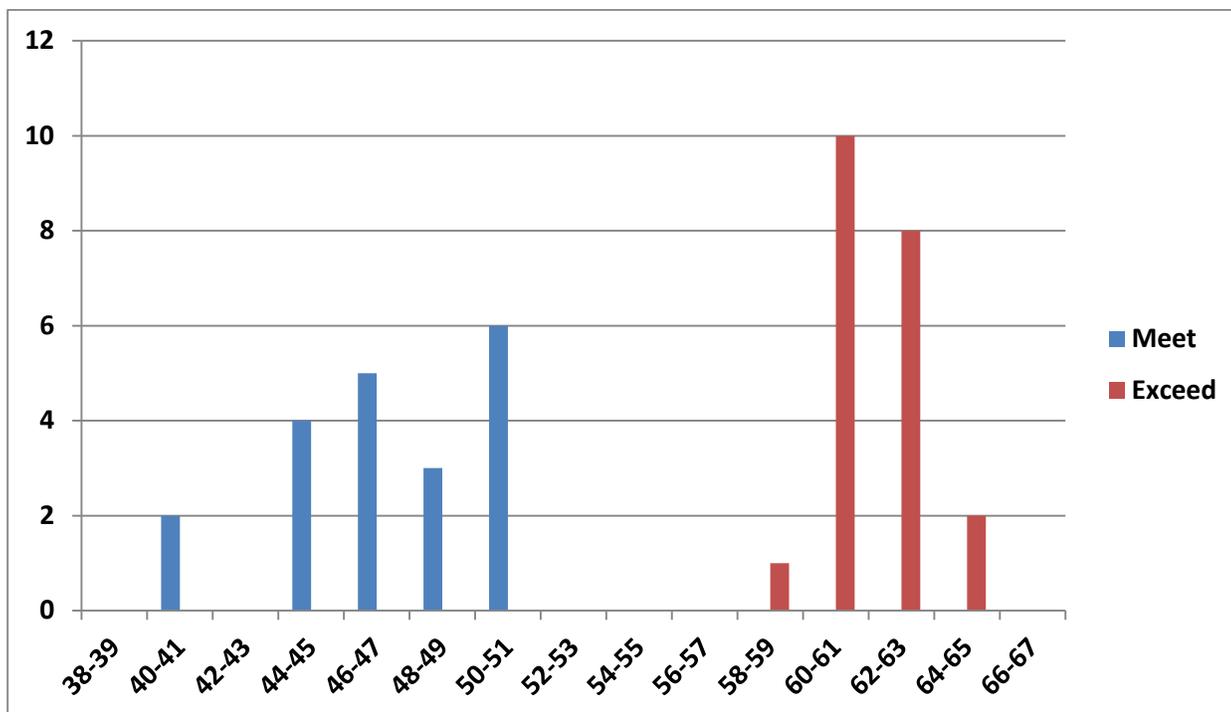


Gr. 3-8 Schools - EQUITY – Rounds 1 & 2 (FINAL)

Round 1

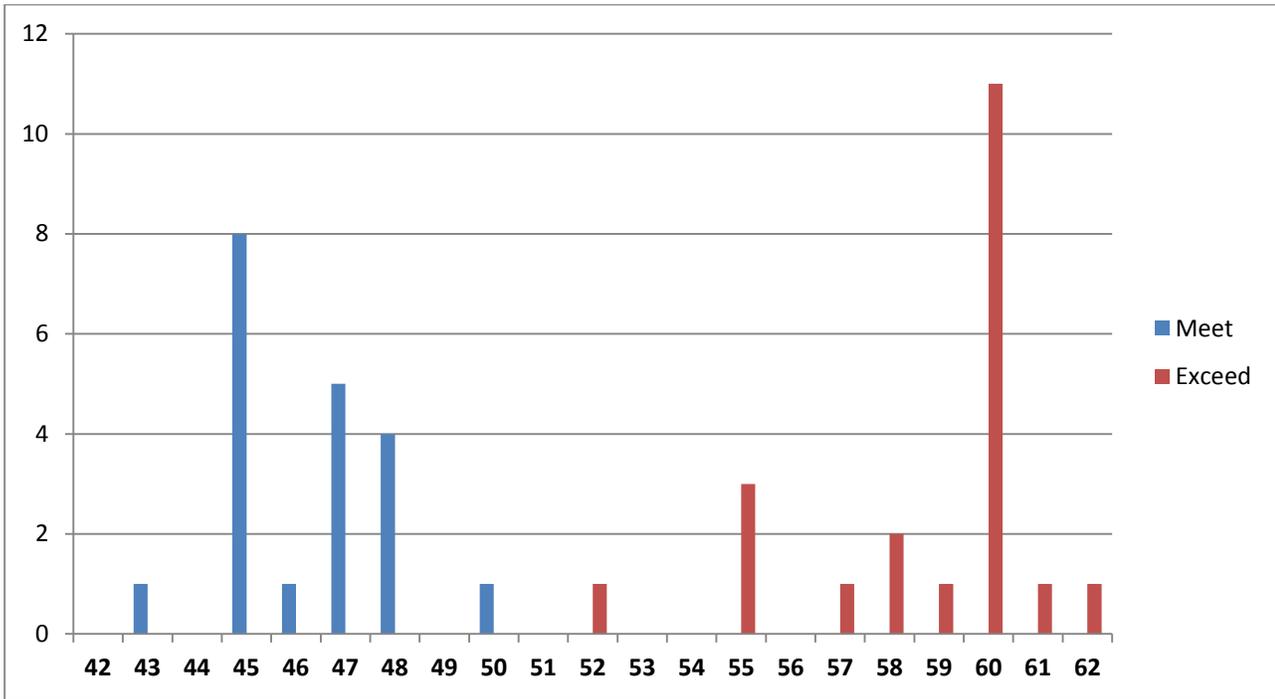


Round 2 (Final)

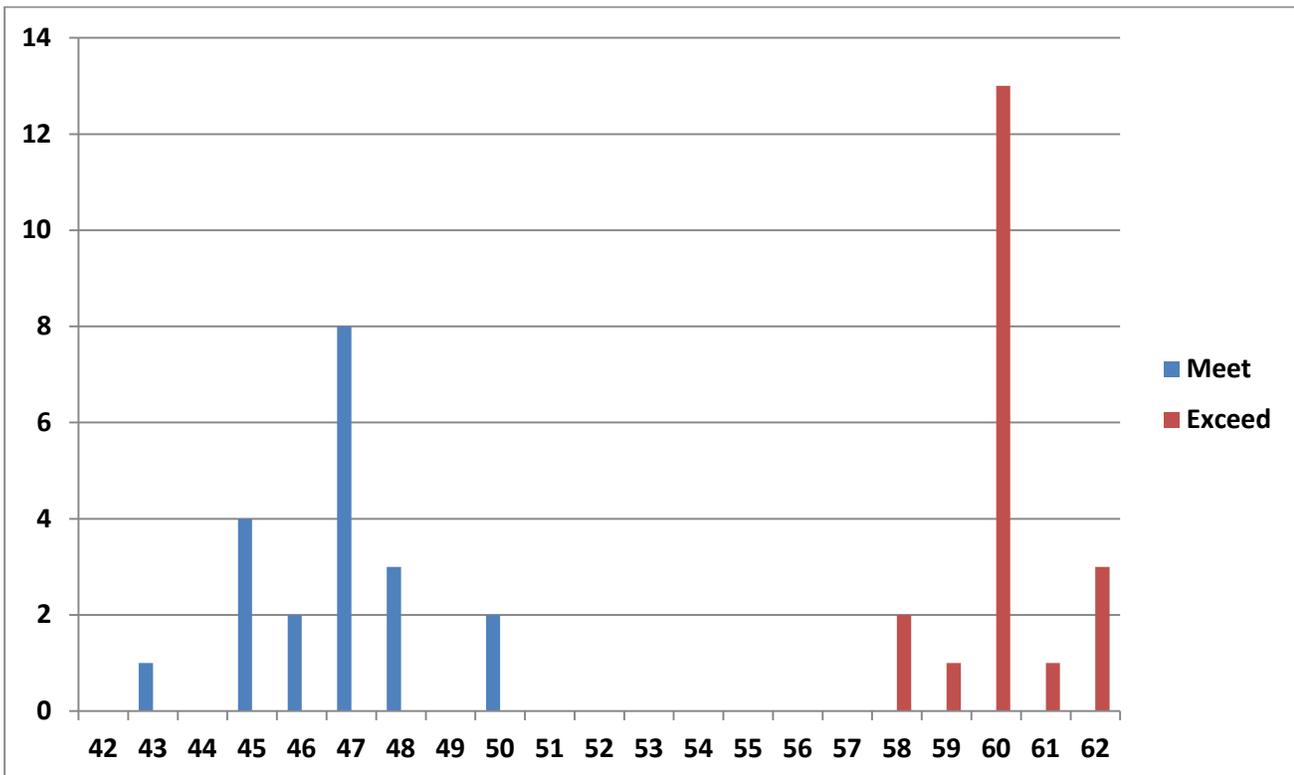


High Schools – GROWTH – Rounds 1 & 2 (Final)

Round 1

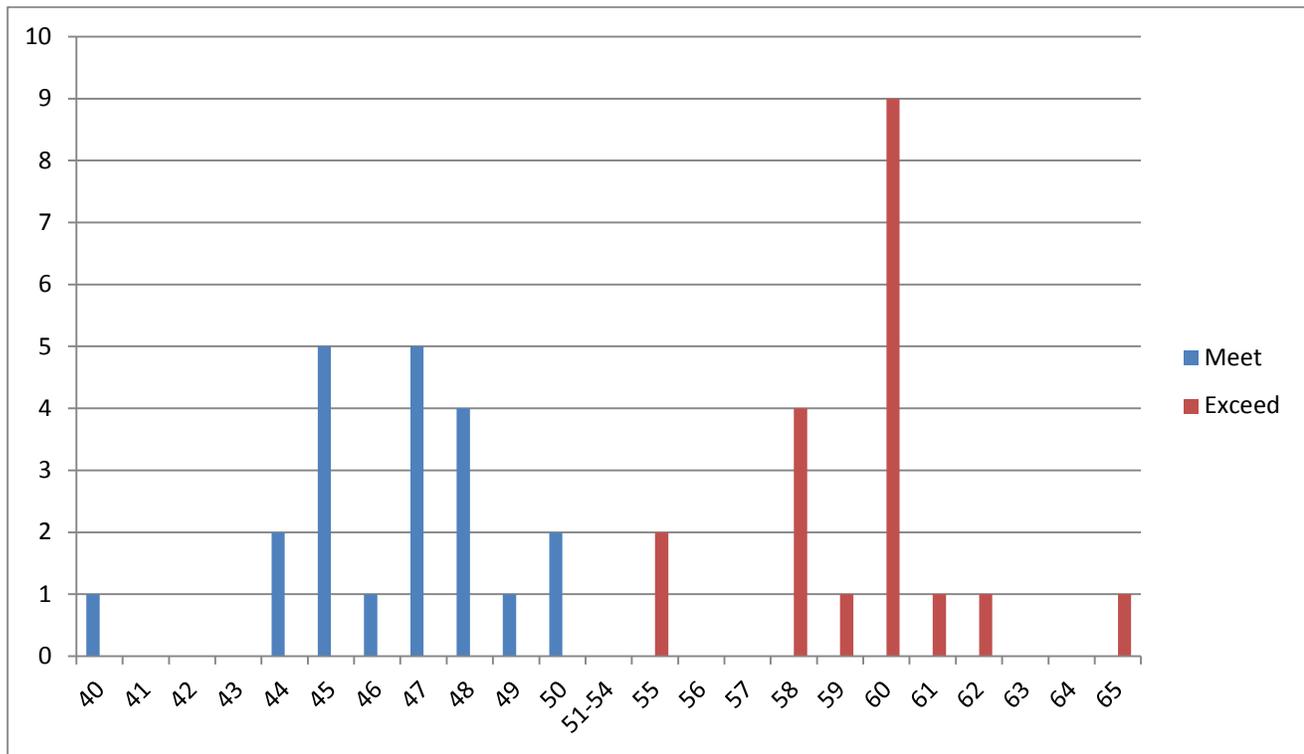


Round 2 (Final)

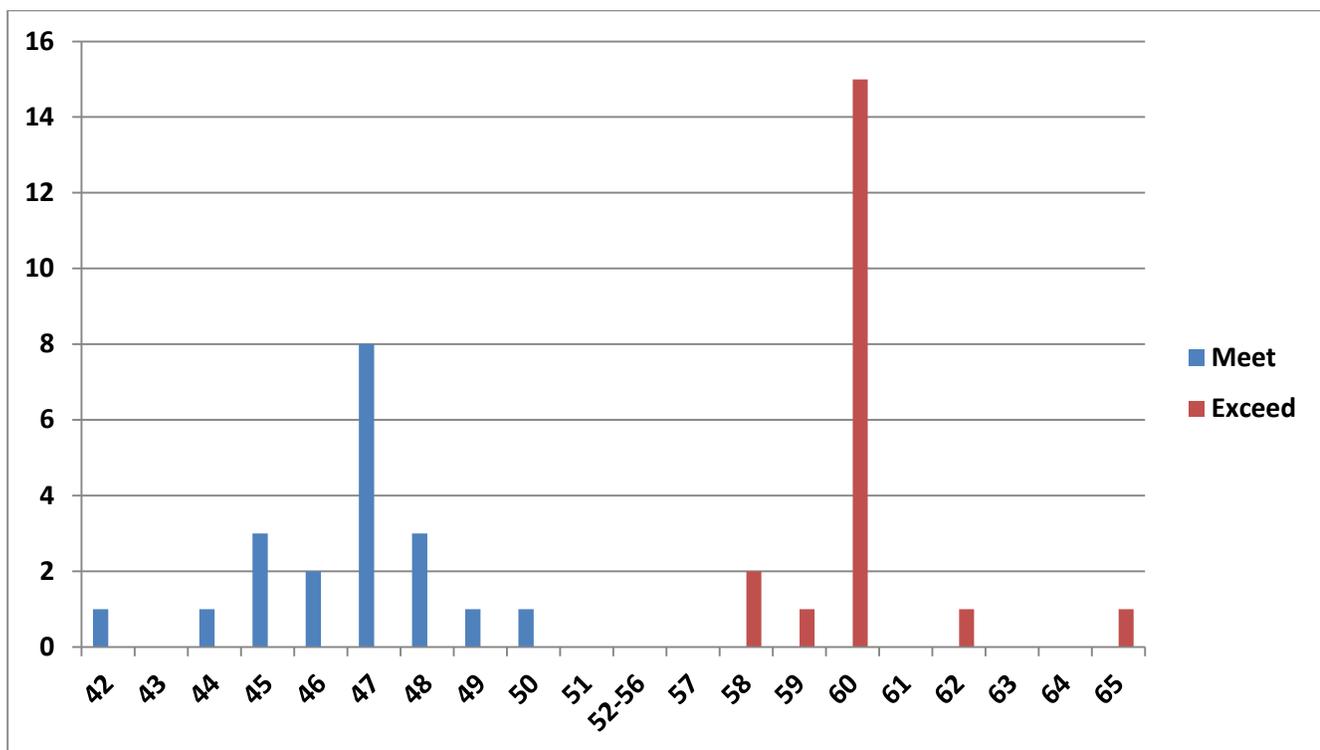


High Schools - EQUITY – Rounds 1 & 2 (Final)

Round 1

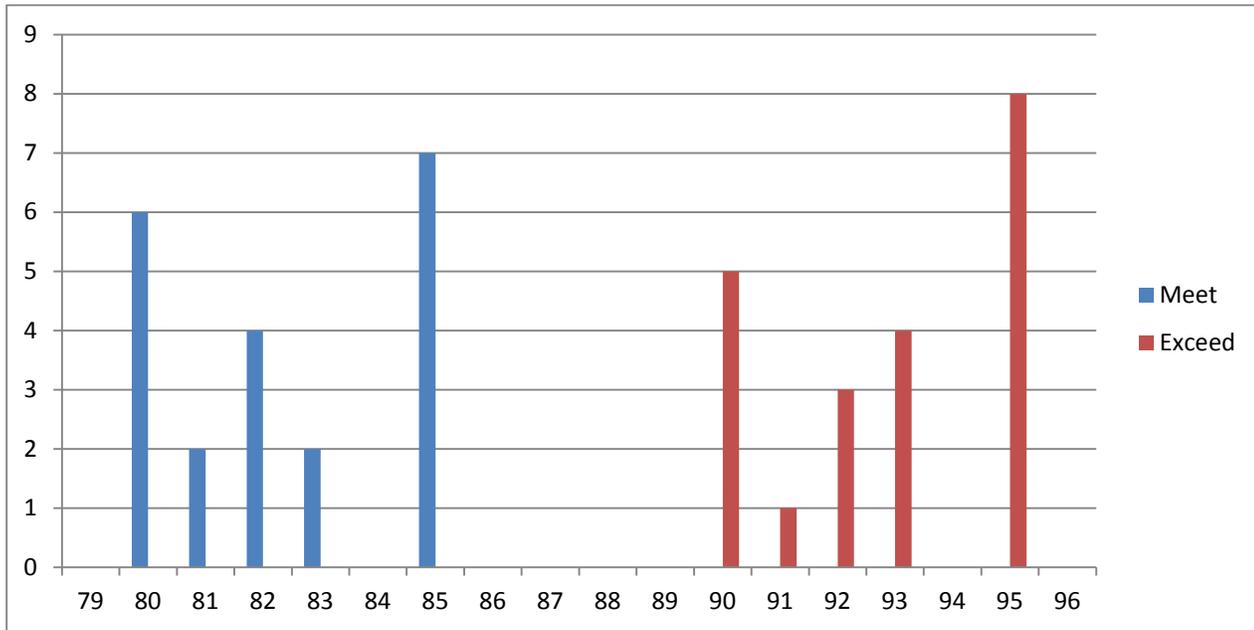


Round 2 (Final)

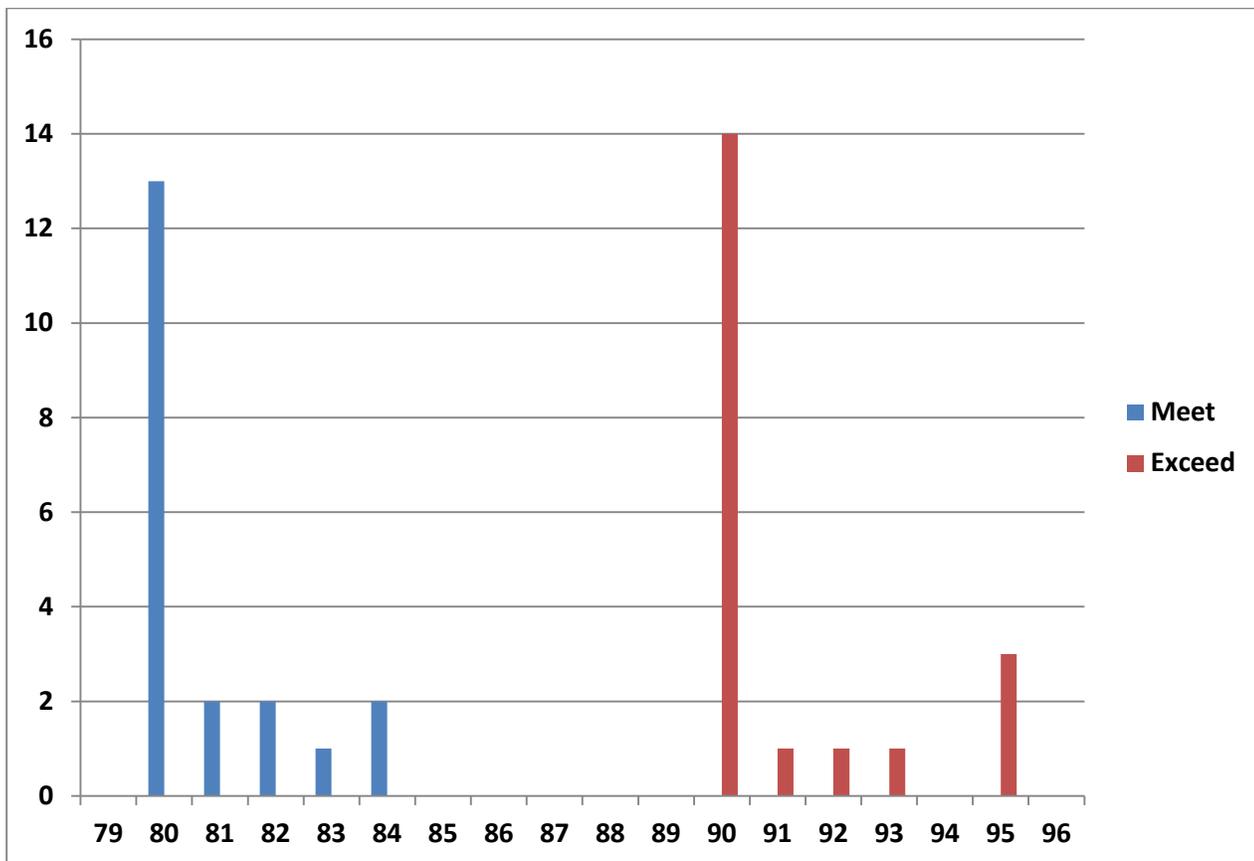


High Schools – GRADUATION RATE – Rounds 1 & 2 (Final)

Round 1

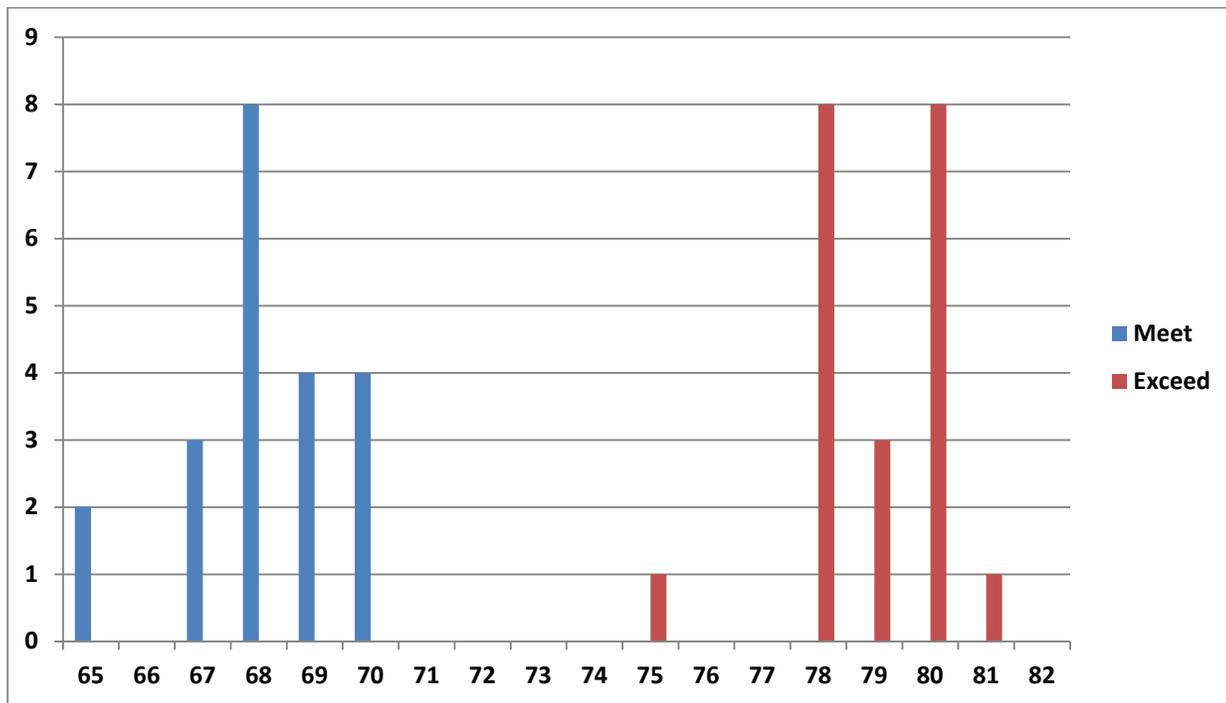


Round 2 (Final)

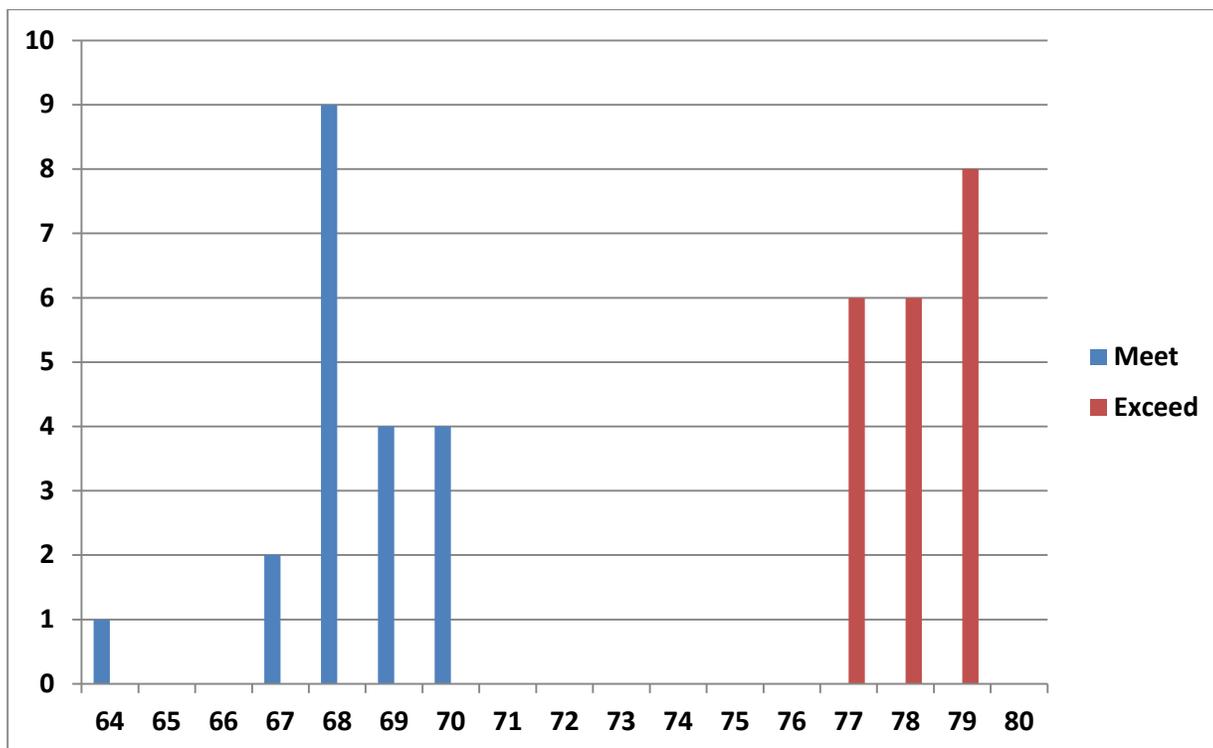


High Schools - ADDITIONAL READINESS – Rounds 1 & 2 (Final)

Round 1



Round 2 (Final)



APPENDIX E:

Target Standards for the High School *Overall Readiness* Performance Indicator – HS Graduation Rate & “Additional Readiness” Sub-Indicators (Tested ACT Readiness, Grade 9 Credits Completed & Hathaway Eligibility Levels)

Round 1 - Graduation Rate X “Additional Readiness”*

High School Graduation Rate

Additional Readiness	Below Target			Meets Target			Exceeds Target		
	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>
Below Target	21			9	12		20	1	
Meets Target	13	8			21		7	14	
Exceeds Target	1	20			12	9			21

* The tables show the number of judges recommending each possible Target level for each possible pairing of Target values for “Additional Readiness” and HS Graduation Rate. For example, 9 judges said that a school that Meets Target in HS Graduation Rate and Below Target in “Additional Readiness” should receive an Overall Readiness Target value of Below Target; the other 12 judges recommended that this pair of outcomes would yield an Overall Readiness Target value of Meeting Target.

Round 2 (Final) – Overall Readiness

High School Graduation Rate

Additional Readiness	Below Target			Meets Target			Exceeds Target		
	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>	<i>Below</i>	<i>Meets</i>	<i>Exceeds</i>
Below Target	20			2	18		20		
Meets Target	14	6			20		5	15	
Exceeds Target		20			14	6			20

Final PJP median PI Target values are indicate in boldface above (only 20 judges for Round 2).

APPENDIX F:

High School Academic Level Performance Decision Matrix

Round 1:

Equity	Growth	Achievement								
		Below			Meet			Exceed		
		Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
Below	Below	21			13	8		7	12	2
	Meet	21			2	19			18	3
	Exceed	12	9		1	20			12	9
Meet	Below	21			3	18		1	18	2
	Meet	7	14			21			14	7
	Exceed	3	18			18	3		2	19
Exceed	Below	20	1		3	18			15	6
	Meet	4	17			19	2		3	18
	Exceed	3	18			4	17			21

For high schools with no Target level for the Equity PI:*

Growth	Achievement								
	Below			Meet			Exceed		
	Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
Below	19			5	14		2	16	1
Meet	13	6			19			6	13
Exceed		3	16		12	7			19

*only 19 judges

Round 2 (Final): *

Equity	Growth	Achievement								
		Below			Meet			Exceed		
		Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
Below	Below	19			13	6		2	17	
	Meet	17	2			19			18	1
	Exceed	13	6			19			10	9
Meet	Below	18	1			19			18	1
	Meet	3	16			19			14	5
	Exceed	1	18			18	1		1	18
Exceed	Below	16	3			19			17	2
	Meet	1	18			19			1	18
	Exceed	1	18			3	16			19

For high schools with no Target level for the Equity PI:* (FINAL)

Achievement

Growth	<i>Below</i>			<i>Meet</i>			<i>Exceed</i>		
	Below	Meet	Exceed	Below	Meet	Exceed	Below	Meet	Exceed
<i>Below</i>	19			2	17			19	
<i>Meet</i>	12	7			19			4	15
<i>Exceed</i>	1	18			14	5			19

*PJP's median final recommended Target Levels are shown in boldface.

APPENDIX G: Judges' Recommended **School Performance Levels**

Round 1 Recommendations (19 Judges, Gray is the median judgment)

For **Grades 3-8** Schools:

Number of Judges recommending each School Performance Level, given all combinations of Target scores for Achievement, Equity & Growth *

Equity	Growth	Achievement Below				Achievement Meeting				Achievement Exceeding			
		N	P	M	E	N	P	M	E	N	P	M	E
Below	Below	19				2	17				17	2	
	Meeting	4	15				1	18				19	
	Exceeding	1	18					19				18	1
Meeting	Below	5	14				12	7			1	18	
	Meeting		19					19				9	10
	Exceeding		19					18	1			1	18
Exceeding	Below	3	16					19			1	18	
	Meeting		19					18	1				19
	Exceeding		14	5				3	16				19

* **N** = Not meeting expectations
P = Partially meeting expectations

M = Meeting expectations
E = Exceeding expectations

SPLs for Gr. 3-8 Schools Not having an Equity PI	Achievement Below				Achievement Meeting				Achievement Exceeding			
	N	P	M	E	N	P	M	E	N	P	M	E
Growth Below	19				2	16	1			3	16	
Growth Meeting	2	17					19				2	17
Growth Exceeding		18	1				14	5				19

For **High Schools**: Number of Judges choosing each School Performance Level, given all combinations of Target scores for Academic Performance & Overall Readiness *

School Performance Levels for <i>High Schools</i> Overall Readiness	Academic Performance Below Target				Academic Performance Meets Target				Academic Performance Exceeds Target			
	N	P	M	E	N	P	M	E	N	P	M	E
Below Target	19					18	1			2	17	
Meets Target		19					19				15	4
Exceeds Target		17	2				17	2				19

Round 2 (Final) Recommendations (19 Judges, Gray is the median judgment)

For Grades 3-8 Schools:

Number of Judges recommending each School Performance Level, given all combinations of Target scores for Achievement, Equity & Growth *

Equity	Growth	Achievement Below				Achievement Meeting				Achievement Exceeding			
		N	P	M	E	N	P	M	E	N	P	M	E
Below	Below	19				2	17				17	2	
	Meeting	4	15					19				19	
	Exceeding		19					19				18	1
Meeting	Below	5	14				13	6			1	18	
	Meeting		19					19				11	8
	Exceeding		19					18	1			1	18
Exceeding	Below	3	16					19			1	18	
	Meeting		19					18	1				19
	Exceeding		14	5				3	16				19

* **N** = Not meeting expectations

P = Partially meeting expectations

M = Meeting expectations

E = Exceeding expectations

SPLs for Gr. 3-8 Schools Not having an Equity PI	Achievement Below				Achievement Meeting				Achievement Exceeding			
	N	P	M	E	N	P	M	E	N	P	M	E
Growth Below	19				2	16	1			3	16	
Growth Meeting	1	18					19				1	18
Growth Exceeding		18	1				14	5				19

For **High Schools**: Number of Judges choosing each School Performance Level, given all combinations of Target scores for Academic Performance & Overall Readiness *

School Performance Levels for High Schools Overall Readiness	Academic Performance Below Target				Academic Performance Meets Target				Academic Performance Exceeds Target			
	N	P	M	E	N	P	M	E	N	P	M	E
Below Target	19					19				1	18	
Meets Target		19					19				18	1
Exceeds Target		18	1				18	1				19

APPENDIX H :

Final, PJP-Approved *School Performance Levels* for All Combinations of Performance Indicator Results – Grades 3-8 Schools & High Schools*

Grades 3-8 Schools:

2015 SPLs		Achievement Below Target	Achievement Meeting Target	Achievement Exceeding Target
Equity Below Target	Growth Below	NOT	PARTIALLY	PARTIALLY
	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	MEETING
Equity Meeting Target	Growth Below	PARTIALLY	PARTIALLY	MEETING
	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	EXCEEDING
Equity Exceeding Target	Growth Below	PARTIALLY	MEETING	MEETING
	Growth Meeting	PARTIALLY	MEETING	EXCEEDING
	Growth Exceeding	PARTIALLY	EXCEEDING	EXCEEDING

For Gr. 3-8 schools that do not have an Equity PI:

SPLs for Schools Not having an Equity PI	Achievement Below Target	Achievement Meeting Target	Achievement Exceeding Target
Growth Below Target	NOT	PARTIALLY	MEETING
Growth Meeting Target	PARTIALLY	MEETING	EXCEEDING
Growth Exceeding Target	PARTIALLY	MEETING	EXCEEDING

High Schools:

2015 School Performance Levels for High Schools	Academic Performance Below Target	Academic Performance Meets Target	Academic Performance Exceeds Target
Overall Readiness Below Target	NOT	PARTIALLY	MEETING
Overall Readiness Meets Target	PARTIALLY	MEETING	MEETING
Overall Readiness Exceeds Target	PARTIALLY	MEETING	EXCEEDING

* In these tables, the School Performance Levels are:

NOT = Not Meeting Expectations
MEETING = Meeting Expectations

PARTIALLY = Partially Meeting Expectations
EXCEEDING = Exceeding Expectations

APPENDIX I:

Summary of the Percent of Wyoming Schools Receiving Each Possible School Performance Level Using the Cutscores Recommended by the Professional Judgment Panel *

School Performance Level	Grades 3 – 8 Schools	High Schools	All Schools
Exceeding Expectations	16%	9%	15%
Meeting Expectations	35%	54%	37%
Partially Meeting Expectations	34%	28%	33%
Not Meeting Expectations	15%	9%	15%

* Some schools receive interim School Performance Levels for both Gr. 3-8 and High School, with their final overall SPL being the lower of the two levels, per the accountability model. The tabled percents are based on schools that actually receive School Performance Levels; 17 alternative high schools and 22 very small schools are not included in the above summary information.

APPENDIX J:

2014-15 Performance Level Descriptors for the Wyoming School Accountability Program

2015 Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015 Performance Level Descriptors for High Schools

Exceeding Expectations

Schools in this category are considered models of performance. These schools exceeded state target levels in overall readiness for college and careers *and* in the academic performance indicator combining the school's achievement, student growth and equity.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple indicators. All of these schools met or exceeded target in academic performance, combining achievement, student growth and equity. Their performance also met or exceeded target in overall readiness *or* exceeded target in the achievement/growth/equity indicator while being below target in overall readiness.

Partially Meeting Expectations

Schools in this category typically were below target on the academic performance indicator combining achievement, student growth and equity. Some schools met state target for achievement/growth/equity but performed below target in overall readiness for college and careers.

Not Meeting Expectations

Schools in this category performed at unacceptable levels on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of academic performance, combining achievement, student growth and equity *and* fell below state targets in overall readiness for college and careers.

References

Flicek, M. *Wyoming School Accountability, 2015 Wyoming School Performance Rating Model Implementation Handbook*. 8 June 2015. (a)

Flicek, M. *Suggested Changes to Wyoming School Performance Rating Model*. 9 April 2015. (b)

Mdb 9/15

Table of School Performance Levels from 2015 and 2014.

2014 Performance Level	2015 Performance Level				Total
	1	2	3	4	
1	14	13	3	0	30
2	21	55	20	5	101
3	9	31	63	13	116
4	1	2	28	29	60
Total	45	101	114	47	307

- Exact agreement across years = 52%
- Exact plus adjacent agreement across years = 94%



TAB C
System of Support

W.S. 21-2-204

(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 2014-2015, and each school year thereafter, the state superintendent shall take action based upon system results according to the following:

(i) and (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 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 and indicator areas where performance is below target levels. The state superintendent shall appoint a representative 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. In addition, the evaluation of a district's student assessment system as provided by paragraph (vii) of this subsection may be undertaken in that school year immediately following any school year in which a school within the district has been designated as not meeting expectations. The state superintendent shall appoint a representative 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 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;

(vii) A representative shall be appointed by the state superintendent, in consultation with the local board of trustees, 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 provide suggestions on the improvement plans submitted by schools in accordance with paragraphs (iv) through (vi) of this subsection, and may review and evaluate district student assessment systems implemented under W.S. 21-3-110(a)(xxiv) to ensure alignment with the uniform state education standards. After one (1) year of a school not meeting expectations under paragraph (vi) of this subsection, approval of the improvement plan by the representative appointed under this subsection shall be required. 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).



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MEMORANDUM

October 15, 2015

To: Senator Hank Coe and Representative David Northrup, Select
Committee on Statewide Education Accountability Co-Chairs

From: Pete Gosar, Chairman

RE: Statewide System of Support

The statewide system of support related to the requirements of the Wyoming Accountability in Education Act (WAEA) has been a priority item for the State Board of Education for the past few years. It was envisioned that the system of support would be developed simultaneously with the accountability model and be operational when the first school accountability ratings were determined. Unfortunately, the development and deployment of this system of support has lagged and languished.

The state board has consistently placed the system of support on its agenda, and it is one of two strategic priorities identified by the board. The system of support the board envisions is larger than the requirements in WAEA. They see the system of support as a larger safety net for districts composed of all of us at the state level who deal with education policy, rules, regulations, and legislation. However, recently the board has been entirely focused on the more narrow requirements of WAEA and the deadlines for getting a comprehensive, multi-tiered system of support, interventions and consequences in place.

As I believe you are aware, over the past few years the state board has seen several iterations of outlines and frameworks for a system of support. None of those has been sufficiently developed for the board to endorse and bring forward for your consideration. That remains largely true at this time. But, the board is bringing forward three initial components aimed, minimally, at beginning to plan for and deploy some support to our districts.

First, the board approved a request for proposals (RFP) to develop a strategic plan for a comprehensive system of support. The contract for this work was eventually awarded to Dr. Joel Dvorak. In addition to the parameters provided in the RFP, the board imposed additional requirements for the final planning project. In addition to the components of the RFP, the board asked that the strategic plan include some mechanism for a needs assessment component tied to WAEA targets, that an evaluation be included related to "moving the needle" on the indicators, and that the plan be aligned to the 2012 Advisory Committee Report.

Second, the board approved a proposal from the University of Wyoming College of Education's Wyoming Center for Educational Leadership (WyCEL), under the direction of Dr. Mark Stock. This work is called the Project ECHO for superintendents and will consist of a case-study-based format delivered by distance means to superintendents who choose to be part of the group. Again, the board approved this work with some additional parameters including that this project be a pilot for possible inclusion in the overall strategic plan for a comprehensive system of support. The board also asked Dr. Stock to collect and report data related to how many participants are from districts with schools not meeting expectations and evaluation data to determine if there are any positive effects with regard to the indicators in WAEA. The board further asked Dr. Stock to stay in close contact with Dr. Dvorak and Paige Fenton Hughes as the work progresses.

Finally, the board approved an abbreviated proposal brought forward by the Wyoming Association of School Administrators (WASA) as a result of a meeting superintendents had with Governor Mead. The WASA proposal is an abbreviated form of an earlier proposal presented to the board regarding implementing professional learning communities (PLCs) in schools across the state. The plan includes bringing Dr. Anthony Mohammad to Wyoming to offer workshops that will lay the groundwork for possibly deploying PLCs in participating districts. Again, the board approved this work as a pilot project and asked that WASA work with Dr. Dvorak with regard to whether or not the larger PLC project will be part of a comprehensive system of support in the future.

The state board hopes that beginning with the focus on leadership will provide some foundational elements for a comprehensive system based on clear and differentiated needs of schools across the state. The 2012 advisory report, which is to provide a framework for system of support, mentions that "there is a pressing need to improve the capacity of school leaders in Wyoming." The AdvancED data from the last two accreditation cycles shows that in the domain of leadership capacity, the state of Wyoming is approximately 20 points below the network average of all systems that are accredited by AdvancED. Dr. Gerry Chase and Dr. Dave Barker completed a recent study in which they surveyed administrators in the state about professional development needs, and those needs will be addressed in the WyCEL leadership support plans. The board also understands the Advisory Committee is working on leader evaluation to come online first, and it feels that there should be some support in place for leaders before that happens. We don't want to end up in another situation where we are measuring and rating without providing support.

The board did not approve what we'll call a "technical support RFP" proposed by WDE. Although the board feels immediate technical support to schools not meeting WAEA expectations is the most important and immediate component to a system of support, it did not feel the RFP presented clear parameters about the work expected of the person who would be awarded the contract. The board also did not approve a proposed RFP to provide a contract for a person to organize activities related to Native American education. Instead, the board asked the WDE to bring back the RFPs with additional clarity about the exact types of technical support that would be provided to schools.

Just recently the board coordinator received a visual outline accompanied

by a brief narrative that outlines some initial components of a theory of action behind the technical support components of a system of support. The board has not had the opportunity to discuss this document as a whole, but it's included her to provide your committees with a possible overview of the thinking behind the anticipated strategic plan for a comprehensive system of support.

At this time, the board is pleased that the strategic planning component is moving forward, and the board has expressed the urgency with which it believes this task must be undertaken. There can be no more time wasted in getting a plan in place for a comprehensive, multi-tiered system of supports, interventions, and consequences. As mentioned above, the board felt the need to provide support to administrators as a way to pilot some possible permanent components of a system of support.

However, the board wishes to convey to this committee their extreme sense of frustration that the statutory mandates to have a system of support in place by this reporting are not met. The overwhelming feeling of disappointment felt by the board in not being able to see this project come to fruition is palpable. Although the board has "oversight" responsibilities for system of support, it lacks any means, mechanism, or money to make it happen. One of the board members perhaps said it best when he stated, "A year ago at our retreat, we spent hours talking about how to get a system of support in place. A year later at our retreat, we are talking about how to get a system of support in place. A year from now, a topic at our retreat ought not to be how we can get a system of support in place." Yet, the board lacks the means to directly affect the planning and deployment of a system of support other than to consistently ask for planning updates, convey the extreme urgency of completing the task, and provide parameters and guidance through the language of motions. The board has expressed, in communications to this committee in the past, its deep concern that schools are being held accountable for their performance using the accountability model, yet we are failing at the state level to provide support to improve their performance on WAEA indicators. It's alarming and unacceptable.

The board looks forward to working with Dr. Dvorak, Dr. Stock, WASA, and the WDE to see these disparate components melded into a comprehensive system of support that meets the statutory requirements and truly supports our schools in the work of improving student outcomes.

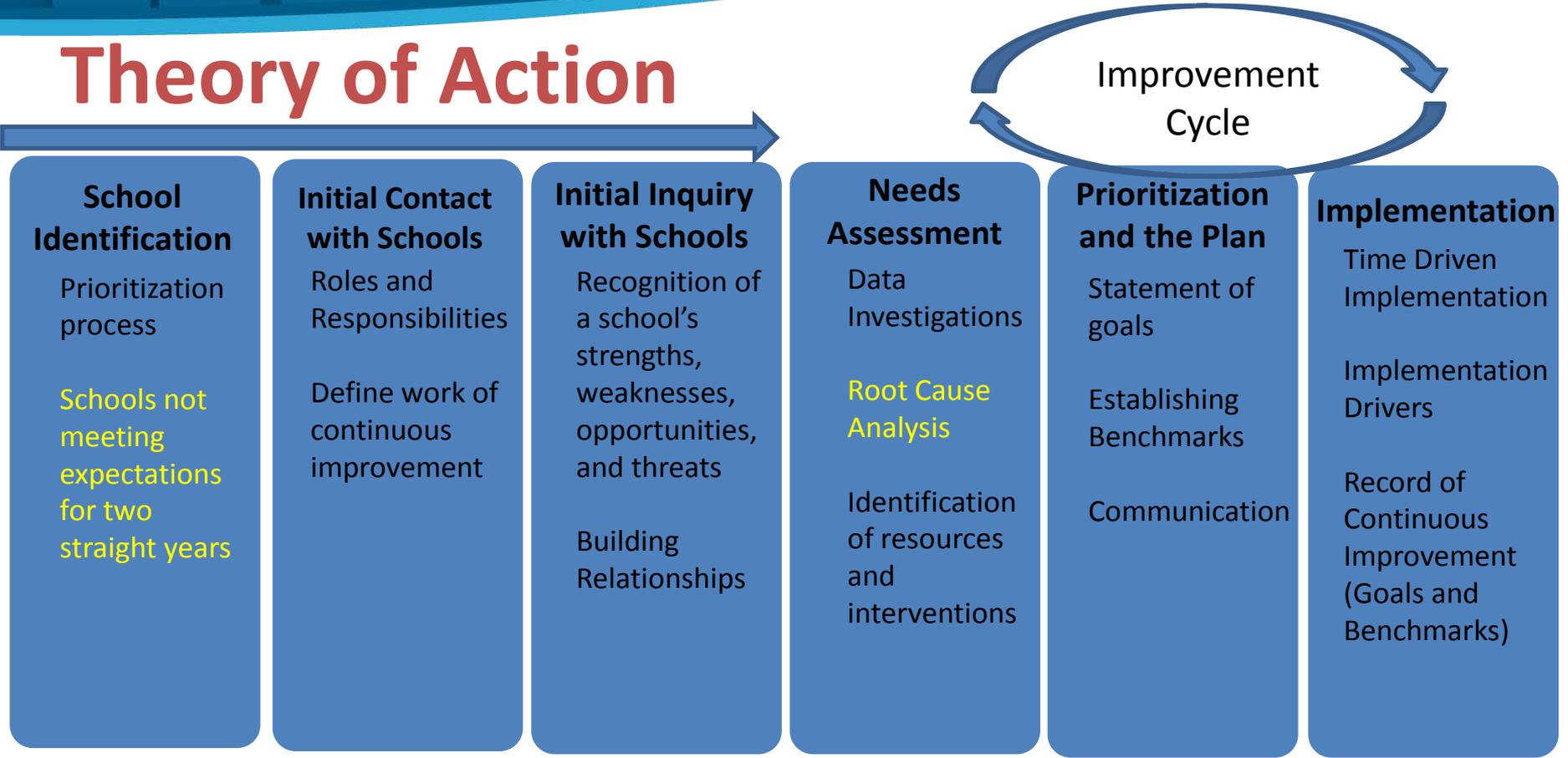
System of Support

A guide for implementation

Overarching Goals of Wyoming's Accountability in Education Act (WAEA)

- See Wyoming 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;
- Improve teacher, school, and district leader quality.
- Maximize efficiency of Wyoming education;
- Increase credibility and support for Wyoming public schools.

Theory of Action



Quarterly identification of system's needs and services
 Reviews schools' records of continuous improvement
 Reviews implementation of instructional strategies

*Template adapted from Minnesota's Department of Education SSoS framework

Statewide System of Support Theory of Action and Implementation

Wyoming's Accountability in Education Act (WAEA) establishes performance ratings for all public schools which identifies schools performing at the highest levels (Exceeding Expectations) to those schools that are persistently underperforming (Not Meeting Expectations). The statewide system of support (SSoS) works with all levels of schools to showcase best practices and to develop and implement supports that support teaching and learning in our lower performing schools. The supports begin within the infrastructure of district and school leadership teams. The implementation of selected interventions are driven by teacher led professional learning community teams.

Theory of Action for Low Performing Schools

The school identification and prioritization process begins each fall as the State of Wyoming releases performance ratings for all schools. Similar to the current federal accountability model, lowest performing schools will be identified by receiving a "Not Meeting Expectations" performance rating for two consecutive years.

Initial contact with identified schools will be made by the Wyoming Department of Education (WDE). Understanding the roles and responsibilities of local boards, superintendents, and schools will be the goal during this initial contact phase. Requirements for each of these groups will be outlined with specific actions for each group. The scope of the continuous improvement process and its resources will be defined and shared, i.e. Comprehensive School Plan.

As schools begin the inquiry step of the continuous improvement process they will identify those indicators that recognize the strengths, weaknesses, opportunities, and threats for their school's efforts to improve student achievement.

The continuous improvement cycle is characterized by an individual school's needs assessment, priorities, and the implementation of selected interventions and strategies. During the needs assessment phase, schools, along with their representative, will utilize the dynamic data reporting features offered through the WDE in conjunction with their own locally developed data reporting tools to complete a "data dive" in an effort to understand what the data is telling them about their school's student academic performance. Each identified school's improvement team will complete a systematic process called Root Cause Analysis (RCA). A root cause is defined as "the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom." (Preus, 2003, Root Cause Analysis: Using Data to Dissolve Problems). An RCA is defined as an effective tool used both reactively, to investigate an adverse event that already has occurred, and proactively, to analyze and improve processes and systems before they break down (Preus, 2003).

Combining information from the data dive and the RCA, schools will then begin the process of identifying resources, intervention, and strategies to support their school improvement goals. Documentation of these resources, intervention, and strategies will be identified in each school's comprehensive plan and will be publically posted on the school's and/or district's web site. The assigned representative's role will assist the school's leadership team in this process.

The plan will clearly articulate the school's goals and the identified benchmarks that will provide evidence of implementation and effectiveness. Improvement plans for the selected goals will address activities that support teaching and learning, involve school and district level leadership, and that address the utilization of school and district resources. All plans must be time driven and clearly articulate individuals responsible for implementation.

Collaborative Council for Wyoming's Statewide System of Support

The collaborative council made up of education stakeholders in Wyoming will serve as the system's guiding coalition through the Wyoming State Board of Education and Wyoming Department of Education. The council will, through quarterly meetings, evaluate the support system's current needs and services and provide recommendations for future activities and resources. Bi-annually, the council will monitor each prioritized school's evidence of implementation and their records of continuous improvement toward meeting their improvement plan goals and benchmarks. Feedback from the council's monitoring will be delivered to the school's superintendent and appointed representative. An annual report will be shared with the Wyoming State Board of Education through the Wyoming Department of Education.

How Wyoming schools, at any performance level, leverages support from the statewide system

- High performing schools, those “Exceeding Expectations” will be sharing their story of how they have achieved at the highest performance level and will demonstrate their continuous improvement cycle through the posting of their comprehensive plan.
 - All Wyoming schools will have access to these stories and plans which is intended to raise levels of collaboration among Wyoming’s school systems.
- All Wyoming schools will have access to statewide professional development opportunities.
 - Examples for the 2015-2016 school year include the following:
 - Creating a culture of high expectations-Regional Events (teacher, principal, superintendent)
 - Leadership Development and Support (teacher, principal, superintendent)
 - [Wyoming Center for Educational Leadership](#)
 - [Individual Level Supports](#)
 - Principal Academy, Principal Mentorship, One on One Principal and School Improvement Support, UW Literacy Center Teacher Training, Instructional Facilitator Training
 - [School Level Supports](#)
 - School Improvement Planning, School Leadership Team Academy, Literacy Center School Wide Training, Steps for Success (WDE), Professional Learning Community Summit (Sheridan School District #2 and WDE)
 - [District Level Supports](#)
 - ECHO Project for Superintendents, School Board Governance (WSBA), Strategic Planning (WSBA), Professional Learning Communities (WASA)
 - Wyoming Department of Education
 - [School Improvement](#), [Standards](#), [Assessment](#), [English Learners](#), [CTE](#), [Digital Learning](#), [Data](#), [Early Learning](#),



TAB D

District Assessment Systems Update

2015 Wyoming Session Laws, Chapter 179, Section 6(b)

The state board and department of education, in implementing W.S. 21-2-202, 21-2-304 and 21-3-110, as amended by sections 1 and 2 of this act, pertaining to school district assessment systems and high school graduation requirements, shall periodically report progress to the joint education interim committee and the select committee. A report with final recommendations on guidelines shall be included within the October 15, 2015, report required under subsection (a) of this section.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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MEMORANDUM

TO: State Board of Education
FROM: Brent Young, Chief Policy Officer
DATE: October 6, 2015
SUBJECT: District Assessment System Update

The WDE's work on District Assessment Systems (DAS) has focused around three areas during the past year. This includes review and recommended revisions to Chapter 31, Graduation Requirements, the development of a district assessment system guidebook to support schools and districts as they transition to the new review and reporting requirements, and statewide professional development on assessment literacy and formative assessment resource development.

For 3 years, the WDE has collaborated with a group of district curriculum directors and a University of Wyoming College of Education representative who serve as the DAS Steering Committee. This ensures that the Department is responsive to needs and interests of the field as well as consistent with statutory requirements.

Chapter 31, Graduation Requirements

Senate Enrolled Act (SEA) No. 87 (2015 Session Laws, Chapter 179) eliminates the requirement for tiered diplomas (W.S. 21-2-304 (a)(iv)). Previously, districts were required to transcript one of the three following endorsements related to a student's level of proficiency in the areas of the common core of knowledge and skills: A) advanced endorsement, B) comprehensive endorsement, or C) general endorsement.

This legislation also eliminates district assessment system annual reporting requirements and requires a review of the district assessment system as part of the accreditation review process every five years on a staggered basis (W.S. 21-2-304 (a)(iv)).

The WDE provided information to districts regarding these statutory changes in Memorandum to Superintendents 2015-053, Changes to District Assessment Systems, found here:

<http://edu.wyoming.gov/downloads/communications/memos/2015/2015-053.pdf>

Given that changes in statute were effective immediately, emergency Chapter 31 rules were necessary. Following a preliminary review by the DAS Steering Committee, the Department finalized the revisions and, upon approval by the State Board of Education (SBE), requested approval for emergency rules simultaneous to the regular rules proposal. The Governor approved the emergency rule on August 18, 2015. Public comment for regular rules closed on October 4, 2015. The SBE is currently considering all comments received and will move forward with adoption and promulgation of regular rules accordingly.

District Assessment System Guidebook

During the past year, the DAS Steering Committee has responded to changing legislation by developing and then updating a *District Assessment System Guidebook* that aligns with the design and reporting requirements required in law and rules at the time. The first comprehensive document provided guidance on all required DAS design criteria (alignment, consistency, fairness, standard setting), the revised standards implementation timeline, and the annual reporting process including information on recommended supporting documentation. This document was later simplified to address only the alignment criterion in more detail and statements of assurance by districts to support the inclusion of the other criteria within their systems. All documents were presented to the SBE for consideration.

The 2015 General Session of the Legislature resulted in new legislation that eliminates the annual reporting requirement, focuses district assessment system requirements on alignment to the state's adopted content and performance standards, and integrates the review of district assessment systems within the annual accreditation process. Every five years, as a component of the comprehensive accreditation review process, there will be a thorough review of each district's assessment system. And, under WAEA, the district assessment system may also be reviewed more frequently if districts have schools that are low performing.

The current draft of the *District Assessment System Guidebook* outlines the following:

- Components of a district assessment system (state assessments, district assessment, school assessments, and classroom assessments)
- Types of assessments (formative, interim, summative)
- Information on AdvancED Standards and Indicators that specifically reference assessment (Standards 3.2 and 5.1).

Members of the DAS Steering Committee have been careful to ensure consistency with both the new Wyoming Comprehensive School Plan and the AdvancEd accreditation process as well as with the recommendations of the Assessment Task Force relative to district assessment systems. The document will be finalized and presented to the State Board for consideration at a meeting in the near future.

Professional Development

Assessment Literacy and Formative Assessment Resource Development

The WDE worked with the committee to develop a scope of work related to assessment literacy and formative assessment resource development. The Department contracted with Marzano Research, LLC, and specifically named Jan Hoegh, Associate Vice President to provide 15 two-day training sessions across the state. These trainings were organized into three sessions, spring 2015, summer 2015 and fall 2015. To date, over 775 educators have registered and/or attended this training with all 48 districts represented. Participants include UW professors, pre-services students, district administrators, and building principals. However, the primary audience has been classroom teachers and instructional facilitators. The feedback has been overwhelmingly positive. A sample of the session evaluation is attached.

The second phase of this formative assessment professional development is being designed and will be offered in the spring, 2016. One general session on assessment literacy and formative assessment will be offered. Other sessions will include separate modules for elementary and secondary work on performance scales and priority standards. Additional sessions with a focus on specific content areas will also be included. This approach will contribute to differentiated support for schools with performance ratings that indicate a need for professional development in specific content areas.

MAP

For the second year in a row, the WDE is offering customized workshops on the Measures of Academic Progress (MAP) assessment. NWEA will create the Applying Reports, Informing Instruction and Focusing on Growth professional development to assist teachers in their application of MAP data to inform instruction in the classroom. The locations for the four training sessions were selected based on the most recent WAEA school performance rating information.

For further information on the district assessment system work, please contact Shelly Andrews, shelly.andrews@wyo.gov, 307-777-3781.

Attachments

Memorandum to Superintendents 2015-053, Changes to District Assessment Systems

District Assessment System Guidebook, September 2015 DRAFT 2

Assessment Literacy and Formative Assessment Resource Development Session Evaluation (shared with permission from presenter)



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DEPARTMENT OF EDUCATION



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MEMORANDUM NO. 2015-053

TO: District Superintendents
Principals
Curriculum Directors
High School Counselors

FROM: Deb Lindsey, Director of State Assessment,
Accountability Division

DATE: May 4, 2015

SUBJECT: Legislative Changes Related to District Assessment
System Requirements

CHANGES TO DISTRICT ASSESSMENT SYSTEM

2015 Session Laws, Chapter 0179 (Senate File 0008/Senate Enrolled Act 87 [SF0008/SEA87]) includes significant changes to district assessment system design, reporting, and review requirements. This memo provides an outline of changes as a result of language that has been eliminated and/or added. The timing and guidance on when and how these changes will be implemented and supported through the Department of Education are included, when possible. Guidance documents related to the district assessment system design requirements and the review processes are being developed and those materials will be provided as soon as possible.

In summary, the statutory changes streamline requirements for district assessment systems and associated graduation requirements by:

- Eliminating annual reporting of district assessment systems (formerly due August 1), effective immediately; instead, reviews of district assessment systems will be integrated with the accreditation process by
 - a. Requiring districts to annually attest that their district assessment systems and graduation requirements are consistent with state board requirements via the AdvancEd ASSIST assurances, by November 1 of each year, and

- b. Requiring districts to provide evidence of alignment of their district assessment systems every five years as a part of the AdvancEd accreditation review, beginning with the 2015-16 school year (more frequent reviews may be required when schools are rated as “not meeting expectations” in the school accountability system authorized under the Wyoming Accountability in Education Act)
- Eliminating “measure or multiple measures” (the former body of evidence) proficiency requirements for high school graduation, and substituting course completion (sufficient Carnegie units/credits) as the graduation requirement, effective March 9, 2015
- Eliminating tiered diplomas, effective for students graduating after March 9, 2015

Specifics related to each of the changes are provided below, along with relevant statutory excerpts. Please note that statutory citations and page numbers relate to the following document: <http://legisweb.state.wy.us/2015/Enroll/SF0008.pdf>.

Changes as a result of language that has been eliminated:

Districts are no longer required to submit an annual report on the district assessment system beginning August 1, 2015.

21-3-110 (a) (xxiv)

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. (pg. 14)

Districts are no longer required to include a measure or multiple measures for purposes of determining completion of high school graduation requirements.

21-2-304 (a) (iv)

~~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.~~ (pg. 10)

21-3-110 (a) (xxiv)

~~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.~~ (pg. 14)

The associated requirement to describe performance levels in order to achieve proficiency of the common core of knowledge and common core of skills related to high school graduation is no longer required.

21-2-304 (a) (iii)

Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district of this state. ~~and shall describe required performance levels in order to achieve proficiency of the common core of knowledge and common core of skills prescribed under W.S. 21-9-101(b).~~ (pg. 9)

Effective for the 2015 high school graduation class, the requirement for high school diploma endorsements has been eliminated.

21-2-304 (a) (iv)

~~A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:~~ (pgs. 10, 11)

21-3-110 (a) (xxv)

~~At minimum, provide the three (3) endorsements on high school transcripts specified under W.S. 21-2-304(a)(iv) and may provide additional endorsements.~~ (pgs. 14, 15)

The WDE950 Collection for the 2015 graduating class will make reporting endorsements an “optional” data field. Districts may choose to continue this practice, but it is no longer a state requirement. However, transcripts for students graduating before the effective date of this law (March 9, 2015) must still include an endorsement.

Changes as a result of language that has been added:

The bill adds language to identify “course completion” as the standard to be met for graduation from high school. Completion of the required number of Carnegie Units will be evidence of meeting this requirement.

21-2-304 (a) (iv)

The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and 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). (pg. 10)

This bill added an annual report of evidence on 1) district assessment alignment to the content and performance standards, and 2) graduation standards.

21-3-110 (a) (xv)

...and on or before November 1 of each school year, report to the department evidence of the alignment of its assessment system with the uniform state standards provided within its schools; (pg. 12)

21-3-110 (a) (xxv)

...and on or before November 1 of each school year, report to the department of education evidence that the district is compliant with high school graduation standards imposed by the state board under W.S. 21-2-304(a)(iii); (pg. 15)

Meeting this requirement will be accomplished by adding to or revising the existing WDE assurance statements submitted by November 1 through the AdvancED ASSIST system.

The AdvancED five (5) year accreditation review cycle will include a specific review of the district assessment system. This review will be implemented with the 2015-2016 school year.

21-2-202 (a) (xxxvi)

(xxxvi) Commencing school year 2015-2016, in conjunction with the school district accreditation process required under W.S. 21-2-304(a)(ii) and as a component of the statewide education accountability system created under W.S. 21-2-204, conduct a review of each school district's assessment system once every five (5) years to ensure alignment with the uniform state education standards promulgated by the state board, and to ensure district adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii). Reviews undertaken pursuant to this paragraph, together with findings, shall be reported to the state board and any deficiencies determined by the review shall be addressed through the statewide system of support established under W.S. 21-2-204(f). (pg. 3)

21-2-204 (a) (iv)

Once every five (5) years and on a staggered basis, 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 as aligned with the uniform state standards and the attainment of high school graduation requirements. (pg. 10)

21-3-110 (a) (xxxiv)

Effective school year 2015-2016, in conjunction with district accreditation, as a component of the statewide education accountability system and in accordance with W.S. 21-2-202(a)(xxxvi), be subject to a review by the department of education once every five (5) years on the alignment of the district's assessment system with the uniform state education standards promulgated by the state board, and the district's adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii). (pg. 15)

Current Chapter 31 Rules require district assessment systems to be aligned, consistent, fair, and have a defensible standard setting method. The new language places the emphasis on alignment to the unified state standards. The Chapter 31 rules will be revised and a guidance document will be developed and provided to support districts in the near term.

In addition to the review that will be conducted in conjunction with the five (5) year accreditation review cycle, if a school is designated as “not meeting expectations” through the

accountability model calculation, the representative(s) identified for this district may conduct a specific review of the district's assessment system as part of the statewide system of support.

21-2-204 (f) (vi)

In addition, the evaluation of a district's student assessment system as provided by paragraph (vii) of this subsection may be undertaken in that school year immediately following any school year in which a school within the district has been designated as not meeting expectations. (pg. 5)

The guidance document noted above will provide support for districts and the representatives as they review the district assessment system in light of the “not meeting expectations” accountability rating.

For questions or concerns, please contact Shelly Andrews at shelly.andrews@wyo.gov or 307.777.3781.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*



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www.wyomingmeasuresup.com

DISTRICT ASSESSMENT SYSTEM

GUIDEBOOK

September 2015

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Purpose of this Guidebook

The Wyoming Department of Education is committed to ensuring that all educators receive guidance to support the development of a robust district assessment system (DAS) that will meet student needs, system needs and accreditation and accountability requirements. (See Appendix 1)

Purpose of the District Assessment System

The purpose of the K-12 District Assessment System is to ensure equity of opportunity for students by demonstrating alignment of district assessments to the Wyoming Content and Performance Standards in all nine content areas. The DAS should be designed and implemented so that inferences pertaining to equity of educational opportunity are supported by the assessment system.

Components of a District Assessment System

1. **State-required assessments, including currently mandated interim assessments.** These are specific assessments that the state requires districts/schools to administer. These assessments are typically used for school and program accountability and/or evaluation. Examples include PAWS, ACT, and MAP.
2. **District assessments.** These are specific assessments that a district requires that schools administer. Examples may include a common end-of-course, final examination or end of unit examination.
3. **School assessments.** These are assessments that a school requires. Examples may include grade specific common end-of-course, final examination or end of unit examination.
4. **Classroom assessments.** These are assessments that classroom teachers select and choose to administer. Examples may include pre-tests, end of chapter tests, performance assessments, etc.

Types of Assessments Defined

For consistency purposes, the text that follows comes directly from the September 4, 2015 draft document *Recommendations from the Wyoming Assessment Task Force*.

Formative Assessment

Formative assessment has also been called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (p. 3).

In addition, Wiley (paraphrased from p. 3) lists five critical attributes of formative assessment:

1. They are based on clear articulations of learning goals as steps toward an ultimate desirable outcome.
2. Learning goals and the criteria for success are clearly identified and communicated to students in language they can understand.
3. Students are frequently provided with feedback directly linked to the learning goals and criteria for success.
4. Students engage in self- and peer-assessment against the criteria for success.
5. Students and teachers jointly own (collaborate on) monitoring student progress over time.

While the practice of formative assessment in general embodies these five attributes, not every example of formative assessment incorporates every attributes. The definition given above and five critical attributes are based on research linking such practices to student learning gains. The core of the formative assessment process is that it takes place during instruction (i.e., “in the moment”) and under full control of the teacher to support student learning while it is developing. This is done through diagnosing on a very frequent basis where students are in their progress toward learning goals, where gaps in knowledge and skill exist, and how to help students close those gaps.

Another important conclusion one can draw from the definitions and critical attributes is that formative assessment is embedded within instruction. Instruction does not stop when teachers engage in formative assessment. Formative assessment covers fine-grained learning targets that are often the focus of a single unit of instruction.

Interim Assessment

Many interim assessments are commercial products and rely on fairly standardized administration procedures that provide information relative to a specific set of learning targets—although not always tied to specific state content standards—and are designed to inform decisions at the classroom, school, and/or district level. In some cases, interim assessments may be controlled at the classroom level to provide information for the teacher, but unlike formative assessment, the results of interim assessments can be meaningfully aggregated and reported at a broader level. However, the adoption and timing of such interim assessments are likely to be controlled by the school district. The content and format of interim assessments is also very likely to be controlled by the test developer. Therefore, these assessments are considerably less instructionally-relevant than formative assessments in that decisions at the classroom level tend to be ex post facto regarding post-unit remediation needs and adjustment of instruction the next time the unit is taught.

Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments. These may include common mid-term exams and other periodic assessments such as quarterly assessments.

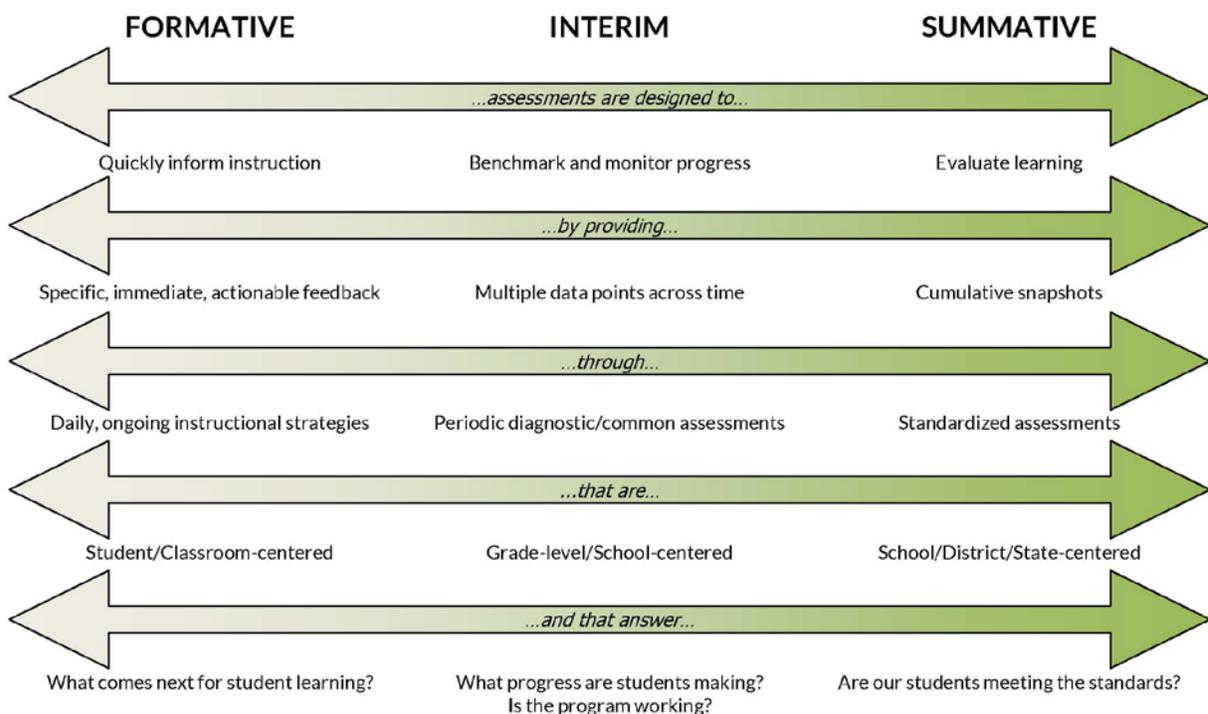
Summative Assessment

Summative assessments are generally infrequent (e.g., administered only once to any given student) and cover major units of instruction such as semesters, courses, credits, or grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period. The prototypical assessment conjured by the term "summative assessments" is given in a standardized manner statewide (but can also be given nationally or district-wide) and is typically used for accountability or to otherwise inform policy. Such summative assessments are typically the least flexible of the various assessment types. Summative assessments are also used for testing out of a course, diploma endorsement, graduation, high school equivalency, and college entrance.

Comprehensive Assessment System Graphic

COMPREHENSIVE ASSESSMENT SYSTEM

By Type: *What are the differences between assessment types within a balanced system?*



Wisconsin Department of Public Instruction; April 30, 2015 as modified by Wyoming Department of Education; September 18, 2015.

COMPREHENSIVE ASSESSMENT SYSTEM

By Purpose: *What are the purposes of various assessment types?*

	Formative <i>Quickly informs instruction by providing specific, immediate, actionable feedback</i>	Interim <i>Benchmarks and monitors progress by providing multiple data points across time</i>	Summative <i>Evaluates learning by providing a cumulative snapshot</i>
To PLAN learning <i>PRIOR to instruction</i>	Feedback that identifies student learning goals and needs	Data points that show a teacher the instructional starting point for a chapter, unit, semester, or year	Snapshot that aids in planning future instruction, reflecting on general patterns, or establishing the big picture within a class of students
<i>Examples*</i>	<i>Pre-tests/quizzes Student self-assessment Visual organizers (i.e. KWL)</i>	<i>Inventory Pre-tests/quizzes Universal screener</i>	<i>Prior year summative data (i.e., AP exams, screeners, benchmarks/CBMs, statewide assessments)</i>
To SUPPORT learning <i>DURING instruction</i>	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Data points that show what learning objectives have been mastered, what needs to be addressed next, and what requires more attention	Snapshot that informs classroom, grade level, or department decisions such as groupings, alterations to curriculum maps, etc.
<i>Examples*</i>	<i>Journals Questioning Observations, visual signals</i>	<i>Rubric Running records Graded class work</i>	<i>Benchmarks/CBMs End of unit grades Item/sub-group/gap analysis</i>
To MONITOR learning <i>BETWEEN instruction</i>	Feedback that allows the teacher to see what progress has been made by the student since last check-in	Data points that track student progress over time, providing periodic and multiple data points against benchmarks throughout the year for program improvement and instructional change	Snapshot that provides information about what students know and can do in order to promote program improvement, curricular changes, or PD needs
<i>Examples*</i>	<i>Portfolios Running records Student conferences</i>	<i>Rubric Running records Graded class work</i>	<i>Benchmarks/CBMs End of semester grades Item/sub-group/gap analysis</i>
To VERIFY learning <i>AFTER instruction</i>	Feedback that confirms what the student knows and can do	Data points that are used, along with other information, to establish a grade or score, and to make decisions about and adjustments to instruction, curriculum, and programs	Snapshot that contributes to decision-making, typically on an annual basis, at macro levels, about subgroups, schools, districts, and states
<i>Examples*</i>	<i>Portfolios Exit activities Projects/demonstrations</i>	<i>Post-test Local benchmarks Curriculum-based measures (CBMs)</i>	<i>Statewide assessments School Improvement Planning</i>

*Note: Examples listed above are not an exhaustive or definitive list, and may serve multiple purposes.

WI DPI: April 30, 2015.
Modified by WDE
September 18, 2015.

Alignment of the DAS to the Wyoming Content and Performance Standards

The DAS must be aligned with the Wyoming Content and Performance Standards, both in terms of content and cognitive complexity within three (3) full school years following adoption of revised standards. The combination of assessments that comprise the system should be aligned so that the full set of standards in the common core of knowledge and skills are assessed. The following table provides the full implementation timeline for each content standard.

Year Revised	Content Standard	Implementation Deadline
2008	Science	Fully implemented now
2012	Language Arts	On or before the first day of 2015-2016 school year
2012	Mathematics	On or before the first day of 2015-2016 school year
2012	Health	On or before the first day of 2015-2016 school year
2013	Foreign Language	On or before the first day of 2016-2017 school year
2013	Fine and Performing Arts	On or before the first day of 2016-2017 school year
2014	Social Studies	On or before the first day of 2017-2018 school year
2014	Physical Education	On or before the first day of 2017-2018 school year
2014	Career/Vocational Education	On or before the first day of 2017-2018 school year

Preparing for the five-year accreditation external review of the DAS

Alignment of the assessments to the standards is the focus of legislation. AdvancED accreditation requires some additional evidence under Indicators 3.2 and 5.1. Specifically, Indicator 3.2 requires that districts provide evidence that they are routinely using data from local assessments to “monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment.” Districts rated as Effective “use data from multiple assessments of student learning and an examination of professional practice.” Indicator 5.1 addresses consistency within districts and across classrooms along with “reliable and bias-free assessments.” Further, Indicator 5.1 creates the expectation that school systems regularly evaluate their local assessment system in the context of “improving instruction, student learning, and the conditions that support learning.”

The following tables provide information on what the External Review Team will be looking for in order to evaluate DAS in place. Use the DAS self- assessment rubrics in Appendix 2 to evaluate your DAS for alignment with the standards and with the AdvancED review criteria.

AdvancED Indicators 3.2 and 5.1

3.2 Monitoring and Adjusting Curriculum, Instruction and Assessment

Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

NEEDS IMPROVEMENT		ACCEPTABLE	EFFECTIVE PRACTICE
Level 1	Level 2	Level 3	Level 4
System personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the goals for achievement and instruction and statements of purpose.	System personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for	Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and

		achievement and instruction and statements of purpose.	instruction and statements of purpose.
No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.	A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised at the system or school level.	There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the system's purpose in curriculum, instruction and assessment.	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction and assessment.	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction and assessment.	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction and assessment.

5.1 Student Assessment System

The system establishes and maintains a clearly defined and comprehensive student assessment system.

NEEDS IMPROVEMENT		ACCEPTABLE	EFFECTIVE PRACTICE
Level 1	Level 2	Level 3	Level 4
System and school personnel use an assessment system that produces data from assessment measures.	System and school personnel use an assessment system that produces data from multiple assessment measures.	System and school personnel maintain and use a comprehensive assessment system that produces data from	All system and school personnel maintain and consistently use a comprehensive assessment system that produces data

These measures include assessments about student learning as well as school and system performance.

The assessment system provides a limited degree of consistency of measurement across classrooms, courses, educational programs and system divisions.

Assessments seldom are proven reliable and bias free.

The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

These measures include locally developed and standardized assessments about student learning as well as school and system performance.

The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions.

Some assessments are proven reliable and bias free.

The assessment system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

multiple assessment measures.

These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.

The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions.

Most assessments are proven reliable and bias free.

The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.

from multiple assessment measures.

These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.

The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.

All assessments are proven reliable and bias free.

The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.

Appendix 1. Wyoming Statutes Related to DAS -- excerpts as well as links to Title 21 complete and complete sections

21 ~~2-202~~ Duties of the state superintendent.

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

(xxxvi) Commencing school year 2015 ~~2014~~ -2016, in conjunction with the accreditation process required under W.S. 21 ~~42-30~~ and as a component of the statewide education accountability system created under W.S. 21 -2-204, conduct the district's assessment system once every five (5) years to ensure alignment with the uniform state education standards promulgated by the state board, and to ensure district adherence to the uniform graduation standards prescribed by the state board under W.S. 21 -2-304 (a) (ii). Undertaken pursuant to this paragraph, together with findings, shall be reported to the state board and any deficiencies determined by the review shall be addressed through the statewide system of support established under W.S. 21 -2-204 (f).

21 created.

-2-204. Wyoming A

(f)...Commencing with school year 2014 -2015, and each school year thereafter, the superintendent shall take action based upon system results according to the following:

(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. In addition, the evaluation of a district's student assessment system as provided by paragraph (vii) of this subsection may be undertaken in that school year immediately following any school year in which a school within the district has been designated as not meeting expectations.

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, the administration of 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 evidenced by course completion and 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) (xx

the department, review and approve each district's assessment system designed to determine the various levels of student performance as aligned with the uniform state standards and the attainment of high school graduation requirements as evidenced by course completion. In addition to the annual review, and following review, refinement and revision of student content and performance standards adopted under paragraph (a)(iii) of this section and reviewed under subsection (c) of this section,

the board shall establish a process to ensure district assessment systems are aligned with the refined and revised standards within three (3) full school years following adoption of revised standards;

(vii)...Among other duties as may be requested by the district or department, the representative shall review and provide suggestions on the improvement plans submitted by schools in accordance with paragraphs (iv) through (vi) of this subsection, and may review and evaluate district student assessment systems implemented under W.S. 21 alignment with the uniform state education standards.

-3-110 (a) (xx)

21

-3-110. Duties of boards of trustees.

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

(xv) Provide an educational program within the schools under its jurisdiction in compliance with uniform state standards prescribed under W.S. 21 regulation of the state board and on or before November 1 of each school year, report to the department evidence of the alignment of its assessment system with the uniform state standards provided within its schools;

-9-101 and 21-9-

(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)

21

-2-304 and 21-2-304 (a) (v), th

statewide assessment 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 in all content areas of the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21

-9-101 (b).

The district shall report to the state board in accordance with W.S. 21 assessment system established under this paragraph.

-2-304 (a) (iv) on its

(xxxiv) Effective school year 2015

-2016, in conjunc

component of the statewide education accountability system and in accordance with W.S.

21

2-304 (a) (xv) of the subject to a review by (5) years

on the alignment of the district's assessment system with the uniform state education standards promulgated by the state board, and the district's adherence to the uniform graduation standards prescribed by the state board under W.S. 21

-2-304 (a) (iii).

Link: Title 21 Complete - accessed from Wyoming Legislative website 9-18-15

Link: Title 21 with complete referenced sections - accessed from Wyoming Legislative website 9-18-15

Appendix 2. DAS self-assessment rubrics

<p>Alignment to the Wyoming Content and Performance Standards: The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district has a documented process used to demonstrate alignment.</p>		
<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Comments
<input type="radio"/> The DAS adequately addresses the standards, K-12; and, <input type="radio"/> the process ensures two-way alignment <ul style="list-style-type: none"> <input type="radio"/> all assessment items and tasks align to the standards; <input type="radio"/> adequate sampling of the standards is represented in the assessments; and, <input type="radio"/> The process ensures that assessments reflect the cognitive depth and complexity of the standards.	<input type="radio"/> sample assessment blueprints <input type="radio"/> sample assessment matrices <input type="radio"/> sample curriculum maps <input type="radio"/> procedures for assuring alignment among the course curriculum, standards, assessments, and/or grading/scoring practices <input type="radio"/> evidence of procedures to ensure alignment of assessment items/tasks to the cognitive levels called for in the standards	

AdvancED Indicator 3.2: Curriculum, instruction, and assessments throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.		
<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Comments
<input type="radio"/> Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. <input type="radio"/> There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level; and <input type="radio"/> The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<input type="radio"/> Curriculum writing process <input type="radio"/> Description of the systematic review process for curriculum, instruction, and assessment <input type="radio"/> Sample curriculum maps <input type="radio"/> Lesson plans aligned to the curriculum <input type="radio"/> Common assessments <input type="radio"/> Program descriptions	

AdvancED Indicator 5.1: The system establishes and maintains a clearly defined and comprehensive student assessment system.		
<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Comments
<input type="radio"/> System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. <input type="radio"/> These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. <input type="radio"/> The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. <input type="radio"/> Most assessments are proven reliable and bias free. <input type="radio"/> The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	<input type="radio"/> Brief description of learning management systems or data management systems that support the effective use of student assessment results. <input type="radio"/> Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning. <input type="radio"/> Brief description of technology or web-based platforms that support the education delivery model	

Appendix 3. Professional development opportunities/resources

Associated Links:

<http://edu.wyoming.gov/educators/pd/>

References/Readings:

Marzano, R. (2010). *Formative Assessment & Standards-Based Grading*. Bloomington, IN: Solution Tree.

Chappuis, J., Stiggins, R., Chappuis, S. & Arter, J. (2012). *Classroom Assessment for Student Learning. Doing it Right – Using it Well*. Boston, MA: Pearson.

Martineau, J. & Marion, S. (October 2015). *Wyoming's Statewide Assessment System: Recommendations from the Wyoming Assessment Task Force*.



Dear Ms Jan Hoegh (as private and confidential)

Report: Marzano Research Evaluation Results

Dear Jan,

This email contains evaluation results for Wyoming Department of Education 1336939 4/21/2015 4/22/2015 / / 1336939 4/21/2015 4/22/2015:

The question categories are listed first, followed by the individual question results, consisting of the following topics:

- About the workshop

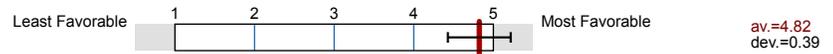
In the second part of the analysis the average values of all individual questions are listed.

Jan Hoegh

Wyoming Department of Education 1336939 4/21/2015 4/22/2015 (1336939 4/21/2015 4/22/2015)
No. of responses = 51

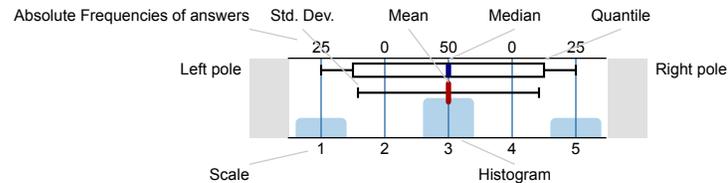
Overall indicators

2. About the workshop



Legend

Question text



n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

1. Tell us about you

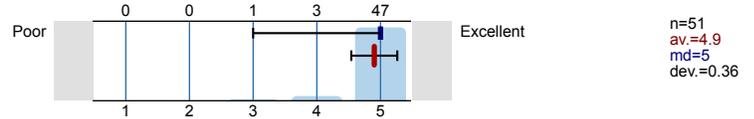
1.3) Title/Position

- 1st grade teacher
- 21CCLC program director
- 2nd Grade Teacher
- 2nd grade
- 2nd grade teacher (2 Counts)
- 3rd Grade Teacher
- 3rd grade teacher
- 5th Grade Teacher
- 5th grade teacher
- 5th grade teacher
- 6th Grade ELA Teacher
- Assistant Principal
- Assistant Superintendent
- Classroom teacher
- Curriculum Coordinator
- Curriculum Director
- FACS/Health High School Teacher
- Fifth Grade Teacher
- I.F.
- Instructional Facilitator (3 Counts)
- Instructional facilitator (2 Counts)

- Language Arts Middle School Teachet
- PHS Technical
- Principal (2 Counts)
- Principal
- Reading Teacher
- Reading/English teacher
- Social Studies teacher
- Special Education
- Special Educator
- Special Educator, autism, strategic language arts, middle school 6-8
- Teacher (3 Counts)
- Teacher of the Deaf
- Teacher/1st grade
- classroom teacher
- instructional facilitator
- kindergarten teacher
- teacher (2 Counts)

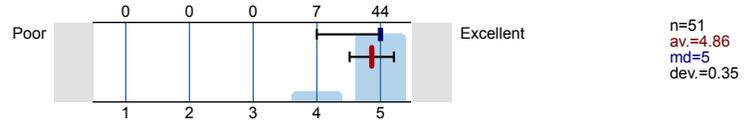
2. About the workshop

2.1) **Content**



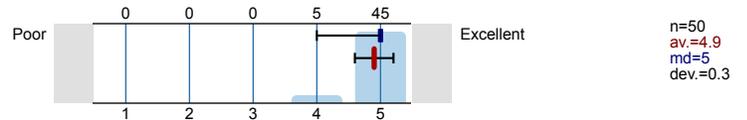
(relevant and current information)

2.2) **Workshop Outcomes**



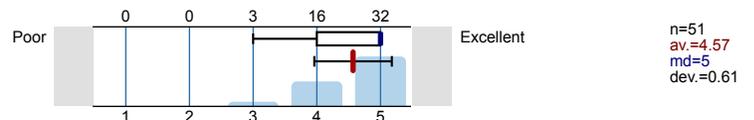
(defined and achieved)

2.3) **Presentation**

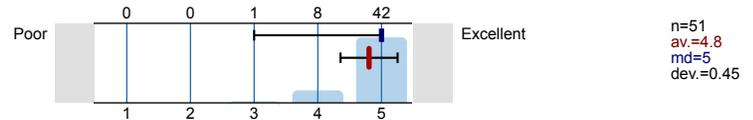


(effective PowerPoint presentation, organization, communication, etc.)

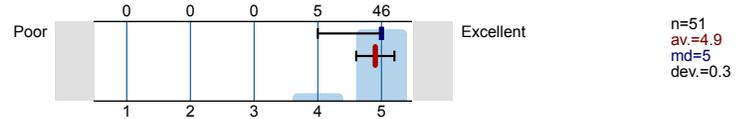
2.4) **Materials**



(handouts, notebooks, etc.)

2.5) **Participation**

(engaging activities, interactive focus)

2.6) **Overall Workshop Rating**

3. Your comments about the workshop

3.1) What was the most valuable aspect of the workshop?

- Affirmed past work, informed next steps.
- All the information was extremely valuable, but what I appreciate the most is now I have a place to begin when I go home, and I know where to go after that. I have a clear road map.
- Assessment, prioritization of standards, proficiency scales.
- Discussing assessments and how to make them strong. Learning about proficiency scales and how they encourage alignment.
- Discussion with group and hands-on activities. It helps to iron out concepts, points, and learning goals.
- Excellent content, clear goals
- Expertise of presenter, collaboration and handouts
- Finally someone has distinguished the difference between scales and rubrics! How to effectively produce useful assessments!
- Handouts with examples to refer to. Specifically proficiency scales, kids examples of keeping track of their own progress, unobtrusive assessments, and student generated assessments. Also enjoyed the many examples of how to do group work.
- Helping us to understand some tough concepts
- How to create proficiency scales. Start with 3 go to 2 then to 4. Very useful.
- How to develop and utilize proficiency scales plus creating assessments.
- I learned a lot more about assessments and how to make them more affective.
- I loved the information about the proficiency scale.
- I now have a clear understanding of the WHY behind what our administration wants us to do. I wish they were better teachers:)
- I now understand proficiency scales! Amazing ideas and ways to produce strong outcomes!
- I really appreciated the information about proficiency scales.
- I really enjoyed the real-world applications and examples of prioritizing standards, creating proficiency scales and using them to design common assessments. Information is clear and chunked into meaningful segments with plenty of opportunities to practice the learning.
- I really like all the examples you included and the practice sheets.
- I really liked the in-depth explanation of the proficiency scales. I know those tools are going to guide my starting and finishing point in instruction.
- I was only here for the second day, but I found that the afternoon session on creating quality classroom assessments was most valuable to me.
- Introduction of new material and excellent explanation of material
- It helped give guidelines for us to move forward with assessment.
- It was valuable to hear about that we don't have time to cover every standard and need to prioritize.
- Jan made the presentation fun and engaging.

- Jan's expertise and use of adult learning theory were such a valuable aspect of the workshop. I also appreciated that Jan used the 10:2 theory (for every 10 minutes of content use 2 minutes for processing or reflecting). I appreciated the practical processing activities that are recommended in many of Bob's books. It was great to see them in action (Collective Expertise, Talk a Mile a Minute, Brain Dump, humorous videos, metaphors, etc.). The specific examples and resources will help me to lead our team to share this information. We've already planned to share our learning about obtrusive, unobtrusive and student generated assessments. We are also planning to share our learning about designing valid, reliable and fair classroom assessments.
- Learning about proficiency scales and comparing and contrasting proficiency scales and rubrics.
- Learning about proficiency scales and writing reliable, valid and fair assessment.
- Learning about proficiency scales. I found it inspiring to learn more about essential practices for classroom assessments. Thank out!
- Learning how to create and utilize assessments in a specific and much better way
- Learning more about how to write good assessments!
- Overall very valuable experience. This helped me to further understand the necessary components to valid and reliable assessments.
- Proficiency skills and the differentiation with those and rubrics. The willingness of Jan to share resources.
- The information about prioritizing standards and creating proficient scales was really valuable and I'm excited about starting that process.
- The information presented about proficiency scales helped me understand this concept. I had heard about scales before but did not have the level of understanding I do now based on Jan's presentation.
- The information was sequential and chunked in useable and digestible parts. Activities kept participants engaged and provided examples of assessment or practice activities that can be used tomorrow in class.
- The materials I will be able to use in the classroom.
- The most valuable part of this workshop was having several of our staff here to learn about assessment literacy. In our own curriculum process in Park 6, we are ready for the performance scale work and the assessment review checklist.
- The packet and the slides to follow along.
- The practical approach to the learning content.
- The specific examples of assessment development.
- The whole presentation and content were awesome. I feel like we got 5 days worth in 2 days!
- This was a workshop full of great information that I will use immediately in the classroom.
- Understanding different types of assessment, learning more about proficiency scales
- Wealth of information presented in a way that wasn't so overwhelming felt impossible
- discussing proficiency scales, assessment, rubrics...all of it
- item analysis, skill application
This was very motivating in moving forward with our curriculum work. It would have been beneficial to bring grade level teams to hear this material.
- prioritizing standards, Proficiency Scales and assessment work.
- proficiency scales

3.2) What feedback do you have for the presenter(s)? Please be specific.

- Absolutely fabulous
- Appreciate your pace and continued explanation and inquiry.
- Continue to use multiple examples from classrooms to make the tasks presented feel doable for teachers
- Great Job!
- Great explanations and examples to clarify
- Great information and examples. The most (and best) information and direction I've been presented with on writing assessments and proficiency scales in the ten years that I've taught. Great examples to look at and easy-to-use checklists that will be a great help when I

implement in my classroom.

- Great job!
- Great presentation! She was enthusiastic both days about a possibly overwhelming subject.
- Great skills as a presenter.
- Have the handouts and powerpoint go in order. I had a hard time keeping up looking for handout and miss what you were saying.
- I appreciate the way you model your teaching strategies. I am not just taking away great content, but also great classroom management and teaching strategies that will make me a more effective educator.
- I feel that sometimes our application or practice of the content is required too soon. I needed a more specific explanation of terms before I'm asked to apply my knowledge.
- I know I was just a face in the audience but you made me feel as if I've known you for awhile! Loved the demeanor that was exhibited.
- I love the way Jan incorporates high impact instructional strategies into her presentation with adult learners. She is easily accessible and eager to help us understand challenging concepts.
- I would have liked the PowerPoint sent to me, so I could write notes as you presented.
- I would really like you to come to our school Powell High School as a consultant to help us work through curriculum and assessment as we begin to align our instruction. It would be so nice to get FEEDBACK as we work through this ongoing work.
- Incredible job, Jan.
- Jan did an excellent job! Really enjoyed the 2 days!
- Jan is a great presenter! I love listening to her speak!!!
- Jan is a great presenter. It is evident she knows the content, and has an ease about her during the workshop.
- Jan is great. I can't complain at all.
- Jan made the information so manageable. She was enthusiastic, and I appreciated the teaching strategies she incorporates into her presentation.
- Jan not only provides incredible content that is ready to use, but she attends to her audience by reading the level of engagement. She is flexible with time and teaching strategies. The day flies by because of her masterful presentation.
- Jan was very engaging and able to read the audience.
- More breaks would be great
- N/A
- Nicely done
- No negative feedback. I thought everything was very well done. Presentation was very professional yet personal
- None
- Presenter is awesome; love her energy and knowledge
- Really glad you are coming back to Cody in August
- Seemed like a long time to sit although she did a good job of mixing up the activities!
- She did a wonderful job!
- She. Is. Awesome.
- Thank you. This was important information that I will share with my colleagues. The workshop was engaging and informative.
- Thanks for being flexible with the schedule!
- Time is always hard to manage. I felt a bit rushed on some of the more complex tasks. I would have liked a bit more time to process Webb's Depth of Knowledge.
- Time. It seemed like there were times that the length of presenting was. Little long. Recommend shortening the length. More frequent breaks.

- Well done? Engaging and I learned many "teacher moves" from Jan in regards to grouping students, checking comprehension, and sharing out information which was a complete sideline bonus!
- You are energetic and seem to enjoy what you are doing.
- You did an amazing job having participants interact with the content and each other.
- go quicker through assessment items quality
- great presentation! I learned a lot. maybe provide some blank templates
- make this evaluation easier to get to :)

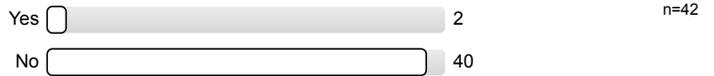
3.3) What suggestions do you have for future sessions?

- 3-rings
 - A few more short breaks, just for minutes to stand a bit.
 - A longer lunch...we really need to mental break and some of us have some business to take care of
 - Can't wait
 - Continued work here.
 - Follow through with the Common Assessment Development Cycle.
- Administration and Scoring Guidelines
Test Blueprint
Data Discussions/Analysis
- I am looking forward to standards based grading.
 - I don't have any suggestions. This is a lot of information to digest- whew! Thank you again!
 - I don't know if I would include the DOK information. I'm glad you didn't go in depth. The proficiency scale levels really tease out the kinds of tasks that need to be the focus, and the DOK may just lead to confusion.
 - I only wish I could attend follow-up sessions where we as a school could dig in and start doing the work of prioritizing standards, creating proficiency scales and using the scales to design common assessments.
 - I think it went very well! The presentation was engaging and very relevant.
 - I would like to spend some time developing assessments and going through the process of creating proficiency scales for my grade level.
 - If it could possibly be condensed into one day I would appreciate not being out of my class 2 days.
 - It would of been nice not to have a working lunch. It was a long two days to sit in a cold room.
 - Keep doing this presentation/workshop so more teachers and administrators can get on board
 - Like to see a focus on prioritization of standards. Would like to see further information to the process of building proficiency scales
 - NA
 - None (4 Counts)
 - None. It was great!
 - Nothing at the moment.
 - Sometimes it felt like covering the content was more important than answering questions.
 - We just hope you come back to Wyoming!
 - it was great
 - more movement
 - none
 - show how to conduct priority standards discussions

3.4) Other comments:

- Fantastic job by the presenter. Have read Marzano's work in our district and love working to implement his ideas to go from good to great. This training would be fantastic and informative for all our staff.
- I appreciate how Jan referred to the learning goals throughout the session.
- I love how you modeled teaching as you instructed...I plan to try out your wonderful strategies in my own classroom while I strive to assess students more effectively in unobstructed assessment. Thank you
- I thought the presentation was wonderful. I'm looking forward to learn more.
- I was feeling overwhelmed about the process of prioritizing standards and creating proficiency scales, so I really appreciated that Jan emphasized that this is a process.
- I was very pleased with Jan's ability to take challenging material and break it into digestible chunks, while offering several opportunities for collaboration. I feel very comfortable with the processes that we need to go through to do this important work.
- I would love to see our whole district (teachers and administrators) be able to participate in this workshop.
- Jan is great and we will be in contact with her.
- NA
- None (3 Counts)
- One of the most useful workshops I have attended.
- Our district (Cody) has been creating our own assessments, any information you can share with our Asst. Supt. Betsy Sell, I would appreciate it.
- Thank you for your time and efforts.
- Thank you!
- Thank you! This was so worth leaving the classroom for.
- Thank you.
- The hotel did an awesome job of providing meals, snacks, and drinks
- thanks for the valuable info

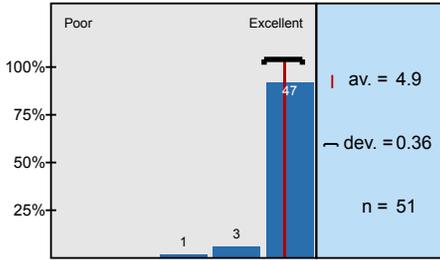
3.6) Please contact me about scheduling a presenter:



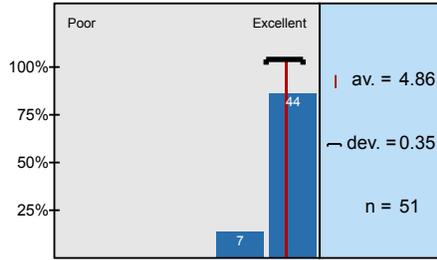
Thank you for your feedback!

Histogram for scaled questions

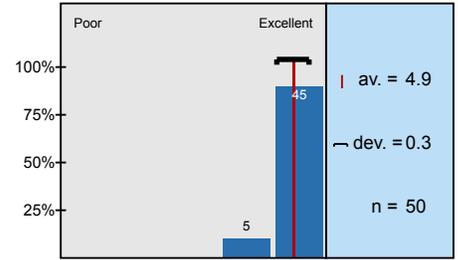
Content



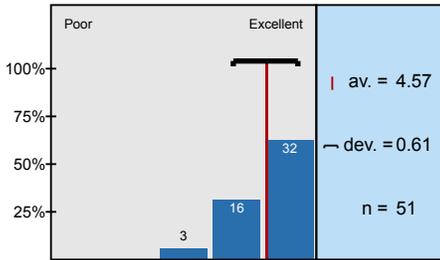
Workshop Outcomes



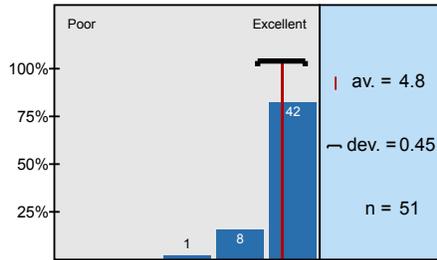
Presentation



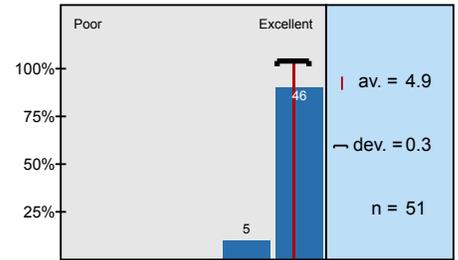
Materials



Participation



Overall Workshop Rating

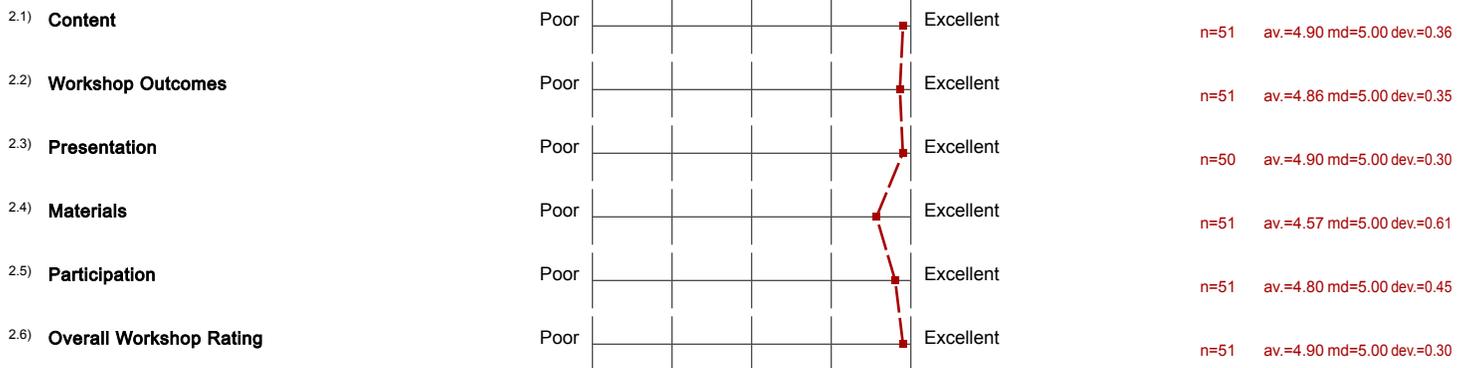


Profile

Subunit: Marzano Research
 Name of the trainer: Jan Hoegh
 Name of the course: Wyoming Department of Education 1336939 4/21/2015 4/22/2015
 (Name of the survey)

Values used in the profile line: Mean

2. About the workshop



Profile

Subunit: Marzano Research
Name of the trainer: Jan Hoegh
Name of the course: Wyoming Department of Education 1336939 4/21/2015 4/22/2015
(Name of the survey)

2. About the workshop





TAB E

Content and Performance Standards Update

W.S. 21-2-304(c)

(c) The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every nine (9) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section. The state board, in consultation with the state superintendent, shall establish a process to receive input or concerns related to the student content and performance standards from stakeholders, including but not limited to parents, teachers, school and district administrators and members of the public at large, at any time prior to the formal review by the state board. The state board shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the formal review and evaluation of the student content and performance standards was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.



WYOMING

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WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

MEMORANDUM

TO: Senator Hank Coe and Representative David Northrup, Joint Education Committee and Select Committee on Statewide Education Accountability Co-chairs

FROM: Paige Fenton Hughes, Coordinator

DATE: October 15, 2015

SUBJECT: Review of the content and performance standards

As soon as the legislative session concluded last spring, the Wyoming Department of Education (WDE) began the work of reviewing the science content and performance standards. After discussions with the state board about the process to be used and the makeup of the review committee, the WDE immediately moved forward with implementing the process and assembling the committee.

The process is not concluded at this point, but Laurie Hernandez at the WDE was gracious enough to provide a preview of the report that will be submitted to the Legislative Service Office by December 1, 2015. We felt that your committees would appreciate an update on the science standards work is progressing.

You will also find in this tab a flexible timeline for the science standards work. Please understand that there may be changes in some of dates in light of the work of the standards committee, but this outline will give you an idea of the targeted timeline.

Also after the conclusion of the legislative session, the WDE began working with the board to develop a timeline for the review and revision of the content and performance standards for each of the nine content areas in light of the new legislation that calls for a review of standards every nine (9) years instead of every five (5) years. After discussion among the board and WDE personnel, a standards review timeline was adopted by the state board on July 27, 2015.

You will find the abovementioned documents in this standards tab. If you have any questions prior to your meeting, please contact me at 307.349.4506 or paige.fentonhughes@gmail.com.

State Board of Education
2015 REVISED WYOMING CONTENT & PERFORMANCE STANDARDS

Joint Education Interim Committee Report
December 1, 2015

Presented by: Brent Young, Chief Policy Officer
Written by: Laurie Hernandez, Standards Supervisor

Authority

W.S. 21-9-101, 21-9-102, and 21-2-304(c)

History

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must “prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified by W.S. 21-9-101(b), and promulgate uniform standards for programs addressing the special needs of student populations specified under W.S. 21-9-101(c)...” The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Over the past five years, all nine content areas have been reviewed by a Standards Content Review Committee for their respective content area. A brief summary of each content area will follow. Therefore, the State Board of Education (SBE) and the Wyoming Department of Education (WDE) have met W.S. 21-2-304(c) which states, “... not less than once every nine (9) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section.” Previous to the 2015 Legislative Session, this review was not less than once every five (5) years. Also during this session, law was added stating, “The state board, in consultation with the state superintendent, shall establish a process to receive input or concerns related to the student content and performance standards from stakeholders ... and members of the public at large, at any time prior to the formal review by the state board.”

In 2010-11, the Wyoming Content and Performance Standards were reviewed and revised for the following content areas: Mathematics, Language Arts, and Health. These revisions were approved by the State Board of Education and signed into law by Governor Mead on July 11, 2012.

In 2011-13, the Wyoming Content and Performance Standards were reviewed and revised for the following content areas: Foreign Language and Fine & Performing Arts. These revisions were

approved by the State Board of Education and signed into law by Governor Mead on November 6, 2013.

In 2012-13, the Wyoming Content and Performance Standards were reviewed and revised for the following content areas: Career & Vocational Education (C&VE), Social Studies (S.S.), Physical Education (P.E.), and Science. During the 62nd Legislature 2014 Budget Session, Footnote 3 of Section 206 prohibited the SBE and the WDE from expending funds for the review or the adoption of the Next Generation Science Standards (NGSS) which were the standards the review committee had brought forth to the SBE. On July 1, 2014, the SBE passed a motion to postpone further review of the science standards and to continue operating under the 2008 state standards for science. Chapter 10 Rules was promulgated for the revised content areas of C&VE, S.S., and P.E. as well as for the Performance Level Descriptors (PLDs) and the Standards Extensions, both for mathematics and English/Language Arts (ELA). On October 9, 2014, following a 53-day Public Comment Period and Public Hearings at 14 sites across Wyoming, the SBE adopted the revised standards for C&VE, S.S., and P.E., as well as the PLDs and the Standards Extensions for mathematics and ELA. These revisions were signed into law by Governor Mead on December 31, 2014.

Actions

Wyoming Standards: Science

- March 2015 - the Legislature revoked Footnote 3 from the previous session, lifting the restrictions on the science standards review.
- March 17, 2015 - The state board directed the WDE to establish a process that would reengage a science standards committee, comprised of members from the original committee and adding eight (8) parents, four (4) higher education members, and eight (8) business and community members to ensure quality science standards. The motion also carried to use the work of the previous committee and add additional resources. Per added legislation, public input would be collected before a recommendation is sent to the SBE. A motion also carried to direct the WDE to establish a narrative communication committee to support the Science Standards Review Committee (SSRC) in developing the narrative surrounding the support of implementing the standards.
- April 3-20, 2015 – A call for Participants to serve on the Science Standards Review Committee (SSRC) was open and announce through the press, the WDE website, and a Superintendent’s Memo to districts.
- May 20, 2015 - The SSRC met virtually to learn the standards review process and receive information on the individual work to be done prior to the first committee meeting.
- May – June 2015 – Regional Public Input Meetings were held in five (5) locations around the state to gather public input on what citizens wanted the SSRC to know as they reviewed and revised science standards.
- June 15-16, 2015 – SSRC had their first 2-day meeting.
- August 11-12, 2015 – SSRC had their second 2-day meeting.
- November 2015 – The SSRC is expected to meet again in mid-November.

Financial

No funds were appropriated by the state legislature for the revision of the Wyoming Content and Performance Standards.

Results

The Science Standards Review Committee (SSRC) is continuing their work on revising the science standards. This work is expected to be completed in late 2015 or early 2016. The WDE anticipates opening a public comment period in the spring of 2016.

Recommendations

There are no recommendations at this time.

DRAFT

9-Yr Plan for Standards Review per SBE on 05-19-15

Core Content Area (in yellow)	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
SCIENCE (2008)	Proposed Review Cycle											
MATH (2012)			Proposed Review Cycle									
FINE & PERFORMING ARTS (2013)					Proposed Review Cycle							
HEALTH (2012)					Proposed Review Cycle							
PHYSICAL EDUCATION (2014)					Proposed Review Cycle							
LANGUAGE ARTS (2012)							Proposed Review Cycle					
FOREIGN LANGUAGE (2013)							Proposed Review Cycle					
SOCIAL STUDIES (2014)									Proposed Review Cycle			
CAREER & VOCATIONAL ED. (2014)									Proposed Review Cycle			
SCIENCE (2016?)											Proposed Review Cycle	



TAB F
Exemption Request

2015 Session Laws of Wyoming, Chapter 179, Section 6

(e) The state board, with assistance from the state superintendent, shall immediately request the United States department of education allow an exemption from the requirements under the federal No Child Left Behind Act to allow for administration of the statewide student assessment in grades three (3), five (5), seven (7), nine (9) and eleven (11), or an alternative grade band assessment configuration, to assess reading, math and science for purposes of complying with the assessment requirements of the federal act. The state board shall report each month to the select committee on statewide education accountability and the joint education interim committee on the status of this request. Not later than October 15, 2015, the state board shall submit a final report to the select committee on statewide accountability and the joint education interim committee on the action taken under this subsection and any additional waivers or exceptions necessary to administer the statewide student assessment system contemplated under this subsection.



WYOMING

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CHELSIE BAILEY
Executive Assistant

MEMORANDUM

TO: Senator Hank Coe and Representative David Northrup, Joint
Education Committee and Select Committee on Statewide
Education Accountability Co-chairs

FROM: Paige Fenton Hughes, Coordinator

DATE: October 15, 2015

SUBJECT: Exemption request from the assessment requirements of the
federal No Child Left Behind Act

The state board and Wyoming Department of Education (WDE) have communicated with your committees over the past few months regarding the request to the United States Department of Education (USDOE) regarding an exemption from assessment requirements of the federal No Child Left Behind Act.

In this tab you will simply find copies of correspondence you have already received from via the Legislative Service Office (LSO). There is a letter from WDE Chief Policy Officer, Brent Young, to the USDOE requesting the exemption from assessment requirements. There is a letter from the USDOE to Brent Young denying the exemption request and outlining possible consequences of implementing an alternative assessment plan. And finally, there is a memo from the state board to the LSO summing up the work around the exemption request.

Please let me know if you have any questions regarding any of this correspondence. You can contact me at 307.349.4506 or at paige.fentonhughes@gmail.com.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Wyoming

Jillian Balow
Superintendent of Public Instruction

Dicky Shanor
Chief of Staff



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On the Web
edu.wyoming.gov
www.wyomingmeasuresup.com

May 18, 2015

Patrick Rooney, Deputy Director
Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Mr. Rooney,

Thanks for spending the time on May 5th to discuss our pending request to ED seeking approval for modifying our statewide assessment program. Consistent with Enrolled Act 87 from the 2015 Legislative Session, we'll propose to test Wyoming students in every other grade (3, 5, 7, 9 and 11) and include with our proposal the results of our examination of the concurrent effects on the school accountability system required under the Wyoming Accountability in Education Act. As we discussed, it was the Wyoming Legislature's intent to reduce the burden of standardized testing in our 48 districts without sacrificing the reliability and validity of our state's school accountability system.

Accountability staff at the Wyoming Department of Education will conduct a number of analyses to determine how we can best measure and report our indicators of school quality at the elementary and middle school level (achievement, growth, and equity) and at high school (achievement, equity, and readiness). For reference, summaries of our current accountability system can be found here: <http://edu.wyoming.gov/educators/accountability/state-school-accountability/>

We understand that the purpose in NCLB of requiring every grade testing (3-8 and once in high school) is to ensure that states can – in a transparent manner -- hold all schools accountable for their performance and to provide sufficient information to inform school improvement efforts over time. We look forward to providing you with this information over the next few months.

Sincerely,

Brent Young, Chief Policy Officer

BY/dl



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Mr. Brent Young
Chief Policy Officer
Wyoming Department of Education
Hathaway Building, Second Floor
Cheyenne WY 82002

JUN 15 2015

Dear Mr. Young:

Thank you for your May 18, 2015, letter to Deputy Director Patrick Rooney, Office of State Support, U.S. Department of Education (ED) concerning recently passed legislation, Act 87, regarding Wyoming's Statewide assessment system. ED understands that under Act 87 Wyoming will propose to test Wyoming students in every other grade, specifically grades 3, 5, 7, 9, and 11. This proposal would be in direct violation of requirements under the Elementary and Secondary Education Act of 1965, as amended (ESEA).

First, please let me emphasize the importance of the assessment requirements under the ESEA. The assessment requirements are focused on ensuring that parents and educators have the information they need to help every student be successful and on protecting equity for all students by maintaining a consistent measure of what students know and are able to do regardless of where they live. High-quality, annual Statewide assessments are essential to providing critical information about student achievement and growth to parents, teachers, principals, and administrators at all levels. When that system is aligned with the academic content and achievement standards that a State expects all children to know and be able to do, it provides the road map for aligning instruction to the academic needs of students identified by the assessment system. High-quality, annual Statewide assessments provide information on *all* students so that educators can improve educational outcomes, close achievement gaps among subgroups of historically underserved students, increase equity, and improve instruction.

ESEA section 1111(b)(3) (20 U.S.C. § 6311(b)(3)) requires a State educational agency (SEA) that receives funds under Title I, Part A of the ESEA to implement in each local educational agency (LEA) in the State a set of high-quality, yearly academic assessments that includes, at a minimum, assessments in mathematics, reading or language arts, and science.

Under ESEA section 1111(b)(3)(C) (20 U.S.C. § 6311(b)(3)(C)) and 34 C.F.R. § 200.2, the State assessments must —

- Be the same academic assessments used to measure the achievement of all children (§ 1111(b)(3)(C)(i); § 200.2(b)(1));

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- Be designed to be valid and accessible for use by the widest possible range of students, including students with disabilities and English learners (§ 200.2(b)(2));
- Be aligned with the State’s challenging academic content and achievement standards and provide coherent information about student attainment of the standards (§ 1111(b)(3)(C)(ii); § 200.2(b)(3));
- Be used for purposes for which they are valid and reliable and be consistent with relevant, nationally recognized professional and technical standards (§ 1111(b)(3)(C)(iii); § 200.2(b)(4));
- Be supported by evidence from the test publisher or other relevant sources that the assessment system is of adequate technical quality for each required purpose (§ 1111(b)(3)(C)(iv); § 200.2(b)(5));
- Involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include single or multiple question formats that range in cognitive complexity within a single assessment and multiple assessments within a subject area (§ 1111(b)(3)(C)(vi); § 200.2(b)(7));
- Provide for the participation of all students in the tested grades, including students with disabilities, who must be provided reasonable accommodations, and English learners, who must be assessed in a valid and reliable manner and provided reasonable accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what those students know and can do in academic content areas until they have achieved proficiency in English (§ 1111(b)(3)(C)(ix); §§ 200.2(b)(9), 200.6);
- Assess English learners who have been in schools in the United States for three or more consecutive years in English on the reading/language arts assessments, except that, on a case-by-case basis, an LEA may assess those students in their native language for not more than two additional years (§ 1111(b)(3)(C)(x));
- Produce individual student interpretive, descriptive, and diagnostic reports that allow parents, teachers, and principals to understand and address the specific academic needs of students (§ 1111(b)(3)(C)(xii); § 200.2(b)(11));
- Enable results to be disaggregated within each State, LEA, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students compared to students who are not economically disadvantaged (§ 1111(b)(3)(C)(xiii); § 200.2(b)(10));
- Be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, but do not measure personal or family beliefs or attitudes (§ 1111(b)(3)(C)(xiv); § 200.2(b)(8)); and
- Enable the production of itemized score analyses (§ 1111(b)(3)(C)(xv); § 200.2(b)(12)).

For each grade and subject assessed, a State’s academic assessment system must —

- Address the depth and breadth of the State’s academic content standards;
- Be valid, reliable, and of high technical quality; Express student results in terms of the State’s academic achievement standards; and
- Be designed to provide a coherent system across grades and subjects. 34 C.F.R. § 200.3(a).

In applying for funds under Title I, Part A of the ESEA, the SEA assured that it would administer the Title I, Part A program in accordance with all applicable statutes and regulations (see ESEA section 9304(a)(1)). Similarly, each LEA that receives Title I, Part A funds assured that it would administer its Title I, Part A program in accordance with all applicable statutes and regulations (see ESEA section

9306(a)(1)). If an SEA does not ensure that all students are assessed, ED has a range of enforcement actions it can take (described below). The SEA has similar enforcement actions available to it with respect to an LEA that does not ensure that all students participate in the State assessments, including withholding the LEA's Title I, Part A funds (20 U.S.C. § 1232c(b)).

If an SEA fails to comply with the assessment requirements in the ESEA, ED may do any of the following: 1) send a written request to the SEA that it come into compliance, increasing monitoring, placing a condition on the SEA's Title I, Part A grant award, placing the SEA on high-risk status (34 C.F.R. § 80.12); 2) issue a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e)); 3) enter into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C. § 1234f)); 4) withholding all or a portion of the SEA's Title I, Part A administrative funds (ESEA section 1111(g)(2) (20 U.S.C. § 6311(g)(2))); or 5) suspend and then withhold, all or a portion of the State's Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)). An SEA has similar enforcement actions available to it with respect to noncompliance by an LEA, including withholding an LEA's Title I, Part A funds. *See, e.g.*, GEPA section 440 (20 U.S.C. § 1232c(b)).

The specific enforcement action(s) ED would take depends on the severity of non-compliance. For example, if an SEA has developed a Statewide assessment system but that system is not approvable because it fails to meet all statutory and regulatory requirements, ED might condition the SEA's Title I, Part A grant award, place the SEA on high-risk status, enter into a compliance agreement, or withhold State administrative funds. ED has, in fact, withheld Title I, Part A administrative funds under ESEA section 1111(g) (20 U.S.C. § 6311(g)) from a number of States for failure to comply with the assessment requirements in ESEA section 1111(b)(3). If an SEA or LEA refuses to implement an assessment system that meets the statutory and regulatory requirements, ED might seek to withhold programmatic funds from the State and expect the SEA to withhold from the LEA. Clearly, if an SEA or LEA fails to comply with the assessment requirements in the ESEA, it could place its Title I, Part A funds in jeopardy. In addition, the SEA or LEA could find itself out of compliance with a wide range of additional Federal programs that rely on statewide assessment results, putting additional funds at risk. These additional programs include those targeting students most at risk including, but not limited to: the School Improvement Grants (SIG) program; ESEA Title III; Part B of the Individuals with Disabilities Education Act (IDEA); programs for rural schools under ESEA Title VI; migrant education under ESEA Title I, Part C; and programs focused on professional development and other supports for teachers, such as ESEA Title II.

Please note that an LEA may not avoid administering the State assessments required under ESEA section 1111(b)(3) by declining to accept Title I, Part A funds. As noted above, the assessment requirements are State-level requirements that apply to any SEA that accepts Title I, Part A funds. That SEA must then administer its assessments statewide—including to students in LEAs that do not participate in Title I.

As noted above, an SEA or its LEAs may find themselves out of compliance with other Federal programs that use student achievement results as well, including programs targeting students most at risk including, but not limited to: SIG; ESEA Title III; Part B of the IDEA; programs for rural schools under ESEA Title VI; migratory students under ESEA Title I, Part C; and programs focused on professional development and other supports for teachers, such as ESEA Title II.

Page 4 – Mr. Brent Young

Please do not hesitate to contact me if you need additional information or clarification. If you have any additional questions, please contact Monika Kincheloe or Chuenee Boston at: OSS.Wyoming@ed.gov. Thank you for your continued commitment to enhancing education for all of Wyoming's students.

Sincerely,



Monique M. Chism, Ph.D.
Director
Office of State Support



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
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Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

MEMORANDUM

July 13, 2015

To: Senator Hank Coe and Representative David Northrup, Joint Education Committee Co-Chairs

From: Pete Gosar, Chair

RE: US Department of Education Exemption Request

You all received a copy of the letter sent from the United States Department of Education (USDOE) to Brent Young, Wyoming Department of Education (WDE) Chief Policy Officer, in response to the request to administer the statewide assessment in alternative grades or grade bands. That request was made by the WDE on behalf of the State Board of Education as per the language in SF8 which was passed last legislative session.

The USDOE noted that every other year testing would be in direct violation of the Elementary and Secondary Education Act as amended and outlined the possible consequences of pursuing such a path. At this time, the board feels it has met the statutory obligation of submitting the exemption request as soon as was feasible, exploring and discussing the issues with the USDOE through the WDE contacts, and updating your committees. Please let us know, however, if further follow-up is desired and requested.

However, the work on statewide assessment did not end when the WDE received the response on the assessment exemption request. The statewide assessment task force is exploring options related to the statewide assessment system and a recommendation from the task force regarding assessment options will be forthcoming by the October 15, 2015 deadline.

We look forward to updating you in person regarding these assessment issues and others. Please contact Paige Fenton Hughes at 307.349.4506 or paige.fentonhughes@gmail.com if you have any questions.

PETE GOSAR
Chair, Laramie

KATHY COON
Vice Chair, Lusk

KEN RATHBUN
Treasurer, Sundance

RON MICHELI
Fort Bridger

SCOTTY RATLIFF
Riverton

JILLIAN BALOW
State Superintendent

SUE BELISH
Ranchester

HUGH HAGEMAN
Fort Laramie

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSE OAKS
Executive Assistant

I. Waiver requirements set forth in No Child Left Behind:

As we discussed, there is language in the law that gives states the right to request a waiver at any time (and does not have to fall within the parameters of [ESEA flexibility](#)). The waiver requirement is in [Section 9401](#) of NCLB. In short:

A State educational agency, local educational agency, or Indian tribe that desires a waiver shall submit a waiver request to the Secretary that —

(A) identifies the Federal programs affected by the requested waiver;

(B) describes which Federal statutory or regulatory requirements are to be waived and how the waiving of those requirements will —

(i) increase the quality of instruction for students; and

(ii) improve the academic achievement of students;

(C) describes, for each school year, specific, measurable educational goals, in accordance with section 1111(b), for the State educational agency and for each local educational agency, Indian tribe, or school that would be affected by the waiver and the methods to be used to measure annually such progress for meeting such goals and outcomes;

(D) explains how the waiver will assist the State educational agency and each affected local educational agency, Indian tribe, or school in reaching those goals; and

(E) describes how schools will continue to provide assistance to the same populations served by programs for which waivers are requested.

II. Summary of current law ([Section 1111\(b\)\(3\)](#)):

States must assess all students annually in reading/language arts and mathematics in grades 3-8, and once in high school. States must assess all students in science one time in each grade span (3-5, 6-9, and 10-12). States must assess all students using the same assessment instrument.

III. Key questions USED will likely ask:

Given the requirements of the current law, one of the underlying questions we would anticipate USED asking is how annual determinations will be made in the years in which the statewide summative assessment is not given (what I refer to as the “off” years below). They would then want to understand the impact of that on things like your accountability determinations, public reporting to parents and students, and disaggregation of data. As part of this, one key consideration will be if students are all doing the same thing in the off year or different things (for example, if students are taking performance-based assessments and those get rolled up into one annual determination are those the same across the state or not).

Questions about measures of student progress:

- Will you make an annual determination about student progress in the off grades? What will that be based on?

- How will you ensure that any measure of assessment used is valid and reliable?
- How will you ensure comparability across schools and districts?

Questions about reporting:

- What information will you give to parents and students about their progress in the off grades?
- How will you publicly report data disaggregated by subgroup?

Questions about accountability:

- How will you make accountability determinations in the off grades when you don't give the statewide summative assessment?
- How will you measure growth?

IV. Additional considerations:

- Framing your request in terms of why your proposed approach will (from NCLB Section 9401):

(i) increase the quality of instruction for students; and

(ii) improve the academic achievement of students;

- Mentioning in your request any data analysis you have done on this (equity calculations, etc.)
- Indicating in your request that a task force is being formed to address this issue
- If you decide to request this as a separate waiver (separate from the [ESEA flexibility](#), which is what is driving the other types of waivers states are dealing with), you could indicate that you will submit a more comprehensive waiver outlining your plan for accountability
- CCSSO has a resource to support states that are considering some of these issues that may also be helpful – [CCSSO's Decision Framework](#)
- It may be helpful to check out the NH resources as well
- <http://www.education.nh.gov/assessment-systems/pace.htm>. The FAQs provide a helpful overview. You can also see their actual proposal.



TAB G

Duties Prescribed by Law

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

(c) The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every nine (9) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section.~~7~~ ~~and~~ The state board, in consultation with the state superintendent, shall establish a process to receive input or concerns related to the student content and performance standards from stakeholders, including but not limited to parents, teachers, school and district administrators and members of the public at large, at any time prior to the formal review by the state board. The state board shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the formal review and evaluation of the student content and performance standards was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.



WYOMING

State Board of Education

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CHELSIE BAILEY
Executive Assistant

MEMORANDUM

TO: Senator Hank Coe and Representative David Northrup, Joint Education Committee and Select Committee on Statewide Education Accountability Co-chairs

FROM: Paige Fenton Hughes, Coordinator

DATE: October 15, 2015

SUBJECT: Duties prescribed by law

The state board applied for and received a stipend (grant) from the National Association of State Boards of Education (NASBE). Part of the work of the grant is to utilize a NASBE toolkit to embark upon a process to review and align board policies, rules and regulations, and to consider statutes that govern the work of the board.

In the past, the board has weighed in on certain statutory duties “assigned to” the board and has also answered the legislative request for thoughts about the statewide education governance structure.

At this point, what the board would like to do is “open the door” to a discussion with the Joint Education Committee during the next interim. By that time, the board will have embarked upon this comprehensive policy review process and will likely have information and thoughts to share at that time.

We look forward to working together on this topic in the future as part of a comprehensive review of the work of the board. Please let me know if you have any questions regarding this proposed plan. You can contact me at 307.349.4506 or at paige.fentonhughes@gmail.com.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 7, 2015

ISSUE: Amendment to Pascal Public Relations contract

AUTHORITY: NA

BACKGROUND/HISTORY:

At our meeting in Pinedale, the board had a robust discussion about the options to move forward in implementing portions of the communication plan developed by Kelly Pascal Gould and approved by the board. Your direction was to ask Kelly to create a document and or documents about the roles and responsibilities of the state board to be used in communication efforts with stakeholder groups, in updating the website, and in public presentations.

I spoke with Kelly about the parameters of the work, and the contract amendment in the packet reflects the board's charge. She will complete the document and/or documents and deliver a final product before December 31, 2015.

FUNDING: Her original contract was not to exceed \$30,000 (for the creation of the communications plan). The invoices came in just under \$22,000. Therefore, we have \$8,000 left in that original contract amount. Additionally, \$10,000 was added to make the amount not to exceed \$40,000 total dollars for all the work Pascal Public Relations has completed and will complete. The creation of the documents as described is expected to be well under this amount; however, if we amend the contract in the future to add additional work, it is hoped we will not have to amend the total amount of the contract.

IMPLEMENTATION AND SUSTAINABILITY: NA.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to approve Amendment One to the contract between the State Board of Education and Pascal Public Relations.

SUPPORTING INFORMATION ATTACHED: October 15 Report

PREPARED BY: *Paige Fenton Hughes*
Paige Fenton Hughes, Coordinator

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

**AMENDMENT ONE TO THE CONTRACT BETWEEN
THE WYOMING STATE BOARD OF EDUCATION
AND
PASCAL PUBLIC RELATIONS**

1. **Parties.** The parties to this Contract are the Wyoming State Board of Education (Agency), whose address is: 2300 Capitol Avenue, Cheyenne, Wyoming 82002, and Pascal Public Relations, 50 E. Loucks, Ste. 206, Sheridan, WY 82801.

2. **Purpose of Amendment.** This Amendment shall constitute the first amendment to the Contract between the Agency and the Contractor which was duly executed on June 5, 2015 and which became effective on June 5, 2105. The purpose of this Amendment is to: (a) add additional responsibilities to Attachment A; and (b) to add payment provisions for additional responsibilities added to Attachment A.

The original Contract, dated June 5, 2015 required the Contractor to develop a communications plan for a total Contract amount not to exceed dollars \$30,000 with an expiration date of May 31, 2017.

3. **Term of the Amendment.** This Amendment shall commence upon the date the last required signature is affixed hereto and shall remain in full force and effect through the term of the Contract, unless terminated at an earlier date pursuant to the provisions of the Contract, or pursuant to federal or state statute, rule or regulation.

4. **Amendments.**

The second sentence of Section 4 of the original contract is hereby amended to read as follows:

Total payment under this contract shall not exceed \$40,000.

Add a goal to Attachment A which reads:

Create in consultation with the board a document that outlines the roles and responsibilities of the State Board of Education that can be shared with stakeholders, used in board publications, and aid in public presentations.

Add an associated deliverable to the additional goal in Attachment A which reads:

Consult with the board when necessary, communicate with board staff, complete necessary background research, and present a final roles and responsibilities document to the board by December 31, 2015.

Change the cost per deliverable to read:

The cost shall not exceed \$18,000 invoiced at \$125 per hour with costs reimbursed.

Add a measurable indicator of deliverable that reads:

Regular updates to the board as requested and a completed document by December 31, 2105

5. Additional Responsibilities of the Agency.

Responsibilities of the Agency have not changed other than specified above.

6. Additional Responsibilities of the Contractor.

Responsibilities of the Contractor have not changed other than specified above.

7. Special Provisions.

A. Same Terms and Conditions. With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Contract, and any previous amendments, between the Agency and the Contractor, including but not limited to sovereign immunity, shall remain unchanged and in full force and effect.

8. General Provisions.

A. Entirety of Contract. The original Contract, consisting of nine (7) page(s), and Attachment A, consisting of two (2) pages, and Amendment One, consisting of three (3) pages along with the revised Attachment A consisting of two (2) pages represent the entire and integrated agreement between the parties and supersede all prior negotiations, representations, and agreements, whether written or oral.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

9. **Signatures.** IN WITNESS THEREOF, the parties to this Amendment through their duly authorized representatives have executed this Amendment on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Amendment as set forth herein.

This Amendment is not binding on either party until approved by A&I Procurement and the Governor of the State of Wyoming or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).

The effective date of this Amendment is the date of the signature last affixed to this page.

AGENCY:

Wyoming Department of Education (WDE)

_____	_____
Dicky Shanor, Chief of Staff	Date
Wyoming State Board of Education	
_____	_____
Pete Gosar, Chairman	Date

CONTRACTOR:

Pascal Public Relations

_____	_____
Kelly Pascal Gould	Date

ATTORNEY GENERAL'S OFFICE: APPROVAL AS TO FORM

_____	_____
S. Jane Caton, Senior Assistant Attorney General	Date



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Brent Young

Chief Policy Officer

Dianne Bailey

Chief Operations Officer



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On the Web

edu.wyoming.gov

wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, State Board of Education

FROM: Brent Young, Chief Policy Officer

DATE: October 5, 2015

RE: Agenda Item Overview

Meeting Date: October 8, 2015

Agenda Item: Chapter 31, Graduation Requirements
Revised Rules Adoption

Item Type: Action: X Informational: _____

Background:

Senate Enrolled Act (SEA) No. 87 (2015 Session Laws, Chapter 179) eliminates the requirement for a high school diploma to provide an endorsement level (tiered diploma) to be stated on a student's transcript (W.S. 21-2-304 (a)(iv)). Previously, districts were required to transcript one of the three following endorsements related to a student's level of proficiency in the areas of the common core of knowledge and skills: A) advanced endorsement, B) comprehensive endorsement, or C) general endorsement.

This legislation also eliminates district assessment system annual reporting requirements and requires a review of the district assessment system as part of the accreditation review process every five years on a staggered basis (W.S. 21-2-304 (a)(iv)).

The Department proposed changes to Chapter 31 Rules to align with 2015 SEA No. 87. The State Board of Education approved the revisions to the rules and directed the Department to move forward with promulgation of both emergency and regular rules. Emergency rules were approved by the Governor on August 18, 2015 and are effective for 120 days. The public comment period for regular rules closed on October 4, 2015. The summary of public comments received during the open 45-day period are attached for the board's review and consideration.

Statutory References (if applicable):

2015 Senate Enrolled Act No. 87 (2015 Session Laws, Chapter 179)
Revisions to W.S. 21-2-304 and 21-3-110

Fiscal Impact (if applicable)

None noted

Supporting Documents/Attachments:

Excerpts from SEA No. 87 (2015 Session Laws, Chapter 179) related to changes in tiered diploma and district assessment system requirements
Summary of public comments during 45 day period

For questions or additional information:

Please contact Shelly Andrews, shelly.andrews@wyo.gov, or 307-777-3781

Suggested motions/recommendation:

To adopt Rules, Chapter 31, Graduation Requirements, as proposed.

Action taken by State Board of Education: _____ ***Date:*** _____

**Excerpts from 2015 Senate Enrolled Act No. 87 (2015 Session Laws, Chapter 179)
Related to Changes in
Tiered Diploma and District Assessment System Requirements**

Information related to changes to the tiered diploma requirements and the district assessment system reporting requirements are provided below, along with relevant statutory excerpts.

Changes as a result of language that has been eliminated:

Districts are no longer required to submit an annual report on the district assessment system.

21-3-110 (a) (xxiv)

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.

Districts are no longer required to include a measure or multiple measures for purposes of determining completion of high school graduation requirements.

21-2-304 (a) (iv)

~~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.~~

21-3-110 (a) (xxiv)

~~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 associated requirement to describe performance levels in order to achieve proficiency of the common core of knowledge and common core of skills related to high school graduation is no longer required.

21-2-304 (a) (iii)

Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district of this state. ~~and shall describe required performance levels in order to achieve proficiency of the common core of knowledge and common core of skills prescribed under W.S. 21-9-101(b).~~

Effective for the 2015 high school graduation class, the requirement for high school diploma endorsements has been eliminated.

21-2-304 (a) (iv)

~~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 (a) (xxv)

~~At minimum, provide the three (3) endorsements on high school transcripts specified under W.S. 21-2-304(a)(iv) and may provide additional endorsements.~~

The WDE950 Collection for the 2015 graduating class will make reporting endorsements an “optional” data field. Districts may choose to continue this practice, but it is no longer a state requirement. However, transcripts for students graduating before the effective date of this law (March 9, 2015) must still include an endorsement.

Changes as a result of language that has been added:

The bill adds language to identify “course completion” as the standard to be met for graduation from high school. Completion of the required number of Carnegie Units will be evidence of meeting this requirement.

21-2-304 (a) (iv)

The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and 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).

This bill added an annual report of evidence on 1) district assessment alignment to the content and performance standards, and 2) graduation standards.

21-3-110 (a) (xv)

...and on or before November 1 of each school year, report to the department evidence of the alignment of its assessment system with the uniform state standards provided within its schools;

21-3-110 (a) (xxv)

...and on or before November 1 of each school year, report to the department of education evidence that the district is compliant with high school graduation standards imposed by the state board under W.S. 21-2-304(a)(iii);

Meeting this requirement will be accomplished by adding to or revising the existing WDE assurance statements submitted by November 1 through the AdvancED ASSIST system.

The AdvancED five (5) year accreditation review cycle will include a specific review of the district assessment system. This review will be implemented with the 2015-2016 school year.

21-2-202 (a) (xxxvi)

(xxxvi) Commencing school year 2015-2016, in conjunction with the school district accreditation process required under W.S. 21-2-304(a)(ii) and as a component of the statewide education accountability system created under W.S. 21-2-204, conduct a review of each school district's assessment system once every five (5) years to ensure alignment with the uniform state education standards promulgated by the state board, and to ensure district adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii). Reviews undertaken pursuant to this paragraph, together with findings, shall be reported to the state board and any deficiencies determined by the review shall be addressed through the statewide system of support established under W.S. 21-2-204(f).

21-2-204 (a) (iv)

Once every five (5) years and on a staggered basis, 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 as aligned with the uniform state standards and the attainment of high school graduation requirements.

21-3-110 (a) (xxxiv)

Effective school year 2015-2016, in conjunction with district accreditation, as a component of the statewide education accountability system and in accordance with W.S. 21-2-202(a)(xxxvi), be subject to a review by the department of education once every five (5) years on the alignment of the district's assessment system with the uniform state education standards promulgated by the state board, and the district's adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii).

In addition to the review that will be conducted in conjunction with the five (5) year accreditation review cycle, if a school is designated as “not meeting expectations” through the accountability model calculation, the representative(s) identified for this district may conduct a specific review of the district’s assessment system as part of the statewide system of support.

21-2-204 (f) (vi)

In addition, the evaluation of a district's student assessment system as provided by paragraph (vii) of this subsection may be undertaken in that school year immediately following any school year in which a school within the district has been designated as not meeting expectations.

**Wyoming Department of Education
Proposed Rules for Chapter 31, Graduation Requirements
Detailed Summary of Public Comment**

Date	First Name	Last Name	Chapter 31, Graduation Requirements, Public Comment	Proposed Response
8/24/15	Sara	McGinnis	I am in support of the revisions suggested for Ch. 31. It makes sense to check each district's assessment system through the accreditation process and the tiered diploma is an outdated system that no longer fits.	No change requested.
8/25/15	Pete	Kilbride	I am glad to see the WDE moving towards removal of the tiered diploma and transcript endorsement. While the original intent was probably good, it didn't make much sense. Many of my brightest students received the "general" endorsement, which felt like a demotion to those receiving the "advanced" endorsement. In reality, my general endorsement kids were taking all the science and math they could, and often didn't take a more liberal arts approach. They gave up vocational classes in lieu of Physics or Calculus. They took a more challenging course load and were general, as opposed to a broadfield experience. I strongly support the change as a former teacher, counselor, and now principal. Pete Kilbride	No change requested.
8/25/15	James	Hoffman	Removing the tiered diploma system is a great idea. Colleges such as UW never did look at the tiers. There was no buy-in from the colleges thus there was no need.	No change requested.
9/3/15	Scott	Shoop	I support this change and view it as a positive step in the right direction concerning helping high schools with the bureaucracy of accountability and the imbalance of local control.	No change requested.
9/14/15	Josh	Thompson	I wanted to ask that the district assessment system to fulfill NCLB's "body of evidence" to determine proficiency be aligned with SLOs under the draft accountability bill as well as with our district's standards-based alignment so that any such assessments don't become add-ons to the curriculum and discrete events that consume instructional time but rather measure what is already being taught which is already aligned with state standards and CCSS in a system of "benchmark" assessments. Further, any accountability model must ensure that assessment decisions are made as locally as possible, preferably at the classroom and school/site level given the diversity in populations each of us serve. A "one-size-fits-all" assessment system imposes absurdities upon those of us who work with at-risk and under-resourced populations (special ed, ESOL/ESL, at-risk, dropout prevention), and teachers need to be able to tailor assessments for the populations we serve. Trust us to be the professionals inherent in our certification and college degrees.	The graduation requirements do not address assessment requirements. The five-year review cycle for district assessment systems does not change locally developed assessments. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.
9/14/15	James	Catlin	On the 5th page (c) "Districts shall provide students with disabilities accommodations in accordance with their individualized educational programs or 504 plans.... I was wondering if "accommodations" should be "modifications" and somehow "accommodations" should be associated with 504 plans.	The IDEA requires that all students meet the same standards to receive a regular diploma. A "modification" would change the standard. An "accommodation" does not change the standard. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.
9/16/15	Valerie and Tim	Brus	As a parent of two high school students and that will begin next year and also a teacher, I am becoming increasingly annoyed at all the changes. I cannot keep straight what each child has to have in order to graduate and which tests are used for this and which are used for that. PLEASE STOP! Making it harder to graduate is not only hurting some students, but it does not seem to have the desired effect of having students that are more prepared for college. Colleges are still reporting that they are having to provide more remedial courses. They only thing that is going to change the above areas of need is not graduation requirements, but quality instruction!	These changes were initiated by a change in legislation. The revisions reflect the board's decision to reduce the reporting burden for districts by eliminating the additional tracking and reporting requirements. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.

**Wyoming Department of Education
Proposed Rules for Chapter 31, Graduation Requirements
Detailed Summary of Public Comment**

Date	First Name	Last Name	Chapter 31, Graduation Requirements, Public Comment	Proposed Response
9/17/15	Deb	Black	<p>Very concerned about what this will mean for special education students. It appears to be an all or nothing approach, that will leave kids unable to meet standards in all cores without options to graduate.</p> <p>Has having more than one diploma been considered?</p>	<p>Prior to the State Board's decision to remove the Tiered Endorsement Diploma, students with disabilities were required to complete two requirements (meet minimum of 5 of 9 content areas and course completion requirements) in order to receive a high school diploma. By removing the tiered diploma, all students, including students with disabilities, will be required to complete course requirements (4 years of Language Arts, 3 years of Mathematics, 3 years of Social Studies, 3 years of Science) as determined by districts, without needing to meet proficiency requirements. The state Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>
9/17/15	Jill	Felbeck-Jones	<p>I think losing the tiered system of diplomas is a great idea. It was cumbersome and trying to explain the details to parents and students. Education needs to be rigorous enough with tiered interventions to make sure all students are literate when they graduate. If not, we need a Plan B.</p>	<p>No change requested.</p>
9/19/15	Dan	Carter	<p>I recommend that all students in Wyoming take 1 year of Civics. I find it both surprising and embarrassing that our students know so little about civic affairs of our country as well as their rights and duties as American citizens.</p>	<p>Wyoming law requires three (3) years of social studies. Civics is a component of Social Studies. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>

**Wyoming Department of Education
Proposed Rules for Chapter 31, Graduation Requirements
Detailed Summary of Public Comment**

Date	First Name	Last Name	Chapter 31, Graduation Requirements, Public Comment	Proposed Response
9/24/15	Diana	Gleason	<p>I am a resource teacher, and when I heard about the revision to graduation rules, I was dumbfounded that this could happen in this day and age. Talk about discrimination in the most extreme form. While I applaud the desire to make students accountable for core content and curriculum, the new graduation requirements basically condemn individuals with disabilities to not graduating high school. At a time when the state is trying to increase graduation rates, isn't this a little ludicrous? All these individuals that struggle with so much in school are being told their hard work is for nothing. Is the next step that if you are female you can't graduate? Sounds like a silly analogy, but students with disabilities cannot control how their brain functions, just as females don't control their gender. To penalize them because of this is wrong! I agree there needs to be accountability for individuals with disabilities, but not to the point that we are making their school experience mean nothing and their dreams for a bright future unattainable. As you consider this revision, please take into account that all children are not cut out with a cookie-cutter stamp. They are all individuals and individualism has helped to make Wyoming a great state and one that I am proud to have raised my children in. Please don't discriminate against students with disabilities just because they don't fit the typical student mold (if there is such a thing).</p>	<p>Prior to the State Board's decision to remove the Tiered Endorsement Diploma, students with disabilities were required to complete two requirements (meet minimum of 5 of 9 content areas and course completion requirements) in order to receive a high school diploma. By removing the tiered diploma, all students, including students with disabilities, will be required to complete course requirements (4 years of Language Arts, 3 years of Mathematics, 3 years of Social Studies, 3 years of Science) as determined by districts, without needing to meet proficiency requirements. The state Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>
10/2/15	Patricia	Begley	<p>As an educator of special education students, the revisions that you are trying to pass on Chapter 31 are an insult to our students. We have some of the hardest working, most dedicated learners and you are trying to impede their ability to be taxpaying citizens by destroying their opportunity to achieve a high school diploma. Students with disabilities prove themselves everyday by achieving their highest potential and often beyond, but their disability may not allow them to be proficient in a particular subject area. Do they learn....absolutely!! Is it always to proficiency, no. You have decided that ALL students will be proficient in math, science, language arts and social studies. Have you even considered the idea of how this will impact our students that don't have the ability to reach proficiency in all four areas? Have you even considered the consequences of them not having a high school diploma when trying to secure a job? Please consider all students when adopting new regulations. If you've never worked with a student with a disability, take the time and learn with them. Look at the whole picture, not just how impressive your law looks on paper. The future of our students is in your hands.</p>	<p>Prior to the State Board's decision to remove the Tiered Endorsement Diploma, students with disabilities were required to complete two requirements (meet minimum of 5 of 9 content areas and course completion requirements) in order to receive a high school diploma. By removing the tiered diploma, all students, including students with disabilities, will be required to complete course requirements (4 years of Language Arts, 3 years of Mathematics, 3 years of Social Studies, 3 years of Science) as determined by districts, without needing to meet proficiency requirements. The state Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>

**Wyoming Department of Education
Proposed Rules for Chapter 31, Graduation Requirements
Detailed Summary of Public Comment**

Date	First Name	Last Name	Chapter 31, Graduation Requirements, Public Comment	Proposed Response
10/2/15	Melody	Lehman	<p>I am a functional skills special education teacher at Natrona County High School. I have taught for 8 years in Colorado and Wyoming in resource settings, co-taught settings, and life skills settings. I graduated from Kelly Walsh High School. I am excited there are going to be strict requirements for graduation in our state. However, I think there are many things that need to be addressed.</p> <p>Our state does not have a tiered diploma that may be able to reflect what some students know. Outside of the Hathaway Scholarship there are not ways to define where a student lies on abilities when graduating. Due to the previous requirements of proficiencies, there are students with a high school diploma that did not meet what any other state would consider graduating with competency. A student could graduate with 5 out of 9 proficiencies that meant, but those proficiencies might not have been in language arts or math. I don't think this was appropriate, but it is what has happened. We have students in our system that our in pull out classes that do not currently meet credit requirements for regular education classes that graduate and we have students that are on modified or changed curriculums that do not meet regular education requirements. What will happen to these kids???</p> <p>I do think that we should have rigor and close achievement gaps in this state, considering we are the wealthiest and we have some of the lowest scores for the demographic that lives in our state in comparison to other states. I do not agree with letting students fall flat, because we have decided to pull these students out since they were younger. So what does that mean for these kids, who have been promised a diploma if they complete their graduation plan and then we stripped that away? What is our state's plan for these in between kids if you will? It might be more beneficial to transition these students.</p> <p>I also think that we should do a vocational diploma, because there are students that may never meet three years of Math (Algebra II) or meet the standards for 4 years of ELA. That does not mean they cannot be contributors to our society. Is it possible for us to tier the diploma like other states or award a vocational diploma that can give the community or employers the correct impression of a student's ability? We will see an tremendous graduation rate decrease when we make this change, but I think we can make this transition a better one for all stakeholders.</p>	<p>Prior to the State Board's decision to remove the Tiered Endorsement Diploma, students with disabilities were required to complete two requirements (meet minimum of 5 of 9 content areas and course completion requirements) in order to receive a high school diploma. By removing the tiered diploma, all students, including students with disabilities, will be required to complete course requirements (4 years of Language Arts, 3 years of Mathematics, 3 years of Social Studies, 3 years of Science) as determined by districts, without needing to meet proficiency requirements. The state Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>
10/2/15	Melody	Lehman	<p>District Assessment Requirements</p> <p>I have already commented on graduation requirements, but would like to address the district/state assessment systems. I have worked in more populated states, although I am from Wyoming. Is it really necessary for us to use the ACT as a state reporting tool? Does it address common core standards? Or is it convenience, because we do not have a state test anymore developed? There are plenty of students that can achieve common core standards without scoring a 21 or higher on the ACT. It is a summative test that allows our students entrance to a school, but does not reflect what they have truly learned through our instruction. We do all kinds of things these days to give access to education, but if we are measured by our students' success on a multiple choice test...it is hard not to teach to that test. I suggest we use a state test like other states to show our growth towards common core standards.</p>	<p>This comment address assessments outside of these rules revision. Therefore, it is not applicable to these changes. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>

**Wyoming Department of Education
Proposed Rules for Chapter 31, Graduation Requirements
Summary of Public Comment**

Chapter 31, Graduation Requirements, Public Comment Summary	Board Response
<p>The Agency received five (5) positive comments in support of the revisions to Chapter 31 rules. These included support for the elimination of the tiered diploma to reduce bureaucracy for high schools, support for the elimination of a system that was not recognized by colleges and universities, support for the elimination of a system that created confusion for parents and students. Regarding the change in reporting requirements for district assessment system, the respondents supported the move to a five-year review process in conjunction with the comprehensive accreditation review process.</p>	<p>No change requested.</p>
<p>The Agency received one comment recommending that all students be required to take one year of Civics.</p>	<p>Wyoming law requires three (3) years of social studies and civics is a component of social studies. Wyoming law also requires instruction in both the United States constitution and the constitution of the state of Wyoming. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>
<p>The Agency received one comment requesting that the term "accommodations" be changed to "modifications" in the following sentence "Districts shall provide students with disabilities accommodations in accordance with their individualized educational programs or 504 plans." (Section 5 c)</p>	<p>The IDEA requires that all students meet the same standards to receive a regular diploma. A "modification" would change the standard. An "accommodation" does not change the standard. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>
<p>The Agency received one comment expressing concern about the number of changes that have taken place, and the difficulty of keeping track of changes to graduation requirements that do not result in better preparation for college.</p>	<p>These changes were initiated by a change in legislation. The revisions reflect the board's decision to reduce the reporting burden for districts by eliminating the additional tracking and reporting requirements. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>

**Wyoming Department of Education
Proposed Rules for Chapter 31, Graduation Requirements
Summary of Public Comment**

Chapter 31, Graduation Requirements, Public Comment Summary	Board Response
<p>The Agency received one comment requesting that the district assessment system be used to address No Child Left Behind (NCLB) requirements and alignment with student learning objectives (SLOs) so that assessments don't become add-ons that reduce instructional time. The comment also requested that assessment decisions be made locally given the diversity in populations. The respondent noted that a "one-size-fits-all" system does not recognize the need to tailor assessments for the populations served (special education, English Language Learners, etc.).</p>	<p>The graduation requirements do not address assessment requirements. The five-year review cycle for district assessment systems does not change locally developed assessments. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>
<p>The Agency received one comment requesting that we reconsider the use of the ACT as a state reporting tool. The comment included questions about whether or not this test was used for convenience and stated that when a multiple choice test was used, it was difficult not to teach to this test. The respondent suggested that we use a state test like other states to show growth toward the common core standards.</p>	<p>This comment address assessments outside of these rules revision. Therefore, it is not applicable to these changes. The State Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>
<p>The Agency received four (4) comments expressing concerns relating to the elimination of the tiered diploma system and the impact it would have on students with disabilities. Specifically, respondents expressed concern that the new rules would make it more difficult for students with disabilities to receive a diploma.</p>	<p>Prior to the State Board's decision to remove the Tiered Endorsement Diploma, students with disabilities were required to complete two requirements (meet minimum of 5 of 9 content areas <u>and</u> course completion requirements) in order to receive a high school diploma. By removing the tiered diploma, all students, including students with disabilities, will be required to complete course requirements (4 years of language arts, 3 years of mathematics, 3 years of social studies, 3 years of science) as determined by districts, without needing to meet proficiency requirements. The state Board has chosen to adopt Chapter 31 Rules as proposed. No change.</p>

**Wyoming Department of Education
Proposed Rules for Chapter 31, Graduation Requirements
Summary of Public Comment**

Chapter 31, Graduation Requirements, Public Comment Summary	Board Response
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Certification Page
Regular and Emergency Rules
 Revised May 2014

Emergency Rules *(After completing all of Sections 1 and 2, proceed to Section 5 below)*

Regular Rules

1. General Information

a. Agency/Board Name		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Contact Person		f. Contact Telephone Number
g. Contact Email Address		h. Adoption Date
i. Program		

2. Rule Type and Information: For each chapter listed, indicate if the rule is New, Amended, or Repealed.

If "New," provide the Enrolled Act numbers and years enacted:

c. Provide the Chapter Number, Short Title, and Rule Type of Each Chapter being Created/Amended/Repealed
(Please use the Additional Rule Information form for more than 10 chapters, and attach it to this certification)

Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
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Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed

d. The Statement of Reasons is attached to this certification.

e. If applicable, describe the **emergency** which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

3. State Government Notice of Intended Rulemaking

- a. Date on which the Notice of Intent containing all of the information required by W.S. 16-3-103(a) was filed with the **Secretary of State**:
- b. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Legislative Service Office**:
- c. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Attorney General**:

4. Public Notice of Intended Rulemaking

- a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. Yes No N/A
- b. A public hearing was held on the proposed rules. Yes No

If "Yes:"	Date:	Time:	City:	Location:

5. Final Filing of Rules

- a. Date on which the Certification Page with original signatures and final rules were sent to the **Attorney General's Office for the Governor's signature**:
- b. Date on which final rules were sent to the **Legislative Service Office**:
- c. Date on which a PDF of the final rules was electronically sent to the **Secretary of State**:

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

<i>Signature of Authorized Individual (Blue ink as per Rules on Rules, Section 7)</i>	
<i>Printed Name of Signatory</i>	
<i>Signatory Title</i>	
<i>Date of Signature</i>	

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

<i>Governor's Signature</i>	
<i>Date of Signature</i>	

Attorney General: 1. Statement of Reasons; 2. Original Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; and 5. Memo to Governor documenting emergency (for emergency rules only).

LSO: 1. Statement of Reasons; 2. Copy of Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; 5. Electronic copy of rules (PDFs) emailed to Criss.Carlson@wyoleg.gov: clean and strike/underscore; and 6. Memo to Governor documenting emergency (for emergency rules only).

SOS: 1. PDF of clean copy of rules; and 2. Hard copy of Certification Page as delivered by the AG.



Additional Rule Information

Revised May 2014

1. General Information

a. Agency/Board Name		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Contact Person	f. Contact Telephone Number	
g. Contact Email Address		
h. Program		

2. Rule Information, Cont.

a. Provide the Chapter Number, Short Title, and Rule Type of Each Chapter being Created/Amended/Repealed

Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
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Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed

If Needed

**Wyoming Department of Education
Chapter 31
Graduation Requirements**

STATEMENT OF REASONS

2015 SEA No. 87 eliminates the requirement for a high school diploma to provide an endorsement level (tiered diploma) to be stated on a student's transcript (21-2-304 (a)(iv)). Previously, districts were required to transcript one of the three following endorsements related to a student's level of proficiency in the areas of the common core of knowledge and skills; A) advanced endorsement; B) comprehensive endorsement, or C) general endorsement.

This legislation also eliminates district assessment system annual reporting requirements and requires a review of the district assessment system as part of the accreditation review process every five years on a staggered basis (21-2-304 (a)(iv)). Previously, districts were required to report annually on district assessment systems.

The Department is proposing changes to Chapter 31 rules to align with 2015 Senate Enrolled Act No. 87. These changes reflect the board's intent to remove this additional reporting burden on the schools and eliminate the tiered diploma and the transcript reporting requirement. These changes are effective with the 2015-2016 school year and will impact those students who meet graduation requirements this fall.

The rules are also being revised to incorporate the change in reporting requirements for district assessment systems. Districts are scheduled for accreditation external review site visits every five years. Per the new legislation and these changes to Chapter 31 rules, district assessment systems will now be reviewed on a staggered basis every five years during the accreditation process.

In the process of amending the rules to address the legislative changes, a thorough review of the chapter was conducted. Obsolete and redundant language was eliminated and this resulted in a reduction in this rule from six (6) pages to two (2) pages (word count from 1780 to 460).

Please Note: The Department requested approval for emergency rules simultaneous to the regular rules proposal. This is necessary to immediately implement changes to Chapter 31 rules that align with the legislative changes in 2015 SEA No. 87 and provide consistent guidance to districts related to changes in high school diploma endorsement requirements and district assessment system reporting and review requirements. The Governor approved the emergency rule on August 18, 2015.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. **Authority.** These rules and regulations are promulgated under W.S. 21-2-304(a)(iv).

Section 2. **Applicability.** 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. **Definitions.**

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education.

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) 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.

Section 4. **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; and

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions. Business instructors may instruct classes on economic systems and institutions.

(b) Satisfactorily passing an examination on the principles of the Constitutions of the United States and the State of Wyoming.

Section 5. District Assessment System.

(a) Public school students shall be assessed 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).

(b) The assessment system shall be designed to best meet the needs of individual Wyoming school districts for demonstrating whether or not students have mastered the common core of knowledge and skills as reflected in the uniform student content and performance standards as specified in Chapter 10 of the Wyoming Department of Education rules. The assessment system described in this section shall be designed for grades one (1) through twelve (12) and be aligned with the uniform state standards, both in terms of content and cognitive complexity.

(c) Districts shall provide students with disabilities accommodations in accordance with their individualized educational programs or 504 plans. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. Authority.

~~(a) These rules and regulations are promulgated under 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~~3~~. 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~~a~~) 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)]~~

~~(b~~b~~) 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) 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)]~~

~~(g) 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.~~

~~(h) 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 84. 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; and

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions; ~~provided b~~ 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 eConstitutions of the United States and the sState 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 W.S. 21-9-101(a). 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 95. **District Assessment System.**

(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)].~~ Public school students shall be assessed 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).

(b) The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying demonstrating whether or not students have mastered the

common core of knowledge and skills as ~~embedded~~ reflected in the uniform student content and performance standards as specified in ~~W.S. 21-9-101(b)~~ Chapter 10 of the Wyoming Department of Education rules. The assessment system described in this section shall be designed for grades ~~nine (9)~~ one (1) through twelve (12) and ~~evaluated according to the following criteria: alignment, consistency, fairness, and standard setting~~ be aligned with the uniform state standards, both in terms of content and cognitive complexity.

~~(i) Guidelines for each criterion shall be determined by the State Board of Education.~~

~~(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.~~

~~(c) 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.~~

~~(d) 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.~~

~~(e) The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter.~~

~~(f) All Wyoming school districts with a high school shall submit their assessment system documentation 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. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.~~

~~(g) For special needs Districts shall provide students with disabilities 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 10. ~~Effective Date for Graduation Requirements.~~

~~(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(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 W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 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 8(c) of this chapter.~~