

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 23, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the August 23, 2013 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

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

COMMENTS:

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.

August 23, 2013 1:00 p.m. to 4:30 p.m. WEN Meeting			
1:00 pm to 1:15 p.m.	State Board of Education		
	<ul style="list-style-type: none"> • Call to order • Roll Call 		
	<ul style="list-style-type: none"> • Approval of agenda 	Tab A	
	<ul style="list-style-type: none"> • Minutes May 30, 2013 	Tab B	
1:15 pm to 3:25 pm	Information		
	<ul style="list-style-type: none"> • Welcome- Ron Micheli 	15 min	
	<ul style="list-style-type: none"> • WDE Director Update- Richard Crandall 	15 min	Tab C
	<ul style="list-style-type: none"> • SBE Update- Paige Fenton Hughes 	30 min	Tab D
	<ul style="list-style-type: none"> • Multiple Measures Update- Chad Buckendahl 	20 min	Tab E
	<ul style="list-style-type: none"> • Update on Accountability Model- Dr. Michael Flicek 	20 min	
	<ul style="list-style-type: none"> • Professional Judgment Panel- Dr. Michael Beck 	10 min	
	<ul style="list-style-type: none"> • Update from Rules Revision Subcommittee- Mackenzie Williams 	10 min	
3:25 p.m. to 4:15 p.m.	Action	20 min	Tab F
	<ul style="list-style-type: none"> • Chapter 31 & 10 Rules- Julie Magee 	15 min	Tab G
	<ul style="list-style-type: none"> • District Assessment Systems- Julie Magee • Big Horn County School District #3 BOCES- Mackenzie Williams 	10 min	Tab H
4:15 pm to 4:30 pm	Other issues, concerns and discussion		
4:30 pm	Adjournment		

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 23, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on May 30, 2013

SUPPORTING INFORMATION ATTACHED:

- Minutes of May 30, 2013

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

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

May 30, 2013

Hathaway Building, Room 126
2300 Capitol Ave, Cheyenne

Wyoming State Board of Education members present: Ron Micheli, Kathy Coon, Scotty Ratliff, Jim Rose, Sue Belish, Hugh Hageman, Christine Steele (proxy for Cindy Hill), Ken Rathbun, Joe Reichardt, Pete Gosar, Belenda Willson, and Walt Wilcox

Also present: Chelsie Bailey, WDE; Deb Lindsey, WDE; Jim Verley, WDE; Dianne Frazer, WDE; Paige Fenton-Hughes, SBE Coordinator; Kathy Scheurman, WEA; Carol Illian, WDE; Dianne Bailey, WDE; Annette Bohling, AdvancED; and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:04 a.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Sue Belish moved to approve the agenda, seconded by Scotty Ratliff; the motion carried.

APPROVAL OF MINUTES

Minutes from the May 8, 2013, State Board of Education meeting were presented for approval.

Scotty Ratliff moved that the minutes be approved, seconded by Sue Belish; the motion carried.

SUPERVISORY COMMITTEE

Kathy Coon, chairman for the Supervisory Committee, presented the Board with information on an executive director permanent position for the Board. The Supervisory Committee agreed that there is value in having a permanent employee and reviewed the supportive documentation provided in the packet. The Board also reviewed the responsibilities and job tasks of the requested position.

Jim Rose notified the Board that this position would have to be included in the Wyoming Department of Education's budget and there might be some concerns with the additional funding required for the position.

WDE UPDATES

Jim Verley, liaison to the State Board of Education from the WDE, discussed with the Board that the Department has been working hard getting out memos to the districts and WDE employees are settling in after the office moves. The department is moving forward very effectively and coherently.

SBE UPDATE

Paige Fenton Hughes, SBE Coordinator, discussed her updated information memo that was provided in the Board packet.

She also notified the Board that information has been sent out to the Professional Judgment Panel and to possible ELL and Special Education representatives regarding their availability and willingness to participate on the panel. The Board's committee for the PJP will need to meet and make a few selections.

FISCAL INFORMATION

Dianne Bailey, WDE, presented the Board with a fiscal projection of the Board's current budget and shared with the Board treasurer that if the Board runs out of funds before the next biennium, the WDE would be able to cover the funds with a B-11 process.

The Board was also made aware that it needs to prepare a budget request for the 2015-2016 biennium, which will be due to the WDE by June 28. May Kay Hill, Governor's office, noted that she believes the Legislature will work with the Board on funding depending on what projects need to be done, but also, thought there would be some challenges with funding a permanent position and recurring projects.

TREASURER'S REPORT

Treasurer for the Board, Pete Gosar, reported to the Board that the newly established member salary and the director search cost have eaten up a lot of the budget; money has been moved into different series within the budget to cover those costs.

The Board reviewed its current budget authority process. Scotty Ratliff moved to continue with the budget approval as listed: The first level of \$750 would be at the Department's discretion to spend on behalf of the Board. The second level would require approval from the Board Officers to spend between \$750 and \$2,000. Any amount above \$2,000 would need approval from majority of the Board. Walt Wilcox seconded; the motion carried.

CONTINUATION OF SUPERVISORY COMMITTEE

Kathy Coon notified the Board that the Supervisory Committee had reviewed Paige Fenton Hughes contract and thanked Paige for all her assistance.

LEGISLATIVE COMMITTEE

Sue Belish, chairwoman for the legislative committee, presented a draft legislative agenda. Sue would like additional groups to have input on the agenda as well, such as the governor and the new director.

The Board discussed the legislative priorities.

Sue Belish moved that the first legislative priority be amended to state, "Ensuring that all Wyoming children have quality early learning experiences, understanding that families are the first and most important teachers in a child's life." Seconded by Pete Gosar; the motion carried.

Jill Bramlet, the interim executive director of the P-16 Council, reported that the Council recently got together and developed goals and the Council will be working on early childhood. During its June meeting the Council will be meeting with the Early Childhood Council, and it is the goal of the P-16 Council to continue to partner with other councils and groups around the state.

Trustee Belish felt that the second legislative priority was more of a place holder and that the Board will have to adopt something in the future.

The third priority, "Establishing an Executive Director position for the State Board of Education" was removed from the list and the Supervisory Committee will be drafting a letter to WDE Director and the Governor.

The Board reviewed the fourth legislative priority.

The legislative priorities were moved forward by the Board.

INTERIM STUDY INFORMATION AND DISCUSSION

Dave Nelson, Legislative Service Office, wanted to address the Board on its other duties besides the work on accountability. If the Board would ever like a spot on any legislative committee agendas, LSO would ensure the Board would be a part of the discussion.

The Board thanks Dave Nelson and LSO for working together with the Board.

Upcoming legislative committee meeting dates: July 15-16, 2013 in Riverton, October 22-25, 2013 in Cheyenne, possibly September 10 or 11, 2013 and December 10-11, 2013 in Cheyenne.

CONTINUATION OF COMMITTEE REPORTS

SEARCH COMMITTEE

The committee will release later today the agendas for the Executive Director interviews with the names of all the candidates. There were 84 applications for the position; there were 315 contacts with people by the search firm. The interview schedule will consist of four interviews on Friday and two on Saturday.

ADVISORY COMMITTEE

Sue Belish notified the Board that the Advisory Committee met on Tuesday. The Committee is really dealing with phase II of accountability work and the focus of the last meeting was about the state model for teacher evaluation. A teleconference is scheduled for June 28 for the Committee. The next piece the committee will be focusing on is leader evaluation.

EXISTING RULES

Trustee Belish explained that Governor Mead has requested that all agencies look at their existing rules and re-evaluate their relevance. Mackenzie Williams, attorney for the Board, provided an outline of how the committee would like to proceed in the packet. This is a two-step process; determine what rules are required by statute to be rules and what rules may need to be revised. The committee would like to have the preparation done by the middle of August and then ideally have a larger group of members assist in making a recommendation to the Board.

Sue Belish believed that the Department's input on these rules is crucial and would also like to include input from superintendents. Also, Trustee Belish requested that Ken Rathbun and Walt Wilcox join the Rules Committee.

Mackenzie Williams believes that this process will result in cleaner and more efficient rules.

SMARTER BALANCED ASSESSMENT CONSORTIUM

Deb Lindsey, WDE, referred to the Action Summary Sheet suggesting the Board move to establish Wyoming as a governing state in the Smarter Balanced Consortium and briefly reviewed the background with the Board.

Deb Lindsey notified the Board that becoming a governing state would allow Wyoming to be a voting member of the consortium and will also allow Wyoming teachers the opportunity to attend conferences. Also, there is no financial obligation in becoming a governing member.

Kathy Coon moved that the Wyoming Department of Education, on behalf of the State Board of Education, proceed with establishing Wyoming as a Governing State in the Smarter Balanced Assessment Consortium, seconded by Joe Reichardt; the motion carried.

CERTIFIED PERSONNEL EVALUATION SYSTEMS

Carol Illian, WDE, reminded the Board that State statute requires that all certified personnel evaluation systems be approved by the Board, and recommended that the Board approve the remaining eight districts.

Sue Belish moved that the State Board of Education approve the complete Certified Personnel Evaluation Systems for Albany CSD #1, Big Horn CSD #1, Crook CSD #1, Fremont CSD #25, Fremont CSD #38, Laramie CSD #2, Lincoln CSD #2, and Weston CSD #7. Seconded by Pete Gosar.

Ken Rathbun abstained from voting.

The motion carried.

ALPINE TESTING SOLUTIONS AND MIKE BECK CONTRACTS

Paige Fenton Hughes requested the Board approve the motion provided in the packet.

Ken Rathbun moved to approve the contracts with Dr. Michael Beck and Alpine Testing Solutions, Inc, seconded by Sue Belish; the motion carried.

ADVANCED

Annette Bohling, chief accreditation officer at AdvancEd, presented to the Board information on AdvancEd accreditation worldwide and within the state of Wyoming.

ACCREDITATION

Dianne Frazer, WDE, discussed with the Board the accreditation process and reviewed information provided in the Board packet. The WDE has reviewed all the districts and she suggested accreditation recommendations for each district.

Scotty Ratliff moved that the following Wyoming school districts be granted full accreditation:

Albany CSD #1	Fremont CSD #1	Laramie CSD #2	Platte CSD #2	Uinta CSD #6
Big Horn CSD #1	Fremont CSD #2	Lincoln CSD #1	Sheridan CSD #2	Washakie CSD #1
Big Horn CSD #2	Fremont CSD #6	Lincoln CSD #2	Sublette CSD #1	Washakie CSD #2
Big Horn CSD #3	Fremont CSD #14	Natrona CSD #1	Sublette CSD #9	Weston CSD #1
Big Horn CSD #4	Fremont CSD #24	Niobrara CSD #1	Sweetwater CSD #1	
Campbell CSD #1	Fremont CSD #25	Park CSD #1	Sweetwater CSD #2	
Carbon CSD #2	Goshen CSD #1	Park CSD #6	Teton CSD #1	
Converse CSD #1	Hot Springs CSD #1	Park CSD #16	Uinta CSD #1	
Converse CSD #2	Johnson CSD #1	Platte CSD #1	Uinta CSD #4	

Seconded by Pete Gosar; the motion carried.

Scotty Ratliff moved that the following Wyoming school districts be granted accreditation with follow-up:

Carbon CSD #1	Sheridan CSD #1
Crook CSD #1	Sheridan CSD #3
Fremont CSD #21	Weston CSD #7
Fremont CSD #38	

Seconded by Pete Gosar, Ken Rathbun abstained; the motion carried.

Dianne Frazer gave background on the institutional schools accreditation and presented suggested accreditation for each institutional school.

Scotty Ratliff moved that the following Wyoming institutional schools be granted full accreditation:

Big Horn Basin Children's Center (Northwest BOCES)
Colter High School (Wyoming Boys' School)
C-V Ranch (Region V BOCES)
Mae Olson Education Center (Cathedral Home for Children) Normative Services
Powder River Basin Children's Center (Northeast BOCES)
Red Top Meadows
St. Joseph's Children's Home
Southeast Wyoming Juvenile Center (formerly Jeffrey C. Wardle Academy) Wyoming
Behavioral Institute
Wyoming Girls' School
Youth Emergency Services, Inc.

Seconded by Ken Rathbun; the motion carried.

OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

No public comment was given.

The next State Board of Education meeting will be called after a candidate is selected for the WDE executive director position. The June 10 teleconference is cancelled.

The State Board of Education adjourned at 3:39 p.m.



WYOMING

State Board of Education

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SCOTTY RATLIFF
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PETE GOSAR
Treasurer, Laramie

SUE BELISH
Ranchester

KATHY COON
Lusk

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

JIM ROSE
Interim Director

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

August 16, 2013

TO: State Board of Education Members

FROM: Paige Fenton Hughes, Coordinator

RE: Update on accountability work and outreach

I was privileged to have been asked to present to Wyoming educators at the annual Wapiti Conference in Saratoga. I gave an update on the work of the state board, and I also gathered input from them as well. One thing they did note is that they were not excited about attending the outreach meetings in person, so we added the Blackboard sessions to allow folks to access the information from their own computers. I also received feedback that building trust among and with all the entities dealing with education in our state is vitally important so that it doesn't feel like we don't trust our schools and school administrators. This is probably worth more discussion during our retreat.

Members of the Board's legislative committee have been meeting to finalize the legislative agenda. The executive committees of the Wyoming Association of School Administrators (WASA) and the Wyoming School Boards Association (WSBA) held their summer meeting in Gillette, and I met with them in order to get input regarding the Board's draft legislative agenda. The legislative committee members are committed to gathering feedback prior to sharing that agenda publicly. The feedback received was very positive about collaborating on similar messages, and the WASA and WSBA folks were supportive of the board's stance that regarding WAEA, support to districts should come before sanctions. They did suggest the board add some language addressing the importance of supporting safety measures in schools. Thanks to Kenny Rathbun for attending the WSBA/WASA dinner with me.

Several of us attended the JEC meeting in Riverton in mid-July. Thanks so much to Scotty Ratliff for hosting us at a sweat and at his home for dinner. Kathy Coon, Pete Gosar, and Joe Reichert were great kitchen support, and it was fun to get together for a visit with WDE employees, state board members, and legislators. Scotty presented the board's input regarding Native American education and

did so quite eloquently. We also presented on charter schools and outreach, and Chelsie shared with you the memos that outlined our committee comments.

Most of my other recent work has been centered around the multiple measures and PJP projects. Chad Buckendahl and Mike Beck will be available by phone during our meeting to talk with you all about those topics, so I won't add the details here in this memo. Both projects are progressing on schedule, and the work is coming together. You will be able to offer your input to Chad about the multiple measures draft plan so it can be revised prior to presentation to the Select Committee in September. Also, after you hear from Mike Beck and Mike Flicek about plans for the PJP, you can offer input as well. Last year our timeline didn't offer board members much opportunity for feedback.

I have also been attending most of the district assessment system meetings, and you will be receiving an update on that work from Julie Magee.

The final plans for the accountability outreach sessions have been completed, and we are looking forward to the meetings across the state. I so much appreciate Mike Flicek, Deb Lindsey, and Julie Magee working with us on this big effort. It is very time-intensive during a time when they are extremely busy.

We plan to offer two sets of informational meetings aimed at meeting the requirements of Section 5(f) of the 2013 (Ch 195) Education Accountability Act Amendments. The meetings will be held both face-to-face at five sites around the state as well as using distance means (WDE's Blackboard format) to accommodate the schedules of the largest number of interested people.

Here is a tentative schedule of the meetings:

Date	Site	Time
August 26	Blackboard	1:00 PM
August 26	Cheyenne, Hathaway Building, Room 126	6:00 PM
August 27	Gillette, District Office Board Room	12:00 PM
August 27	Casper, Admin Building, Jefferson Room	6:00 PM
August 28	Worland, District Office, Board Room	12:00 PM
August 28	Rock Springs, District Office, Board Room	6:00 PM
August 30	Blackboard	9:30 AM
PJP held September 16, 17, and 18 in Casper		
September 24	Cheyenne (School	12:30 PM

	Improvement Conference)	to 1:30 PM
October 1	Rock Springs, District Office, Board Room	12:00 PM
October 1	Worland, District Office, Board Room	6:00 PM
October 2	Blackboard	9:00 AM
October 2	Casper, Annex Building	12:00 PM
October 2	Gillette, District Office, Board Room	6:00 PM

The purpose of the August meetings is to share information about the elements of the Wyoming Accountability in Education Act (WAEA) that will be presented in the October 15, 2013 report prepared by the Board and WDE and also to garner input and insights from those who attend the meetings. The overarching purpose is to foster two-way communication as we move forward with implementing elements of the WAEA. Toward that end, the following tentative agenda for the initial meetings has been drafted:

SBE/WDE Outreach Meetings		
15 minutes	Welcome, introductions, targets for the meeting, overview of WAEA	Paige Fenton Hughes, SBE Coordinator
30 Minutes	Accountability Model	Mike Flicek, WDE
20 Minutes	Assessment	Deb Lindsey, WDE
30 Minutes	Standards, District Assessment Systems, System of Support	Julie Magee, WDE (PFH will provide information regarding Multiple Measures)
20 Minutes	Wrap-up, questions, and discussion	

The second set of meetings, which will take place after the Professional Judgment Panel (PJP), will be more brief in time and scope. The purpose of the meetings will be to share the results of the PJP and let districts and interested parties know how those results will affect individual schools in our state. Again, the input of those who attend the meetings will be collected as well. Except for the presentation at the School Improvement Conference where everyone will present, only Mike Flicek and I will present at the later meetings because the information presented by Julie Magee and Deb Lindsey in the August meetings will not be affected by the outcomes of the PJP, therefore, no subsequent update on those topics should be necessary.

As you are probably aware, the WDE has begun publishing a newsletter that goes out to educators and others across Wyoming. Tom Lacock has graciously agreed to allow the Board to “piggyback” on that format and include timely information when pertinent. Tom has been terrific at helping us get information out across the state about all the state board work, and I really appreciate his cooperation and support.

Finally, I spent a couple of days in Cheyenne this week. Rich Crandall is on board now at the WDE, and we welcome him and offer our support as we move forward together to address education issues in our state.

Summary of Wyoming Thought Leaders Committee Meeting

Chad W. Buckendahl, Ph.D.

Alpine Testing Solutions

July 8-9, 2013

Special thanks to Jeanie Iberlin and Paige Fenton Hughes for sending their notes from the in-person meeting; and Lisa Paul for deciphering my handwriting from notes documented on a whiteboard and then photographed.

On July 8-9, the Wyoming Thought Leaders Committee (TLC) met in Casper at the University of Wyoming's Outreach Center to discuss options for secondary assessment and accountability that would focus on Multiple Measures and replace the Body of Evidence (BOE) system that districts are currently using. Chad Buckendahl from Alpine Testing Solutions facilitated the discussion with assistance from Paige Fenton Hughes, consultant to the Wyoming State Board of Education.

At the outset of the meeting, goals and desired outcomes were discussed along with some guiding principles. The first stipulation for the discussion was that the secondary assessment system would change, but that the nature of that change had yet to be determined. The input from these meetings would contribute to these decisions. A second stipulation was that the resultant system could not be a rebranded BOE given some of the challenges that districts have experienced in developing, maintaining, and revising the existing system. A third request to the group was to think in terms of assessment system efficiency (e.g., try to reduce redundancy in the system).

With these principles as a starting point, there was also an acknowledgement at the outset that there would likely be some combination of external, common measures, along with something at the local level. Further, that a perfect solution to respond to the range of stakeholders' interests did not exist, but that assurances without evidence are not substitutes for measurement information.

Definition of a Wyoming Graduate:

As a reference for the discussion and to focus on the secondary population, the TLC revisited the discussion the group had in June 2013 that outlined desirable academic characteristics of a Wyoming graduate. Some of the discussion revolved around the distinction between graduation eligible and college or career ready. It is likely that the definition of graduation eligibility will more closely align with expectations for students entering the workforce immediately after high school (i.e., career ready). Although there was also some discussion of the potential for including non-cognitive or personality characteristics in the definition, the group consensus was to focus the operational definition of graduation expectations on the following:

- Student's ability to enter post-secondary work, training, or education without needing to take remedial coursework to be at a level of career or college ready.
 - Career readiness and college readiness have different definitions; therefore, the definition of remedial coursework would be mitigated by these definitions.
 - A lack of remedial coursework with respect to career readiness does not suggest that students would be prepared to enter into a given occupation without relevant domain-specific or on the job training.

- Academic expectations that span across all subject areas and are not limited to those promulgated by the State (i.e., Chapter 31, Sections 8 and 9).

Although State rules expect at minimum core subject areas, Wyoming has been requiring a broader range of subject areas included in graduation eligibility policy. To this end, the group discussed the current “5 of 9” requirements in terms of meeting graduation eligibility expectations across subject areas and the differential application across districts. Although there were some suggestions from TLC members that certain subject areas (i.e., English Language Arts and Mathematics) could be considered required with additional flexibility for districts, the consensus among the group members was that the current flexibility in practice was desirable with an acknowledgement that the level of effort would be greater to develop and maintain such a system as opposed to just focusing on core subject areas.

Existing State Requirements for Secondary Assessments:

The state currently requires selected assessments at the secondary level. Currently, these assessments are the ACT suite at grades 9-11 (Explore, PLAN, ACT), optional for grade 12 (Compass) and District Level Assessments that encompass the requirements for measuring students’ performance across all subject areas. In addition, many districts currently opt to administer NWEA’s Measures of Academic Progress (MAP) in grades 9-10. The group noted some redundancy in the existing system that could be eliminated through restructuring.

Proposed Models for Secondary Assessment:

The majority of the meeting was spent discussing the advantages and disadvantages of different models of assessment as it pertains to responsibilities for development, validation activities, and maintenance. These models were organized into two broad categories: extant assessments and state developed. As noted at the outset of the meeting, we anticipated that some combination of these models would likely represent a potential solution.

Extant Assessments

The first category of assessment models that the group discussed was the use of extant assessments (e.g., ACT, MAP, SBAC, PARCC) as part of a revised secondary assessment system. Table 1 illustrates the summary advantages and disadvantages of using assessments that already exist or presumably will exist at the point of desired implementation (e.g., SBAC, PARCC).

Table 1. Advantages and disadvantages of using extant assessments in a secondary assessment system.

Advantages	Disadvantages
Convenience * Money (less expensive than everyone developing their own) * Investment by Students (Ownership) Commonality/Comparability * Alignment with Common Core (certain subject areas) Time Savings (Teachers, WDE) * Consistent Administration High Quality of Questions Quicker Turnaround Time Statistical Credibility/Responsibilities State-to-State Sharing of Resources Prep Materials Multiple Uses/Efficiency (SBAC, ACT, beyond, can reduce need for other assessments (e.g., MAP, full ACT suite) * Reduced time for testing * Fairness for Students Adaptive Efficiency -Targeted to Student Ability Growth Indicator Professional Development is built as part of system (e.g., SBAC, PARCC) Time Management (Shorter) Public Legitimacy Consistent Target College Readiness/Placement Tie-in to Accountability Opportunity to change Legislation Technology Capabilities WY Educators Involvement in Scoring Formative Assessment Resources Research based instructional tools	One more step to a National Curriculum/CCSS Backlash Perceived as High Stakes for kids Lack of Wyoming flavor Loss of Local Control Point in Time Single Driving Force/High Stakes Only testing some subject areas, not all 9 Score reports are not instructionally supportive (ACT) accommodations eligibility process Multiple choice focus (ACT) Timed Test (ACT) Sustainability (SBAC, PARCC) Protecting Against Misuse of Data Lack of Flexibility Loss of Teacher ownership Increase Teacher stress due to accountability Harder to provide Remediation Technology tied up for testing rather than instruction Ability to adapt technologies Course offerings and sequencing Connection to local grading/classroom practices

* indicates that the advantage aligns with a stated goal of the redevelopment activities

State Developed Assessments

The second category of assessment models that the group discussed was state developed assessments, whether in-house at WDE, through state directed consortia (e.g., regional, modified structure of current MOU between WDE and UW), or through third party vendors or resources. Because of the range of development and validation strategies that could be employed, the advantages and disadvantages noted in Table 2 may be more relevant to a particular implementation strategy than another.

Table 2. Advantages and disadvantages of using state developed assessments in a secondary assessment system.

Advantages	Disadvantages
Reduced burden on local system * -Time, Money Statewide Commonality (students, schools, districts) * Closer Alignment to State Standards * Any Content Area Used in lieu of BOE part of System * Statistical Credibility Cognitive Depth (Comparability) Could be Designed to meet stakeholders' needs Prioritization of Items More control and flexibility at state Equity across Districts (Large vs. Small Districts) Comparison for Districts * Wyoming Context Quality of Questions Ownership of Educators (Potential for Assessment Literacy) Sustainability Potential for PD Connection Collaboration across State More systematic Potential for Pre/Post for growth DAS Consortium -Existing Local Assessments -Criteria for Use?	Have done it before Another assessment window (time commitment) Course offerings and sequence Return of results Obtrusive assessments Loss of local control Impact on state curriculum and instruction State level personnel Data and Student Management system Transition period for implementation Public relations of more content for newspapers Narrowing of curriculum Overlap with other assessments (e.g., SBAC, ACT) District staff will be doing more Increase in teacher stress due to accountability Pilot process that doesn't count Less meaningful for teachers and students Less teacher ownership Growth model potential Administration challenges (e.g., Security) Timing of administration

* indicates that the advantage aligns with a stated goal of the redevelopment activities

Support Systems

Following the discussion of different assessment models that could be used in combination to inform a revised secondary assessment structure, the TLC shifted its focus from design to implementation and infrastructure characteristics that would be necessary to support successful transition from the current system to one that is based on the series of Multiple Measures noted below in the proposed model. During this part of the meeting the group discussed four themes of activities that should serve as a starting point for a framework for sustainability of a revised system beyond initial development efforts.

Table 3. Summary of support system characteristics by theme.

Assessment Development, Validation, and Maintenance	Professional Development (Pre-Service and In-Service)	Technology (Hardware and Software)	Financial (Development and Maintenance)
<p>Sustainability standards -WDE design (or external) -Continuous responsibility -Process and timeline for activities</p> <p>Regional (Quadrant) Cultivation -State, Higher Ed, District</p> <p>Blend with operational development (i.e., not prototypes or proof of concept, but assessments that would be used for the intended purposes of the program)</p> <p>Data collection, scoring, and analysis</p> <p>Score reporting -Timing of results -Meaningful feedback -Strengths/weaknesses</p> <p>Communications Plan -Blueprint -Assessment Design</p>	<p>Opportunities for Assessment Literacy -Developers -Users</p> <p>Meshing existing support systems, common training for coaches to help support districts</p> <p>Interpretation and use of data</p> <p><i>Standards for Educational and Psychological Testing</i> (AERA, APA, & NCME, 1999)</p> <p>Better consumers of testing information, validity, reliability, fairness</p>	<p>Hardware, Software</p> <p>Data management and Reporting</p> <p>Delivery systems (e.g., Computer based, adaptive, staged)</p> <p>Platform -Devices (BYOD) -Accessibility (Universal Design) -Bandwidth (State level assistance) -Content Management, leveraging SBAC technology resources</p>	<p>State and local budgets</p> <p>District contributions (financial, in-kind)</p> <p>Grants or other external sources</p>

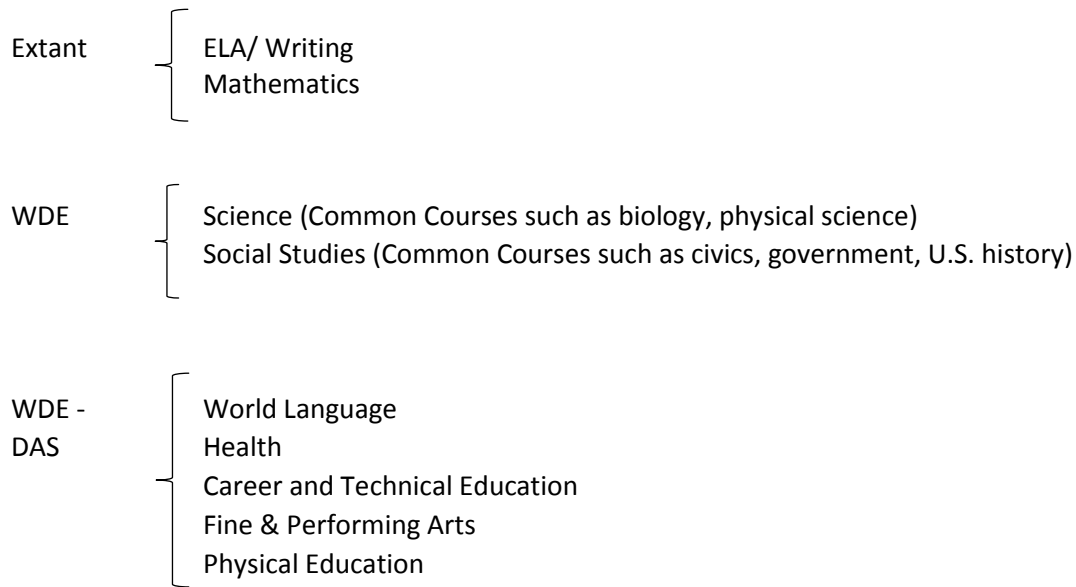
Proposed Secondary Assessment Model

Following the discussion of advantages and disadvantages of different assessment models and the types of support systems that would be needed to implement and sustain a revised secondary assessment model, the TLC proposed the following division of responsibilities. Specifically, for English Language Arts, Writing, and Mathematics, these could be easily addressed through commercially available assessments (e.g., SBAC, ACT). Note that because Wyoming became a governing state for the Smarter Balanced Assessment Consortium (i.e., SBAC), there was a working assumption that if this revised model was adopted that SBAC would serve as the extant resources. This would then also permit the state to evaluate the continued use of other assessments such as Explore and PLAN from state level required assessments; and districts to evaluate the use of other commercial assessment such as MAP. The ACT would potentially still be needed for college admissions depending on whether secondary institutions accept the results of SBAC assessments. In addition, Compass could remain an option for districts that wanted to use it.

Because extant assessments may not align sufficiently with Wyoming's expectations for representation across all subject areas, there was a desire to have Wyoming Department of Education (WDE) develop and maintain common, statewide assessments for science and social studies, each of which would be a survey (rather than End of Course) of the most common courses for each (e.g., biology, physical science, government, U.S. history). Many of the advantages of extant assessments were also noted for assessments suggested for this level of responsibility.

The third category of responsibility extends the TLC's consensus that all 9 subject areas be retained in a revised secondary assessment system. The strategy underlying this level is to have leadership from Wyoming's Department of Education, but that significant district level involvement would be needed for the development and validation of assessments for World Language, Health, Career and Technical Education, Fine and Performing Arts, and Physical Education. Levering experiences from existing systems developed across the state, the approach for these fields would be to provide structure with some additional options for districts in their assessment strategies in these subject areas. This structure could be accomplished through regional consortia where multiple districts collaborated on common assessments, statewide development of a limited menu of options that could be used across the state, or some other organizational strategy. Although there could be some flexibility in terms of what is administered, a statewide structure would be needed to facilitate equity and comparability.

Figure 1. Proposed division of secondary assessment responsibilities



Next steps

Based on the proposed structure of a secondary assessment system and anticipating a formal development and validation schedule, the TLC also discussed some anticipated next steps if this plan or a variation of it is adopted by the state. Some of the initial steps in planning for the development processes would include creation of a development calendar around the proposed program. Each subject area would have its own project schedule for development, validation, and maintenance. Using that design as a starting point, we would anticipate that the full development process would take multiple years to cycle through the subject areas.

A critical component of the design and implementation of a multiple measures system like the one proposed above is a data management component that would be common across the state. The development, support, and maintenance of the system would need to permit users at the district level to enter and manage assessment information for subject areas where they have greater responsibility that can then be easily integrated with data for which the state has greater responsibility. Presumably, this would reduce some of the systems development and data management workload at the district level and provide greater commonality for training and support of the system. The development of such a system would occur concurrently with the assessment system development to be able to align expectations.

Wyoming Department of Education
Richard Crandall, Director

School Performance Report 2012-13
For schools serving grades 3 through 8

School
Principal
Enrollment
Grades

This School is in the “**MEETING EXPECTATIONS**” Performance Level¹.

Schools in Wyoming may fall within one of four performance levels based upon their pattern of performance on three indicators: Achievement, Growth and Equity. The four performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

INDICATOR	SCORE	CATEGORY	DESCRIPTION
Achievement	71%	MEETING TARGETS (School Meeting Target = ??) (School Exceeding Target = ??)	Achievement is the percent of students proficient or above on state tests in reading, mathematics, science and writing.
Growth	55	MEETING TARGETS (Meeting Target = ??) (Exceeding Target = ??)	Growth measures how much students improved on the state test in reading and math compared to other students who started at the same level during the 2012-13 school year.
Equity	41%	MEETING TARGETS (Meeting Target = ??) (Exceeding Target = ??)	Equity measures the percent of students with below proficient scores during the prior school year with growth that indicates they are on track to become proficient within three years or the end of grade eight.

Three categories of performance have been identified on *each indicator*. The three categories are:

- EXCEEDING TARGETS
- MEETING TARGETS
- NOT MEETING TARGETS

ACHIEVEMENT: Percent of Students Proficient and Above on the Proficiency Assessment for Wyoming Students (PAWS)

		All Contents Combined	Reading Only	Math Only	Science Only	Writing & Language Only
Total School	This School					
	Statewide					
Grade 3	This School					
	Statewide					
Grade 4	This School					
	Statewide					
Grade 5	This School					
	Statewide					
Grade 6	This School					
	Statewide					
Grade 7	This School					
	Statewide					
Grade 8	This School					
	Statewide					

¹For a description of the four performance levels see the end of this report.

GROWTH: Median Student Growth Percentile (SGP) on the PAWS.

		Reading & Math Combined	Math Only	Reading Only
Total School	This School			
	Statewide			
Grade 4	This School			
	Statewide			
Grade 5	This School			
	Statewide			
Grade 6	This School			
	Statewide			
Grade 7	This School			
	Statewide			
Grade 8	This School			
	Statewide			

EQUITY: Percent of Students who were Below Proficient in the Prior Year that were On Track* for Becoming Proficient within Three Years or by the End of Grade 8.

		Reading & Math Combined	Math Only	Reading Only
Total School	This School			
	Statewide			
Grade 4	This School			
	Statewide			
Grade 5	This School			
	Statewide			
Grade 6	This School			
	Statewide			
Grade 7	This School			
	Statewide			
Grade 8	This School			
	Statewide			

*Have an adequate growth percentile (AGP) that equal or exceeds their SGP.

PERFORMANCE LEVEL DESCRIPTIONS (for schools with grades 3 through 8)

EXCEEDING EXPECTATIONS: Schools in this category, which is reserved for schools considered models of performance, have demonstrated high growth overall, have average to high levels of achievement (proficiency rates) overall, and excel in promoting equity based on growth for students with prior below proficient performance.

MEETING EXPECTATIONS: Schools in this category have demonstrated acceptable levels of achievement and growth overall and are showing acceptable progress in promoting equity based on growth for students with prior below proficient performance.

PARTIALLY MEETING EXPECTATIONS: Schools in this category have demonstrated either acceptable levels of growth or acceptable levels of achievement overall. Schools in this category may or may not show acceptable performance in promoting equity based on growth for students with prior below proficient performance.

NOT MEETING EXPECTATIONS: This category is reserved for schools with unacceptable performance on many or most indicators. For schools in this category improvement is a priority. These schools have low levels of achievement overall and demonstrate low to average growth overall and fall short of producing growth for below proficient students that will move them toward proficiency.

Wyoming Department of Education
Richard Crandall, Director

School Performance Report 2012-13
For schools that award high school diplomas

School
Principal
Enrollment
Grades

This School is in the “**MEETING EXPECTATIONS**” Performance Level¹.

Schools in Wyoming may fall within one of four performance levels based upon their pattern of performance on three indicators: Achievement, Growth and Equity. The four performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

INDICATOR	SCORE	CATEGORY	DESCRIPTION
Achievement	71%	MEETING TARGETS (Meeting Target = ??) (Exceeding Target = ??)	Achievement is the percent of students proficient or above on the ACT subject area tests in reading, mathematics, science and writing.
Equity		MEETING TARGETS	Equity is a measure of how many students at the school were below proficient in reading and math this year – and – the extent that the percent of below proficient students was reduced from the prior year.
Readiness	55	MEETING TARGETS	Readiness is a measure of College and Career Readiness. There are four subindicators that make up the measure of readiness. <ul style="list-style-type: none"> • Percent of students earning one fourth of credits needed for high school graduation during grade nine • Overall performance on EXPLORE TEST in grade 9, PLAN test in grade 10, and ACT TEST in grade 11 • A graduation Index Score signifying level of high school completion at the school • A Hathaway Scholarship index score reflecting high school grade point average (GPA), overall ACT test performance, and level of success curriculum performance.

Three categories of performance have been identified on each indicator. The three categories are:

- EXCEEDING TARGETS
- MEETING TARGETS
- NOT MEETING TARGETS

ACHIEVEMENT: Percent of Students Proficient and Above on the ACT Subject Area Tests.

		All Contents Combined	Reading Only	Mathematics Only	Science Only	Writing & Language Only
Total School	This School					
	Statewide					

¹For a description of the four performance levels see the end of this report.

EQUITY:

High School Equity based on Reading and Mathematics subject Area tests on the ACT.

Step 1.

- Exceeding Target = Fewer than 2% of students Below Proficient
- Meeting Target = Fewer than 10% of students Below Proficient
- Not Meeting Target = More than 10% of students Below Proficient

Step 2. (Safe Harbor)

- Schools not meeting the target in step 1 can still meet the target when the percent of students not proficient was reduced 10% or more from previous year

Step 1. Percent of Students Below Proficient on the ACT Mathematics and Reading Subject Area Tests.

		All Contents Combined	Reading Only	Mathematics Only
Total School	This School			
	Statewide			

Step 2. Change from Previous Year in Percent of Students Below Proficient on the ACT Mathematics and Reading Subject Area Tests.

		All Contents Combined	Reading Only	Mathematics Only
Total School	This School			
	Statewide			

READINESS: College and career readiness is a combined measure of four indicators.

School Index Score =		State Index Score =	
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Subindicator 1: ACT College Readiness Index Score Ranges.

Wyoming ACT Readiness Levels	Composite Score Ranges			Index Points*
	ACT Explore Grade 9	ACT Plan Grade 10	ACT Test Grade 11	
Level 4	21-25	22-32	25-36	100
Level 3	18-20	19-21	21-24	80
Level 2	15-17	16-18	17-20	50
Level 1	1-14	1-15	1-16	0

*Initial index point values were derived from advisory committee to the Wyoming select committee on school accountability standard setting activity.

Subindicator 2. The percent of grade 9 students who earned one fourth of the credits required for high school graduation

School Percent =		State Percent =	
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Subindicator 3. Graduation Index.

School Index Score =		State Index Score =	
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Criteria Numbers	Student Result	Points*
5	Diploma Earned in Four Years or Less	100
4	Diploma Earned in More than Four Years	75
3	Alternate Standards Certificate per IEP**	75
2	Continued Enrollment***	50
1	Noncompleters	0

**Initial index point values were derived from advisory committee to the Wyoming select committee on school accountability standard setting activity.

**Only for students on individual education plans who worked on alternate standards.

***Continued enrollment after the student's grade nine cohort had been in school for four years.

Subindicator 4. Hathaway Scholarship Eligibility Index.

School Index Score =		State Index Score =	
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Student Eligibility Level	Points*
Level 5: Honors	100
Level 4: Performance	90
Level 3: Opportunity	80
Level 2: Provisional	70
Level 1: Not Eligible	0

**Initial index point values were derived from advisory committee to the Wyoming select committee on school accountability standard setting activity.

TOTAL READINESS SCORE

School Total Score =		State Total Score =	
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Weights for Readiness Subindicators and Categories of Subindicators*.

Leading Indicators		Lagging Indicators	
Tested Readiness	Grade 9 Credits	Graduation Index	Hathaway Eligibility
30%	10%	30%	30%

PERFORMANCE LEVEL DESCRIPTIONS (for schools that award diplomas)

EXCEEDING EXPECTATIONS: Schools in this category, which is reserved for schools considered models of performance, have demonstrated average to high levels of achievement (proficiency rates) overall, have high performance on graduation rates and other readiness indicators and have narrow **and/or** improving achievement gaps for students with below proficient performance.

MEETING EXPECTATIONS: Schools in this category have demonstrated either high levels of achievement overall or high performance on graduation rates and other readiness indicators and are showing acceptable performance in promoting equity based on the magnitude and/or improvement of the achievement gap for students with below proficient performance.

PARTIALLY MEETING EXPECTATIONS: Schools in this category have demonstrated either acceptable levels of achievement overall or acceptably performance on graduation rates and other readiness indicators. Schools in this category may or may not demonstrate acceptable performance for promoting equity based on the size of the achievement gap or improvement in the achievement gap for students with below proficient performance.

NOT MEETING EXPECTATIONS: This category is reserved for schools with unacceptable performance on many or most indicators. For schools in this category improvement is a priority. These schools typically have low levels of achievement fall short of expectations on graduation and other readiness indicators and have large achievement gaps that show little improvement.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 23, 2013

ISSUE: Chapter 31 & 10 Rules

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to adopt the proposed changes to the Chapter 31 Rules which include the creation of the Chapter 10 Rules.

SUPPORTING INFORMATION ATTACHED:

- **Public Comment**
- **Chapter 31 Rules**
- **Chapter 6 Rules**
- **Certification Page**

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

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

COMMENTS:

Name	District	Comment	Notes	Proposed Response
CHAPTER 10				
JoAnne Flanagan	Fremont #25	I appreciate that we have been given time to transition into the new CCSS in ELA and in Math. However, I have concerns that our PAWS assessment will be fully Common Core in the spring of 2014 which really forces districts to rush their implementation for fall of 2013. It seems like a disconnect between the Standards Department and the Assessment Department.	Standards implementation timeline does not appear to match assessment alignment timeline. In spring 2014, the assessment will contain only CCSS items. In spring 2015, the assessment's alignment to CCSS will be fully operational. Standards implementation timeline in propose rules take all systems into consideration (i.e. Hathaway SC, DAS).	<p>Items on the state assessment (PAWS) will be aligned with the CCSS in 2014; however, not all of the new standards will be addressed on the assessment until 2015.</p> <p>Outside of PAWS, there are other systems districts must align to the new standards as well, for instance accreditation, Hathaway curriculum requirements, etc. The proposed rules take into account the transition of <i>all</i> systems to the new standards.</p> <p>Implementation dates will remain as proposed.</p>

<p>Cheri Steinmetz</p>	<p>N/A</p>	<p>These standards are too comprehensive for a school setting and infringe into parental decisions. I strongly oppose federalizing our education system. Local control is best. "Section 7. Common Core of Knowledge and Common Core of Skills" is too comprehensive and should not be linked to the national common core standards adopted by the State Board of Education.</p>	<p>Comment refers to common core of knowledge and skills. It appears comment is confusing this with the Common Core State Standards, which were already adopted. The standards in question for this promulgation are foreign language and fine/performing arts.</p>	<p>The proposed changes to the rules do not propose changes to the content of the standards for math and language arts, only to the implantation timeline.</p> <p>No change requested.</p>
<p>CHAPTER 31</p>				
<p>Marc LaHiff</p>	<p>Laramie #1</p>	<p>Rather than stating four years of English it would be helpful to state 4 credits. Perhaps I am taking this too literally but some students take four credits in three years. Another thought on high school credit is that we have some students who are accelerated and actually take a high school level course in grade 8. Technically we cannot give them high school credit according to Chapter 31 because they are not yet in grade 9.</p> <p>Comparability was removed as one of the criteria for judging district assessment. Larger districts that have more than one high school have a more difficult time with comparability however, it is very important that consistent expectations and rigor remain a requirement of the assessment system. The difficulty of the assessments or level of cognitive demand should not depend which high school a student attends. I believe this criteria should be placed back into the regs.</p>	<p>Stating four credits instead of four years would require a statutory change.</p> <p>Districts may opt to give high school credit for courses taken prior to 9th grade (local decision), but high school graduation requirements outlined in statute and rules must be completed in grades 9-12.</p> <p>Comparability was removed, but now Consistency addresses the application of the DAS within and between schools across the district.</p>	<p>The State Board of Education has no authority to alter this requirement (i.e. 4 years instead of 4 credits) as it is outlined in statute.</p> <p>The Board considered whether Comparability should remain in the requirements; however, given that Consistency addresses the application of the DAS within and between schools across the district, the Board decided to remove this criterion.</p> <p>The rules will be promulgated as proposed.</p>

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements ~~and Content and Performance Standards~~

Section 1. **Authority.**

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

Section 2. **Applicability.**

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

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

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

Section 4. **Definitions.**

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

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

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

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

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

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

(gf) 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)]

(hg) 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.

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

Section 5. Wyoming Statutes.

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

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

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

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

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

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

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

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

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

~~Section 8. Uniform Student Content and Performance Standards.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 9 8. High School Diploma.

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

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

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

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

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

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

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

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under **Section 8 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 ~~10~~ **9. Evidence 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)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in ~~Section 8 of this chapter~~ W.S. 21-9-101 (b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard-setting, ~~and comparability~~.

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

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

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

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

~~assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.~~

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

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

(b) 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.

~~(b)(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.

~~(e)(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.

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

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

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1of each year.

~~(f)~~(g) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section ~~11~~ 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 9(a)~~ 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 ~~Section 8~~ W.S. 21-9-101(a) of this chapter as set forth in ~~Section 10~~ Section 9 of this chapter and who also completes the requirements set forth in ~~Section 9~~ 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 9(e)~~ Section 8(c) of this chapter.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. **Authority.**

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

Section 2. **Applicability.**

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

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

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

Section 4. **Definitions.**

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

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

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

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

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

(f) **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 8. **High School Diploma.**

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

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

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

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

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

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

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

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under 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 9. 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)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101 (b). The assessment system described in this section shall be

designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard-setting.

(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 students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section 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.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. Authority.

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

Section 2. Applicability.

(a) These rules and regulations pertain to the 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).

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

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

Section 4. Definitions.

(a) 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) 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.

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

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. Uniform Student Content and Performance Standards.

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

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

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

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

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

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

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

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

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

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

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

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

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

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

(c) The above-referenced content and performance standards dated November 19, 2008, ~~and~~ September 23, 2011, and November 2, 2012 are the most current editions.

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

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. **Authority.**

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

Section 2. **Applicability.**

(a) These rules and regulations pertain to the 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).

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

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

Section 4. **Definitions.**

(a) 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) 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.

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

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. Uniform Student Content and Performance Standards.

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

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

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

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

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

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

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

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

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

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

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

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

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2016-2017 school year.

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

(c) The above-referenced content and performance standards dated November 19, 2008, ~~and~~ September 23, 2011, and November 2, 2012 are the most current editions.

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



Certification Page Regular and Emergency Rules

1. General Information

a. Agency/Board Name <i>See attached list for references</i>			
b. Agency/Board Address		c. Agency/Board City	d. Agency/Board Zip Code
e. Name of Contact Person		f. Contact Telephone Number	
g. Contact Email Address			h. Adoption Date:
i. Program(s) <i>See attached list for references</i>			

2. Rule Type and Information

a. These rules are: **Emergency Rules** *(After completing all of Section 2, proceed to Section 5 below)* **Regular Rules**

b. Choose all that apply: **New Rules*** **Amended Rules** **Repealed Rules**
** "New" rules means the first set of regular rules to be promulgated by the Agency after the Legislature adopted a new statutory provision or significantly amended an existing statute.*

If "New," provide the Enrolled Act number and year enacted:

c. Provide the Chapter Number, and Short Title of Each Chapter being Created/Amended/Repealed <i>(if more than 5 chapters are being created/amended/repealed, please use the Additional Rule Information form and attach it to this certification)</i>	Chapter Number:	Short Title:
	Chapter Number:	Short Title:
	Chapter Number:	Short Title:
	Chapter Number:	Short Title:
	Chapter Number:	Short Title:

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 were provided to the **Legislative Service Office**:

c. Date on which the Notice of Intent and proposed rules in strike and underscore format 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:
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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</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>	

Distribution List:

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 (emergency rules).

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: clean and strike/underscore; and
6. Memo to Governor documenting emergency (emergency rules).

SOS

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

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 23, 2013

ISSUE: District Assessment System

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to adopt the proposed District Assessment System criteria and review process for the 2013-2014 school year.

SUPPORTING INFORMATION ATTACHED:

- **District Assessment System Annual Report**

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

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

DISTRICT ASSESSMENT SYSTEM ANNUAL REPORT

GUIDEBOOK

August 2013

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Introduction

This guide summarizes the requirements that apply to preparing and submitting the district assessment system annual report for review by the State Board of Education through the Wyoming Department of Education.

Authority

W.S. 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. The state board shall through the department, annually review and approve each district’s assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements.”

W.S. 21-3-110 (a) “...Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015 and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304 (a) (iv) on its assessment system established under this paragraph.”

Rules Chapter 6, Section 8 (pending revisions)

Rules Chapter 31, Section 9 (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.”

Definitions

1. **DAS:** District Assessment System. A well-articulated set of assessments designed to determine the various levels of student performance K-12 and the attainment of high school graduation requirements.
2. **SAS:** Statewide Assessment System. Wyoming’s assessment system that measures students’ progress toward the Wyoming Content Standards. The SAS is part of the district assessment system.
3. **WDE:** Wyoming Department of Education. W.S. 21-2-104. A separate and distinct state department... to assist (the director) in the proper and efficient discharge of duties.

Purpose

Wyoming State Statutes require that each district report on its district assessment system (DAS) to the Wyoming Department of Education (WDE) on or before August 1, 2015 and each August 1 thereafter (W.S. 21-2-304 (a) (iv)). The purpose of the K-12 DAS is to assess progress toward proficiency of the Wyoming Content and Performance Standards in all nine content areas.

The system should be designed and implemented so that inferences pertaining to equality of educational opportunity can be supported by the assessment system. A measure or multiple measures shall be used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards.

Instructions

The DAS annual report will include a district assessment plan matrix, and documentation on the processes in place to ensure that assessments meet the design criteria of alignment, consistency, fairness, and standard-setting. The following sections provide more information on the assessment plan matrix, the definitions for the criteria, and the documentation required for the report.

District Assessment Plan Matrix

Each district shall submit a district assessment plan matrix that includes the measure or multiple measures used by each district to assess progress toward proficiency at grade level and in all nine content areas. The Statewide Assessment System is incorporated into the DAS. A chart including currently administered statewide assessments has been provided for information.

Alignment

Alignment Definition: The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district must document the process used to demonstrate alignment.

The combination of assessments that comprise the system shall be aligned with Wyoming Content and Performance Standards so that the full set of standards in the common core of knowledge and skills, both in terms of content and cognitive complexity are assessed. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure alignment. Your description of the process should address:

- Adequate sampling of the standards, K -12;
- Assessment items and tasks aligned to the standards and adequate sampling of the standards represented in the assessments; and

- Assessments reflect the cognitive depth and complexity of the standards.

Artifacts submitted to support implementation of the process may include:

- Sample assessment blueprints;
- Sample assessment matrices;
- Sample curriculum maps;
- Procedures for assuring alignment among the course curriculum, standards, assessments, and grading practices; or
- Evidence of procedures to ensure alignment of assessment items/tasks to the cognition levels called for in the standards.

Consistency

Consistency Definition: The DAS is applied consistently across the district to yield reliable results regarding student performance. The district must document the process used to demonstrate consistency.

The assessment system should be designed and implemented in such a way so that inferences drawn from the results of the assessment are consistent and not dependent on error due to raters or the quality of the assessments. While the focus is on the system, in order to meet this requirement, individual assessments within the system will need to be designed to yield consistent results in terms of error due to raters, tasks, administration conditions, and occasions. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure consistency. Your description of the process should address:

- Factors that impact consistency.
- Sustaining a systemic and systematic process for consistency.

Artifacts submitted to support implementation of the process may include procedures minimizing the differences in:

- Rater agreement;
- Tasks;
- Administrative guidelines;
- Assessment retakes;
- Assessment conditions; or
- Scoring guidelines.

Artifacts submitted to support implementation of the process may also include:

- The methods used to maintain a sustainable systemic and systematic process to address consistency.

Fairness

Fairness Definition: The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness. The district must document the process used to determine fairness.

The assessment system should be designed so that it is not biased against any group of students. As such, appropriate accommodations should be used so students with disabilities and English language learners have fair access to the assessment system. Multiple assessment formats should be employed in the assessment system. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure fairness. Your description of the process should address:

- Methods to minimize bias against any group of students; and
- Multiple assessment opportunities and formats over time, K-12.

Artifacts submitted to support implementation of the process may include procedures addressing:

- Item and task bias against any subgroups of students;
- Appropriate accommodations;
- Multiple opportunities over time, K-12, using different formats and strategies, to demonstrate knowledge and skills;
- Disaggregation of assessment results by subgroups and use of information to make decisions; or
- Participation rates monitored by subgroup.

Standard-Setting

Standard-Setting Definition: The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area. The district must document the process used for standard-setting.

Cut scores that delineate the various performance levels on each assessment shall be tied to district performance descriptors and based on research or best practices. Descriptions of what constitutes proficient performance shall be clearly articulated and shall be correlated with the performance descriptors found in the Wyoming Content and Performance Standards. (Rules, Chapter 6, Section 8)

Through the review process, evaluators will be looking for documentation of the methods or processes used to ensure standard-setting. Your description of the process should address:

- A defensible method to define levels of proficiency at the content area level.

- A defensible method for determining student proficiency toward the standards.

Artifacts submitted to support implementation of the process may include:

- The rationale and the standard-setting method used for determining proficiency at the content level; or
- The method used to determine cut scores for each proficiency level; or
- The method used to determine student proficiency in a standard.

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Submitting the Report

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. A timeline for submission and guidance for each section of the report follow.

Timeline

WHO?	WHAT?	WHEN?
1. WDE	Call for review of District Assessment System (DAS). Send DAS guidebook and rubric to districts.	December every year
2. Pilot districts*	Submit documentation of process and supporting artifacts for ELA, Math, and Health .	by February 1, 2014
3. WDE and review team	Review DAS submissions from districts.	February 1 – March 31 every year
4. WDE	Notify districts of review completion and results by letter.	by April 1 every year
5. Districts	Review decisions and request corrections, rescore, or appeal if necessary (in writing).	by May 1 every year
6. WDE and review team	Review districts' requests for corrections, rescore, or appeal	May 1 – May 31 every year
7. WDE	Report to State Board of Education (SBE)	on or before August 1 every year
8. WDE and DAS steering committee	Develop review training based on lessons learned and best practices from review of pilot districts	Summer/Fall 2014
9. WDE and DAS steering committee	Share any changes to DAS review process with SBE for approval	Fall/Winter 2014
10. WDE	Communicate DAS review process and requirements with all school districts	by December 2014
11. WDE	Call for review of District Assessment System (DAS). Send DAS guidebook and rubric to all districts.	December every year
12. Districts	Submit documentation of process and supporting artifacts for standards based on schedule below.	by February 1 every year
Repeat steps 3 through 7 above.		

***Pilot districts represented by DAS steering committee.**

YEAR	CONTENT AREA At least one artifact per content area per grade band (K-8 and 9-12) must be submitted with the DAS process narrative to demonstrate evidence that all four criteria are met.
2015	<ul style="list-style-type: none"> • Language Arts • Math • Health
2016	<ul style="list-style-type: none"> • Foreign Language • Fine & Performing Arts • PLUS any changes to the DAS process since previous year
2017	<ul style="list-style-type: none"> • Science • Social Studies • PE • Career/Tech Ed • PLUS any changes to the DAS process since previous year
2018 and beyond	<ul style="list-style-type: none"> • Changes to DAS process only**

**Per state statute, Wyoming Content and Performance Standards are reviewed every five years. Additionally, district accreditation occurs every five years and the DAS is reviewed at that time.

Sections of the Report

Statewide Assessment System Information

The SAS is incorporated as part of the overall DAS. The matrix provided below is for information purposes and does not need to be included as part of the district assessment plan matrix.

The Wyoming Statewide Assessment System Is Comprised Of:

Grade	PAWS	PAWS-ALT	SAWS	SAWS-ALT	ACCESS for ELLS	ACCESS-ALT for ELLS	EXPLORE	PLAN	ACT Plus Writing	WorkKeys	COMPASS
K					X						
1					X	X					
2					X	X					
3	X	X	X	X	X	X					
4	X	X	X	X	X	X					
5	X	X	X	X	X	X					
6	X	X	X	X	X	X					
7	X	X	X	X	X	X					
8	X	X	X	X	X	X					
9					X	X	X				
10					X	X		X			
11		X		X	X	X			X	TBD	
12					X	X				TBD	X

http://edu.wyoming.gov/Programs/Statewide_Assessment_System.aspx

District Assessment Plan Matrix

Each district shall submit a district assessment plan matrix that includes locally-developed assessments and required MAP testing (do not include statewide assessments). This table should include the measure or multiple measures used by districts to assess progress toward proficiency at grade level and in all nine content areas. The following table format should be used by districts to summarize this information.

Assessment Name/Description	Type (check one)	Grade Level (s)	Date (s)	Purpose	Results Used To
	<input type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Interim (Benchmark) <input type="checkbox"/> Summative <input type="checkbox"/> Other	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12			
	<input type="checkbox"/> Diagnostic <input type="checkbox"/> Formative <input type="checkbox"/> Interim (Benchmark) <input type="checkbox"/> Summative <input type="checkbox"/> Other	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12			

Alignment Process Documentation and Artifacts Submitted

The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district must document the process used to demonstrate alignment.

How does the district...

1. Adequately address the standards, K-12;
2. Ensure two-way alignment;
 - a. All assessment items and tasks align to the standards;
 - b. Adequate sampling of the standards is represented in the assessments.
3. Ensure that assessments reflect the cognitive depth and complexity of the standards.

Artifacts attached to support addressing the standards, K-12, ensuring two-way alignment, and cognitive depth and complexity of the standards may include:

- Sample assessment blueprints;
- Sample assessment matrices;
- Sample curriculum maps;
- Procedures for assuring alignment among the course curriculum, standards, assessments, and/or grading/scoring practices; or
- Evidence of procedures to ensure alignment of assessment items/tasks to the cognitive levels called for in the standards.

Consistency Process Documentation and Artifacts Submitted

The DAS is applied consistently across the district to yield reliable results regarding student performance. The district must document the process used to demonstrate consistency.

How does the district.....

1. Address factors that impact consistency?
2. Sustain a systemic and systematic process for consistency?

Artifacts attached to address factors that impact consistency may include procedures minimizing the differences in:

- Rater agreement;
- Tasks;
- Administrative guidelines;
- Assessment retakes;
- Assessment conditions; or
- Scoring guidelines.

Artifacts attached to address a sustainable systemic and systematic process may include:

- The methods used to maintain a sustainable systemic and systematic process to address consistency.

Fairness Process Documentation and Artifacts Submitted

The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness. The district must document the process used to determine fairness.

How does the district...

1. Ensure methods to minimize bias against any group of students?
2. Ensure multiple assessment opportunities and formats over time, K-12?

Artifacts attached to ensure methods to minimize bias against any group of students and multiple assessment opportunities and formats over time, K-12 may include procedures addressing:

- Item and task bias against any subgroups of students;
- Appropriate accommodations, or
- Multiple opportunities over time, K-12, using different formats and strategies, to demonstrate knowledge and skills, or
- Disaggregation of assessment results by subgroups and use of information to make decisions, or
- Participation rates monitored by subgroup.

Standard-Setting Process Documentation and Artifacts Submitted

The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area. The district must document the process used for standard-setting.

How does the district.....

1. Ensure a defensible method to define levels of proficiency at the content-area level?
2. Ensure a defensible method for determining student proficiency toward the standards?

Artifacts attached to ensure a defensible method to define levels of proficiency at the content-area level may include:

- The rationale and the standard-setting method used for determining proficiency at the content level; or
- The method used to determine cut scores for each proficiency level; or
- The method used to determine student proficiency in a standard

Review Process

A review team consisting of WDE staff will review the DAS reports. Reports will be evaluated using the DAS Review Rubric found on the following pages, according to the timeline included in this document.

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DAS Review Rubric

Alignment Definition: The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district must document the process used to demonstrate alignment.

***Ensuring the alignment criterion is met:** The combination of assessments that comprise the system shall be aligned with Wyoming Content and Performance Standards so that the full set of standards in the common core of knowledge and skills, both in terms of content and cognitive complexity are assessed. (Rules: Chapter 6 Section 8 (f)(iii)(A))

<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<ul style="list-style-type: none"> ○ The DAS adequately addresses the standards, K-12; and, ○ the process ensures two-way alignment <ul style="list-style-type: none"> ○ all assessment items and tasks align to the standards; ○ adequate sampling of the standards is represented in the assessments; and, ○ The process ensures that assessments reflect the cognitive depth and complexity of the standards. 	<ul style="list-style-type: none"> ○ sample assessment blueprints ○ sample assessment matrices ○ sample curriculum maps ○ procedures for assuring alignment among the course curriculum, standards, assessments, and/or grading/scoring practices ○ evidence of procedures to ensure alignment of assessment items/tasks to the cognitive levels called for in the standards 	<ol style="list-style-type: none"> 1. 2. 3. 4. etc. 	

*Subject to review and revision of Chapter 6 Rules.

<p>Consistency Definition: The DAS is applied consistently across the district to yield reliable results regarding student performance. The district must document the process used to demonstrate consistency.</p> <p>*Ensuring the consistency criterion is met: The assessment system should be designed and implemented in such a way so that inferences drawn from the results of the assessments are consistent and not dependent on error due to raters or the quality of the assessments. While the focus is on the system, in order to meet this requirement, individual assessments within the system will need to be designed to yield consistent results, in terms of error due to raters, tasks, administration conditions, and occasions. (Rules: Chapter 6 Section 8 (f)(iii)(B))</p>			
<input type="checkbox"/> Meets criterion (bullets checked are met) Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<input type="radio"/> The process addresses factors that impact consistency. <input type="radio"/> The process demonstrates a sustainable systemic and systematic method to address consistency.	Procedures minimizing the differences in: <ul style="list-style-type: none"> <input type="radio"/> rater agreement <input type="radio"/> tasks <input type="radio"/> administrative guidelines <input type="radio"/> assessment retakes <input type="radio"/> assessment conditions <input type="radio"/> scoring guidelines Procedures demonstrating: <ul style="list-style-type: none"> <input type="radio"/> the method used to maintain a sustainable systemic and systematic process to address consistency 	<ol style="list-style-type: none"> 1. 2. 3. 4. etc. 	

* Subject to review and revision of Chapter 6 Rules.

Fairness Definition: The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness. The district must document the process used to determine fairness.

***Ensuring the fairness criterion is met:** The assessment system should be designed so that it is not biased against any group of students. As such, appropriate accommodations should be used so students with disabilities and Limited English Proficient students have fair access to the assessment system. As stated in Section 8(e)(i), (ii) and (iii) herein, multiple assessment formats should be employed in the assessment system which will contribute to improving the fairness of the system. (Rules: Chapter 6 Section 8 (f)(iii)(C))

<input type="checkbox"/> Meets criterion (bullets checked are met) Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<input type="radio"/> The process ensures methods to minimize bias against any group of students. <input type="radio"/> The process ensures multiple assessment opportunities and formats over time, K-12.	Procedures addressing: <input type="radio"/> item and task bias against any subgroups of students. <input type="radio"/> appropriate accommodations <input type="radio"/> multiple opportunities over time, K-12, using different formats and strategies, to demonstrate knowledge and skills <input type="radio"/> disaggregation of assessment results by subgroups and use of information to make decisions <input type="radio"/> participation rates monitored by subgroup	1. 2. 3. 4. etc.	

* Subject to review and revision of Chapter 6 Rules.

<p>Standard-Setting Definition: The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area. The district must document the process used for standard-setting.</p> <p>*Ensuring defensible standard-setting methods within the DAS: The cut scores that delineate the various performance levels on each assessment shall be tied to these district performance descriptors and shall be based on research or best practices. Descriptions of what constitutes proficient performance shall be clearly articulated and shall be correlated with the performance descriptors found in the Wyoming Content and Performance Standards. (Rules: Chapter 6 Section 8 (f)(iii)(E))</p>			
<input type="checkbox"/> Meets criterion (bullets checked are met) <input type="checkbox"/> Does not meet criterion	Artifacts may include:	Artifacts submitted by district:	Comments
<input type="radio"/> The process ensures a defensible method to define levels of proficiency at the content area level. <input type="radio"/> The process demonstrates ways in which districts determine a student is proficient in a standard.	<input type="radio"/> the rationale and the standard-setting method used for determining proficiency at the content level <input type="radio"/> the method used to determine cut scores for each proficiency level <input type="radio"/> the method used to determine student proficiency toward a standard	1. 2. 3. 4. etc.	

* Subject to review and revision of Chapter 6 Rules.

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Glossary

Accreditation: The evaluation process by which a district receives accredited status from the Wyoming Department of Education and the Wyoming State Board of Education.

Accommodation: Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Administration Guidelines: Information provided on how an assessment is to be administered.

Alignment: The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity.

Alternate Assessment: An alternate assessment is a different or altered assessment. An alternate assessment should not change, lower, or reduce learning expectations by requiring a student to learn less material, or by making the assessment easier.

Assessment: Assessment is a process designed to measure students' progress toward meeting the content standards at specific benchmarks. There are many types of assessments such as state, district and classroom assessments and each type of assessment serves different purposes.

Assessment Conditions: Circumstances under which assessment is administered such as timing, assessment structure, environment, information visible, and available to students.

Assessment Retakes: Opportunity for students to take an assessment again in a different form.

Assessment System: An assessment system is a well-articulated set of assessments, each of which contributes toward supporting inferences related to the identified purposes of the system. The most important characteristic distinguishing an assessment system from a simple collection of tests is that a system is designed to provide a cohesive array of information on student performance.

Bloom's Taxonomy: Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity.

Chapter 6: This Chapter of the Wyoming Education Rules and Regulation requires districts to have a comprehensive K-12 delivery and assessment system for the Wyoming State Content and Performance Standards and the Common Core of Skills.

Chapter 31: This Chapter of the Wyoming Education Rules and Regulation requires districts to have a District Assessment System.

Cognitive Demand: Cognitive demand is the complexity or “rigor” specified in the performance standards, standards and benchmarks. In Wyoming, most districts use Bloom’s Taxonomy or Webb’s Depth of Knowledge to analyze performance standards, standards, benchmarks and assessments in terms of cognitive demand.

Compensatory Approach: In a compensatory model of a district assessment system students do not have to demonstrate proficiency on every standard to be considered proficient in the content area. Low performance on one or more standards within a content area may be compensated by high performance in others.

Conjunctive Approach: In a conjunctive model of a district assessment system, students have to demonstrate proficiency on every standard to be considered proficient in the content area.

Consistency: The DAS is applied consistently across the district to yield reliable results regarding student performance.

Content Standards: Content standards define what students should know and be able to do as a result of instruction in the common core of knowledge and skill areas. In Wyoming these are the Wyoming Content and Performance Standards.

Course-Based Approach: A course-based approach for an assessment system identifies courses (or at least certain key courses) that are clearly tied to standards; the grades in those courses are based on achievement of the standards.

DAS Review Rubric: Document used by WDE review team to evaluate annual district assessment system reports submitted by districts.

Depth of Knowledge: Depth of Knowledge is a classification of standards and assessment items created by Norman Webb from the Wisconsin Center for Education Research. The depth of knowledge is the degree of cognitive depth or complexity that knowledge standards or assessments require. Assessments should be as demanding cognitively as the expectations/standards that are set for students.

Design Principles: The primary design principles of an assessment system are: alignment, consistency, fairness, and standard-setting.

District Assessment System: A comprehensive set of assessments K-12 in all nine content areas.

District Assessments: District assessments are those that are common throughout the district within specific grades or courses and should be administered and scored using uniform procedures.

District-Based Approach: A district-based approach to an assessment system relies on stand-alone assessments at key checkpoints in a student’s school career. These assessments can be at the end of specific courses or grades.

Evaluation Criteria: The evaluation criteria refer to the required components of an assessment system found in the DAS Review Rubric.

Evaluation Process: The evaluation process is a review of a district's assessment system report by a WDE team evaluation utilizing the DAS Review Rubric.

Fairness: The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness.

Graduation Requirements: Graduation requirements are state statutes, rules, and regulations specifying what are required for a student to earn a high school diploma.

High School Diploma Endorsements: A high school diploma shall provide for one of the following endorsements, which shall be stated on the transcript of each student: advanced, comprehensive or general. An advanced endorsement requires a student to demonstrate advanced performance in five of nine content areas and proficient performance in the remaining areas. A comprehensive endorsement requires a student to demonstrate proficient performance in all nine content areas. A general endorsement requires a student to demonstrate proficiency in five of the nine content areas.

Inter-Rater Reliability: This is also called inter-rater agreement or concordance. It is the degree of agreement among raters. There are a number of statistics to determine inter-rater reliability.

Multiple Measures: Multiple Measures refers to multiple formats and opportunities for a student to demonstrate proficiency. The district assessment system must provide students with multiple opportunities, using multiple formats to demonstrate their knowledge and skills related to the Wyoming Content and Performance Standards. In other words, the system should allow students the opportunity to show what they know, but the system should be designed in such a way so that students who have not mastered the standards should not be able to pretend to know.

Mixed Model Approach: A mixed-model approach to designing a DAS allows districts to rely on the best features of the different approaches for different content areas. A district does not have to choose a single approach for every content area.

NCLB: NCLB is the No Child Left Behind Act, a federal law passed in 2002 reauthorizing the Elementary and Secondary Education Act.

Performance Standards: Performance standards describe the characteristics of students at various levels of performance. They describe "how good is good enough?" These should clearly differentiate what students "look like" at various stages of learning the content, and the performance standards should be clearly measurable.

Primary Design Principles: The primary design principles guide the development of districts' assessment systems in order to make sure the system fulfills the stated purposes. The primary design principles for a system are: alignment, consistency, fairness, and standard-setting.

Rater Agreement: The degree to which different judges would evaluate the same assessment.

Results: The term refers to the information or data the assessment(s) are providing the district.

Sampling: Sampling is the process where a district gets a representative sample of student knowledge by collecting data at critical points and intervals throughout the K-12 continuum.

Standards-Based Education: Education reform in the United States since the late 1980's has largely been driven by the setting of academic standards of what students should know and be able to do. A standards-based system measures each student against the concrete standards instead of measuring how well the student performs compared to others. Curriculum, assessments and professional development are aligned to the standards.

Standard-Setting: The DAS has a defensible method to define levels of proficiency, (e.g., cut-scores) for each content area.

Tasks: Performance items.

Test Blueprint: A test blueprint is a process or tool used to analyze the coverage of standards and the cognitive demand of the tasks represented in an assessment.

Validity: Validity is often defined as the degree to which a test measures what it is intended to measure. But is not the test that is valid or not, it is the inferences—in the context of a particular use—that are valid or not.

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: August 23, 2013

ISSUE: Approval of BOCES/BOCHES Agreements as stated in Wyoming State Statute §21-20-104(a).

BACKGROUND: The Wyoming State Board of Education (“State Board”), pursuant to Wyo. Stat. Ann. § 21-20-104(a), is required to approve any agreement to form a BOCES. “Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education.” Wyo. Stat. Ann. §21-20-104(a).

SUGGESTED MOTION/RECOMMENDATION:

To approve the following agreement:

Big Horn Country School District No. 3

SUPPORTING INFORMATION ATTACHED:

- Big Horn Country School District No. 3 BOCES Agreement

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

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

COMMENTS:

**ORGANIZATIONAL AND OPERATING AGREEMENT FOR
BHCS#3
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

ARTICLE I

Section 1. Name. The name of this organization shall be the BHCS#3 Board of Cooperative Educational Services (hereinafter "BOCES").

Section 2. Location. The BOCES shall have its principal place of business located at 636 14th Avenue North, Greybull, WY 82426.

ARTICLE II. DEFINITIONS.

As used in this agreement, unless otherwise specifically noted, the following terms shall have the meaning given herein:

1. **"BOCES"** shall mean the Big Horn County School District Number 3 Board of Cooperative Educational Services.
2. **"Board"** shall mean the BOCES Board of Directors representing Northwest College and Big Horn County School District Number 3.
3. **"Coordinator"** means the individual designated by the Board to fulfill the administrative and executive functions in the day-to-day operation of the BOCES.
4. **"Director"** shall mean the individual(s) selected by the Member Districts to serve on the BOCES Board of Directors.
5. **"Member District"** shall mean Northwest Community College District, State of Wyoming, d/b/a Northwest College, and Big Horn County School District Number 3, State of Wyoming, d/b/a BHCS#3.

ARTICLE III. TERM.

The term of this BOCES shall be for three (3) years and may be renewed for additional three-year terms with the consent of all Participating Members.

ARTICLE IV. SERVICES.

The BOCES shall provide all services approved by the Board necessary to carry out the purposes set forth below consistent with the powers authorized by law. Additional services may be provided upon approval of a majority of the Board at any time. Additional services shall be consistent with the purposes and powers set forth below.

ARTICLE V. POWERS.

The Board shall have all the powers and duties authorized by State law, specifically including, but not limited to, W.S. §21-20-101 – 21-20-111, and any subsequent legislation enacted.

ARTICLE VI. PURPOSES.

The purpose of the BOCES shall be to provide BHCS#3 students and patrons with opportunities for educational services including, but not limited to, post-secondary education, vocational-technical education, and adult education.

ARTICLE VII. RIGHTS, RESPONSIBILITIES AND OBLIGATIONS.

Section 1. Northwest College. Northwest College agrees to appoint at least one (1) member from its Board of Trustees to serve on the BOCES Board. Northwest College agrees to participate in and cooperate with the other Member Districts to provide personnel, equipment, facilities and/or financing as agreed to by Northwest College and the Board in a fair and equitable manner consistent with the

powers and authority set forth above and consistent with the available resources of Northwest College. Northwest College shall have all the same rights as are granted to other Member Districts as authorized by law. No program or services necessitating participation by Northwest College shall be binding upon the College unless consented to in advance by Northwest College. Any program or services necessitating participation by the College may be terminated by the College for lack of personnel, funding or continued feasibility of programs or services upon thirty (30) days prior written notice to the BOCES Board.

Section 2. BHCS#3. BHCS#3 agrees to appoint at least one (1) member from its Board of Trustees to serve on the BOCES Board. BHCS#3 agrees to participate in and cooperate with the other Member Districts to provide personnel, equipment, facilities and/or financing as agreed to by BHCS#3 and the Board in a fair and equitable manner consistent with the powers and authority set forth above and consistent with the available resources of BHCS#3. BHCS#3 shall have all the same rights as are granted to other Member Districts as authorized by law. No program or services necessitating participation by BHCS#3 may be terminated by BHCS#3 for lack of personnel, funding or continued feasibility of programs or services upon thirty (30) days prior written notice to the BOCES Board.

ARTICLE VIII. MEMBERSHIP.

Membership of the BOCES shall be in accordance with the provisions of W.S. §21-20-101 --- 21-20-111 and any subsequent legislation. The initial Member Districts are: BHCS#3 and Northwest College. Additional Member Districts may be added to the BOCES only with the unanimous consent of each existing Member District.

ARTICLE IX. BOARD.

The Board shall be appointed by the Board of Trustees of the Member Districts and shall be comprised of not less than five (5) or more than nine (9) members unless there are more than nine (9) districts participating, in which event participating Member Districts shall each have at least one (1) member. Each Member District shall have at least one (1) of its trustee members appointed to the BOCES Board. The terms of office for each of the trustee members of the Board shall be coterminous with their respective terms of office upon their Boards of Trustees. As the terms of office expire, or as vacancies occur, new members of the BOCES Board shall be appointed by the Board of Trustees of the Member Districts. The BOCES board shall be composed solely of members of the board of trustees of the Member Districts. The appointment of any Board member to the BOCES Board may be rescinded or, if for any reason it becomes vacant, may be filled by the board of trustees of the member district that originally appointed the person to the BOCES Board.

ARTICLE XI. BOCES BOARD MEETINGS.

Section 1. Meetings. Regular meetings shall be set by the Board and held not less than two (2) times per year. Special meetings may be called by the Chairman at any time and shall also be called upon written request of a majority of the Directors of the Board. The Clerk of the Board shall cause telephone notice of any special meeting to be called to each Director of the Board stating the time, place and purpose of the meeting no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any Director by telephone conference call and such participation shall be deemed as present by such Director for a quorum, voting, and all business considered. Action of the Board may also be taken without a meeting if such action is approved in advance by unanimous written consent of all Board members. Every May the Board shall present to the

participating Member Districts' Board of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the BOCES.

Section 2. Quorum. A quorum of Directors for transacting business shall be a majority of the Directors serving on the BOCES Board.

Section 3. Voting. All motions or resolutions presented by the Board must be approved by a majority of the Board members present and constituting a quorum. Each Director shall have one (1) vote in acting on any motion or resolution to come before the Board.

Section 4. Minutes. The Clerk or some person designated by the Clerk shall send out following a meeting, a copy of the minutes of said meeting to each Director and to the Chief Executive Officer of each Member District.

ARTICLE XII. ADMINISTRATION.

Section 1. The Board may designate, select or hire a Coordinator and any other personnel necessary to provide the designated services. The Coordinator shall be responsible directly to the Board and shall carry out such duties as may be assigned to the Coordinator by the Board. The Coordinator shall be employed at the will of the Board and may be terminated at any time for any reason by a majority of the Board.

Section 2. Contracts. The Coordinator of the Board may execute or deliver any instrument in the name of and on behalf of the Board after such contract or instrument is approved by the Board.

ARTICLE XIII. FINANCE.

Section 1. Financing of the services performed under the direction of the Board shall be by contribution from the Member Districts on the basis of payment established by the Board and accepted and approved by the Member Districts. The Board shall authorize expenditures of money for the

purposes set forth in this agreement, including the actual and necessary expenses of the Board. This may include employing a Coordinator and such other persons as necessary and also acquiring equipment and office space. All accounts of the Board shall be paid on vouchers signed by the Coordinator and the Chairman or Treasurer of the BOCES.

Section 2. Insurance. The BOCES Board may acquire such insurance as the Board deems appropriate or necessary to protect the assets of the BOCES and/or the liability of the Board members. Each Member District shall also acquire such insurance as it deems necessary and appropriate to protect the members of its Board of Trustees or employees who are appointed to the BOCES Board.

ARTICLE XIV. OFFICERS.

Section 1. Officers. In accordance with W.S. §21-20-101 – 21-20-111 and any subsequent legislation, at its first meeting the BOCES Board shall elect from their membership a Chairman, Vice Chairman, Clerk, and a Treasurer, whose terms of office shall be for one (1) year, unless their term of office as a Trustee for the Member District or their employment with the Member District expires or terminates earlier.

Section 2. Powers and Duties. The duties of the officers shall be the same as the duties provided by law for similar officers of Board of Trustees of school districts within the State as set forth in Chapter 3 of the Wyoming Education Code as amended from time to time.

Section 3. Chairman. The Chairman shall preside at all regular and special meetings of the Board. He/she shall execute any written contract in which the Board may be a party when such contract shall have been authorized by the Board unless such contract is authorized to be executed by a Coordinator employed by the Board and shall also execute all official reports of the Board.

Section 4. Vice Chairman. The Vice Chairman shall perform the duties of the Chairman in the absence or inability of the Chairman to so act.

Section 5. Clerk. The Clerk shall be responsible for and keep the official records of the Board and shall perform such other duties as are required of the Clerk.

Section 6. Treasurer. The Treasurer shall be the financial officer of the BOCES and shall carry out all the duties required of the Treasurer by law. The Treasurer may execute warrants and/or checks drawn upon the accounts of the BOCES. The Board may also designate the Chairman and/or the Chief Administrative Officer of the BOCES as the persons authorized to execute checks and/or warrants drawn upon the accounts of the BOCES.

Section 7. Committees. A standing committee may be appointed by the Chairman for each program or service proposed. The committee shall make recommendations to the Board on matters for which the committee is responsible. Special committees may also be appointed by the Chairman when required.

ARTICLE XV. MEMBER WITHDRAWAL.

Any Member District may withdraw from membership in the BOCES by giving to all other Member Districts not less than six (6) months prior written notice. Upon withdrawal, all assets of the BOCES shall remain with the BOCES. Withdrawal will not be permitted if it would leave only one (1) member district.

ARTICLE XVI. DISSOLUTION.

The BOCES may be dissolved at any time by the consent of all Member Districts. All remaining assets will be distributed to the Member Districts on a pro rata basis determined by the financial contributions made by each Member District. Other provisions for the payment of BOCES liabilities and distribution of the assets may be made with the unanimous consent of the Member Districts.

ARTICLE XVII. AMENDMENT.

This agreement may be amended only with the written consent of each Member District. The BOCES Board shall first pass an amendment specifying the recommended change, after which the amendment will require the approval of the Board of Trustees of each Member District.

EFFECTIVE DATE.

This agreement shall constitute an agreement to organize and operate the BOCES as provided for herein and shall become effective upon execution by each Member District and approval by the Wyoming State Board of Education.

The above and foregoing agreement was approved by the Board of Trustees of each Member District at a lawfully called meeting at which a quorum was present.

Date: July 15, 2013



CHAIRMAN, BOARD OF TRUSTEES
NORTHWEST COLLEGE

Date: 7/15/13



CLERK, BOARD OF TRUSTEES
NORTHWEST COLLEGE

Date: 7-18-2013



CHAIRMAN, BOARD OF TRUSTEES
BIG HORN COUNTY SCHOOL DISTRICT NUMBER 3

Date: 7-18-2013



CLERK, BOARD OF TRUSTEES
BIG HORN COUNTY SCHOOL DISTRICT NUMBER 3

APPROVED BY THE WYOMING STATE BOARD OF EDUCATION:

_____ Dated: _____
CHAIRMAN