State Board of Education
Work Session Agenda
September 21, 2010

Vee Bar Guest Ranch
38 Vee Bar Ranch Road, Laramie
8:30 a.m. – 5:00 p.m.

1.	Standards Review – Alan Moore	Tab A	8:30 a.m.
2.	Common Core Standards Implementation – Alan Moore	Tab B	
3.	Common Core Assessment – Alan Moore	Tab C	
	BREAK		10:00 a.m.
4.	AYP – Alan Moore	Tab D	10:15 a.m.
5.	Select Committee on Recalibration Update – Mary Kay Hill		11:00 a.m.
	WORKING LUNCH		11:30 a.m.
6.	Assessment (Impact analysis/validity study) – Alan Moore	Tab E	12:15 p.m.
7.	Body of Evidence – Alan Moore	Tab F	
8.	Chapter 29 Rules – Margie Simineo	Tab G	1:15 p.m.
9.	NASBE Presidential Election Discussion		1:45 p.m.
	BREAK		2:15 p.m.
10.	Transition • Self Evaluation • Boardmanship • State Board Roles & Responsibilities • Goals for Public Education (Strategic Plan)–Joe Simpson	Tab H	2:30 p.m.
	ADJOURNMENT		5:00 p.m.

STATE BOARD OF EDUCATION
Vee Bar Guest Ranch
38 Vee Bar Ranch Road, Laramie

BUSINESS MEETING AGENDA
September 22, 2010

	BOARD MEETING			8:30 a.m.
1.	**Convene as State Board of Vocational Education – Sandra Barton (Please see separate agenda)**	Tabs I-M	Information	
2.	**Adjourn as State Board of Vocational Education and Convene as State Board of Education – Sandra Barton**		Information	
	WORKING LUNCH			12:15 p.m.
3.	Call to Order – Sandra Barton • Pledge of Allegiance • Roll Call		Action	12:15 p.m.
4.	Approval of Minutes – Sandra Barton Approval of Minutes from June 16, 2010	Tab N	Action	
5.	Approval of Treasurer's Report – Jan Torres Approval of Treasurer's Report Ending August 31, 2010	Tab O	Action	
6.	Board Updates, Public Comment and Committee Work Group Updates: • Frontier State versus Rural State Task Force – Norine Kasperik • For the Common Good Study Group – Dana Mann-Tavegia • Governmental Affairs Committee – Joe Reichardt • State BOE Committee – Sandra Barton • Drop Out Media Campaign – Mike Hejtmanek, Phil Orton, and Joe Reichardt • Skills and Standards Team – Bill Anthony • At-Risk Legislation – Jan Torres • Select School Facilities Committee – Matt Garland		Information	12:30 p.m.
7.	Chapter 29 Rules (2012 Timeline)	Tab P	Information	1:30 p.m.
8.	Drop Out Media Campaign Kit – Ernie Over, Wyoming, Inc.	Tab Q	Information	2:00 p.m.
	ADJOURNMENT			2:30 p.m.

State Board of Vocational Education

September 22, 2010
8:30 a.m. – 12:15 p.m.
Vee Bar Guest Ranch
Laramie, Wyoming

AGENDA

1.	Call to Order ~ Sandra Barton	Action	8:30 a.m.
2.	Roll Call ~ Teresa Canjar		
3.	Approval of Minutes ~ Sandra Barton • June 16, 2010 Minutes	Action	
4.	Perkins Monitoring Team Update – Sandra Barton, Dana Mann-Tavegia and Mike Hejtmanek	Information	8:45 a.m.
5.	INTRODUCTION: Teri Wigert, CTE State Director	Information	9:00 a.m.
6.	SBVE Oversight ~ CTE Strategic Goal Alignment - Tom Martin	(Possible Action)	9:30 a.m.
7.	SBVE Name Change – Teri Wigert	Information	10:00 a.m.
	BREAK		10:30 a.m.
8.	CTE Demonstration Project ~ Guy Jackson	Information	10:45 a.m.
9.	CTE Professional Development ~ Tom Martin	Information	11:45 a.m.
10.	Adjournment ~ Sandra Barton	Action	12:15 p.m.

****NOTE: If after revewing these materials you have questions for a CTE representative, please submit them to Teresa Canjar by September 15, 2010.**

Tab A

2010 – 2013 Wyoming Content and Performance Standards Review/Revision Process

(September 2, 2010)

- <u>Phase I: April, 2010 – November, 2011</u>
  - Foreign Language
  - Fine and Performing Arts
  - Health
  - Language Arts
  - Mathematics
- <u>Phase II: February, 2012 – October, 2013</u>
  - Career/Vocational Education
  - Science
  - Social Studies
  - Physical Education

Tab B

Potential Schedule for Implementing Common Core State Standards (CCSS) in Math and English Language Arts

September, 2010

Three broad phases:

Fall 2010

1) **Awareness** – involves communication about the CCSS in MA and ELA

2011 and 2012

2) **Transition** – involves making curriculum changes based on the CCSS. WDE provides districts support with mapping curriculum to Wyoming MA and ELA standards that incorporate CCSS – Districts and WDE will need additional resources to support curriculum mapping and professional development

2012 and 2013

3) **Implementation** – involves adjusting instructional practices to the CCSS ready for 2014 CC state assessment – Districts will need additional resources to support implementation

Spring 2014

Implementation completed – Districts have had over two years of transition and implementation

Potential State Assessment Transition Plan

September, 2010

2011 – 2012

- **Standards:** 2008 MA and ELA Wyoming Content and Performance Standards (WCPS)
- **2011 Assessment:** PAWS assessment items

2012 – 2013

- **Standards:** 2008 MA and ELA Wyoming Content and Performance Standards
- **2012 Assessment:** PAWS assessment items

2013 – 2014

- **Standards:** 2008 MA and ELA Wyoming Content and Performance Standards
- **2013 Assessment:** PAWS assessment items which align to the 2008 and 2011 WCPS

2014 – 2015

- **Standards:** 2011 MA and ELA Wyoming Content and Performance Standards
- **2014 Assessment:** New assessment items (Consortium Assessment)

Tab C

U.S. Secretary of Education Duncan Announces Winners of Competition to Improve Student Assessments

Two winning applications composed of 44 States and D.C. Win Grants to Fund Assessments Based on Common Core Standards

SEPTEMBER 2, 2010

Contact: Press Office, (202) 401-1576, press@ed.gov

In an effort to provide ongoing feedback to teachers during the course of the school year, measure annual student growth, and move beyond narrowly-focused bubble tests, the U.S. Department of Education has awarded two groups of states grants to develop a new generation of tests. The new tests will be aligned to the higher standards that were recently developed by governors and chief state school officers and have been adopted by 36 states. The tests will assess students' knowledge of mathematics and English language arts from third grade through high school.

Related Resources

- Letter to governors
- Applications and Scores
- Secretary's remarks on assessement at Achieve meeting
- Press call

The grant requests, totaling approximately $330 million, are part of the Race to the Top competition and will be awarded to the Partnership for Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC) in the amounts of approximately $170 and $160 million respectively.

"As I travel around the country the number one complaint I hear from teachers is that state bubble tests pressure teachers to teach to a test that doesn't measure what really matters," said Duncan. "Both of these winning applicants are planning to develop assessments that will move us far beyond this and measure real student knowledge and skills."

The Partnership for Assessment of Readiness for College and Careers is a coalition of 26 states including AL, AR, AZ, CA, CO, DC, DE, FL, GA, IL, IN, KY, LA, MA, MD, MS, ND, NH, NJ, NY, OH, OK, PA, RI, SC and TN. The SMARTER Balanced Assessment Consortium is a coalition of 31 states including AL, CO, CT, DE, GA, HI, IA, ID, KS, KY, ME, MI, MO, MT, NC, ND, NH, NJ, NM, NV, OH, OK, OR, PA, SC, SD, UT, VT, WA, WI, and WV. The assessments will be ready for use by the 2014-15 school year.

"Given that these assessment proposals, designed and developed by the states, were voluntary, it was impressive to see a vast majority of states choose to participate," said Duncan.

The PARCC coalition will test students' ability to read complex text, complete research projects, excel at classroom speaking and listening assignments, and work with digital media. PARCC will also replace the one end-of-year high stakes accountability test with a series of assessments throughout the year that will be averaged into one score for accountability purposes, reducing the weight given to a single test administered on a single day, and providing valuable information to students and teachers throughout the year.

The SMARTER coalition will test students using computer adaptive technology that will ask students tailored questions based on their previous answers. SMARTER will continue to use one test at the end of the year for accountability purposes, but will create a series of interim tests used to inform students, parents, and teachers about whether students are on track.

For both consortia, these periodic assessments could replace already existing tests, such as interim assessments that are in common use in many classrooms today. Moreover, both consortia are designing their assessment systems with the substantial involvement of experts and teachers of English learners and students with disabilities to ensure that these students are appropriately assessed.

The parameters of the competition were informed by 10 public and expert input meetings that the Department hosted across the country last winter. Forty-two invited assessment experts joined nearly 1,000 members of the public and officials from 37 states plus Washington D.C. for over 50 hours of public and expert input on critical questions about assessment and assessment design.

The winning applicants were selected by a panel of peer reviewers. Due to the highly technical nature of the Race to the Top Assessment Competition, the Department sent invitations to two groups of individuals to serve as peer reviewers: 1) experts who served as panelists for the Race to the Top Assessment public meetings (these were nominated by the director of the National Academies of Sciences' Board on Testing and Assessment, by the U. S. Department of Education's National Technical Advisory Council chair, and/or by Department experts); and

2) persons experienced as peer reviewers in the Title I review of State assessment systems (all recruited on the basis of assessment expertise). The Department specifically solicited individuals with experience and expertise in K-12 assessment design, development, implementation, and use for instructional improvement, and those with expertise in complex organizational and project leadership and management.

Tags: Press Releases Race to the Top Assessment Program

SMARTER

31-State Consortium Awarded RTTT Assessment Grant

SMARTER Balanced is one of two consortia awarded a $160 million grant to develop a student assessment system aligned with the common core academic standards

OLYMPIA, Wash. — September 2, 2010 — The 31-state SMARTER Balanced Assessment Consortium, or SBAC, was awarded a four-year $160 million Race to the Top assessment grant today by the US Department of Education to develop a student assessment system aligned to a common core of academic standards.

SBAC was one of two consortia awarded a comprehensive assessment system grant. It's the first collaboration of its kind to develop a common assessment system among a majority of states.

"I am encouraged to see so many states working together to improve our nation's approach to assessing students," said Washington Gov. Chris Gregoire, whose state is the applicant state for the grant. "Receiving this federal grant will allow the 31 states who have agreed to work together to build an innovative system that will accurately measure how students are progressing over the years and ensure that they have the skills and knowledge so they are career and college ready when they graduate."

SBAC will create state-of-the-art adaptive online exams, using "open source" technology. The online system will provide accurate assessment information to teachers and others on the progress of all students, including those with disabilities, English language learners and low- and high-performing students. The system will include:

1. the required summative exams (offered twice each school year);
2. optional formative, or benchmark, exams; and
3. a variety of tools, processes and practices that teachers may use in planning and implementing informal, ongoing assessment. This will assist teachers in understanding what students are and are not learning on a daily basis so they can

SMARTER
Balanced Assessment Consortium

States in the SMARTER Balanced Assessment Consortium:

Alabama	New Jersey
Colorado	New Mexico*
Connecticut*	North Carolina*
Delaware	North Dakota
Georgia	Ohio
Hawaii*	Oklahoma
Idaho*	Oregon*
Iowa	Pennsylvania
Kansas*	South Carolina
Kentucky	South Dakota
Maine*	Utah*
Michigan*	Vermont*
Missouri*	Washington*
Montana*	West Virginia*
Nevada*	Wisconsin*
New Hampshire	

* Denotes governing states

adjust instruction accordingly.

SBAC's goal – to ensure that all students leaving high school are college and career ready – will be achieved with the high-quality assessment system to be created by the consortium. The system will include rigorous, internationally benchmarked tests that report on how each student has been progressing toward and is currently performing on a pathway to career and college readiness.

"The immediate assessment results will provide teachers the information they need to adapt their instruction to the needs of each student," said Judy Park of Utah, co-chair of the newly elected SBAC executive committee. "Those results will also improve student motivation during the testing process and help students better understand their current knowledge and skills."

The test scores will also be able to be used for improved educator accountability and to help identify professional development needs of teachers and principals.

Throughout the year, students will have the option to take formative exams, which provide guidance to teachers about instructional milestones. These formative tests and multiple opportunities to take what are traditionally year-end summative exams will move the testing process away from the traditional one-size-fits-all state exams. The goal is for students who score well on specific learning standards earlier in the school year not to be tested on those standards later on an end-of-the-year test because they've already demonstrated proficiency.

SBAC's assessment system will be tied to the Common Core State Standards, an initiative led by the Council of Chief State School Officers and the National Governors Association to create a consistent and clear set of learning standards for K-12 in English language arts and mathematics that all states can use. By the end of 2011, states in the consortium must agree to adopt the Common Core State Standards in English language arts and math. States still in the consortium in 2014-15 must agree to use the consortium's tests as their accountability assessments.

Overseeing SBAC's project will be a seven-person executive committee, led by Park and co-chair Tony Alpert of Oregon. Other committee members include Joe Willhoft (Washington), Carissa Miller (Idaho), Joseph Martineau (Michigan), Lynette Russell (Wisconsin) and Dan Hupp

(Maine).

"Our executive committee will quickly dig in and establish requests for proposals, advisory committees and support our member states as they coordinate with their district and school administrators and teachers to provide guidance for our work," Alpert said.

The SBAC tests will measure the full range of the common core standards in grades 3-8 and 11, including assessing problem solving and complex thinking skills. Teachers in participating states will be involved at all stages of item and test development, including writing, scoring and the design of reporting systems. Educators will also be able to access a reporting system that identifies each student's strengths, weakness and progress toward college and career readiness.

"This partnership allows us to leverage the expertise and resources in other states to develop this new assessment system," Willhoft said. "We're excited about the possibilities this collaboration presents."

Funding for the RTTT assessment grant will begin October 1. SBAC, led by 17 governing states, will begin its work by conducting an assessment framework study, meaning the group will analyze the common core standards at each grade level to determine what skills are able to be tested. The bulk of the test development work will be conducted in spring 2011.

The governing states are those that are fully committed to SBAC and are engaged in all decisions. The advisory states, as defined by the US Department of Education, can belong to more than one consortia and participate in all meetings and workshops, but are not part of the decision-making process.

Learn more about the SMARTER Balanced Assessment Consortium at http://www.k12.wa.us/SMARTER. For individual state contacts regarding SBAC, please click on the following link: http://www.k12.wa.us/smarter/pubdocs/SBACContact.pdf (PDF).

Tab D

Changes to Adequate Yearly Progress (AYP) Request for Review Process
September 3, 2010

Old process

- A District submits a request for AYP review to the Wyoming Department of Education (WDE) within the review period after preliminary AYP results are announced.
- AYP Policy Lead researches and recommends to WDE leadership the disposition of the request.
- This AYP Policy Lead is the same staff member who is responsible for making preliminary AYP determinations.
- There is no independent review of AYP review requests.

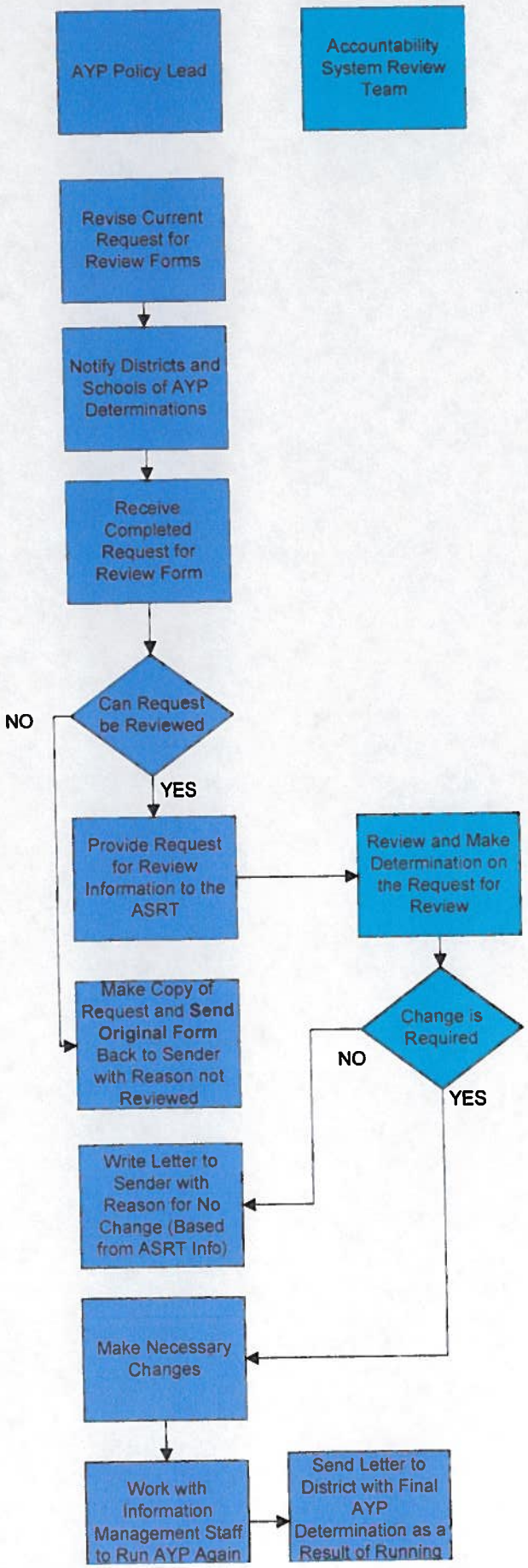
New process

- A District submits a request for AYP review to WDE.
- Research is conducted by AYP Policy Lead and AYP staff responsible for preliminary AYP determinations.
- Research of request is submitted to the Accountability Systems Review Team (ASRT) for review and recommendation regarding district request for review.
- The ASRT is composed of a balance of WDE staff (Accreditation, State System of Support, Special Education, Information Management, State Assessment, Federal Programs) and District representatives.
- LEA representatives are subject matter experts in the areas of assessment and accountability.
- District representatives recuse themselves on any deliberations for requests emanating from their district(s).
- The decision model of the ASRT is 1) consensus, or 2) simple majority vote, with the AYP Policy Lead casting a tie-breaker vote, if needed.

Current Members of the Accountability System Review Team

Alan Moore, Standards and Assessment, Lead
Laurel Ballard, Information Management
Kay Post, Education Quality and Accountability
Christine Steele, Federal Programs
Peg Brown-Clark, Special Programs
Bill Herrera, Standards and Assessment
Charlene Turner, Standards and Assessment
Meredith Bickell, Information Management
Stephanie Weaver, Special Programs
Matthew McIntyre, Information Management
Roy Hoyle, Education Quality and Accountability
Dianne Frazer, Education Quality and Accountability
Vince Meyer, Information Management
R.J. Kost, Park #1
Michael Flicek, Natrona #1
John Metcalfe, Fremont #1
Marc LaHiff, Laramie#1
Will Donkersgoed, Standards and Assessment

Request for Review – AYP Determinations



Tab E

Report on Wyoming's Testing Irregularities

Richard Hill
Center for Assessment

July 27, 2010
Revised: July 30, 2010
Revised August 27, 2010

Background

Wyoming has administered the multiple-choice portion of its Proficiency Assessments for Wyoming Students (PAWS) on-line since 2006 (the open-ended questions are administered with paper and pencil). In 2009, a new contractor (Pearson) was hired, and Pearson ran the first year of the testing program using the platform that was in place when they took over the contract. In 2010, however, Pearson used a new platform. Many administration problems were reported, both to the Wyoming Department of Education (WDE) and Pearson. Problems included long waits, lost work requiring students to restart test from beginning, and students being incorrectly identified as not having taken the practice test.

There was widespread concern throughout the state that the administration problems had affected student performance. There was much discussion within the state about concerns over impact of these administration problems on test scores. As a result, the WDE decided to delay the reporting of test results until the scope of the problem was better understood and recommendations could be made about what an appropriate response would be.

WDE hired the Center for Assessment to study this issue and to (1) determine likely impact of administration problems and (2) make recommendations relative to reporting of results: At what level(s) should reports be produced, and with what caveats?

Initial Efforts

The Center began the contract by recognizing that there were two major areas of investigation to be conducted:

1. Documentation of the problem: How often did problems occur, what was the nature of the problem(s), and to whom did they happen? Did the problem(s) occur for individual students, or for classes, schools or districts? Did the problem(s) occur randomly or systematically?
2. What was the impact on achievement when the problem(s) occurred? The essence of the plan was to identify high impact vs. low impact groups, and then using prior year's achievement as a covariate, attempt to isolate effect size.

A major concern here was to not confound the two issues by trying to explore both at the same time. If, for example, an attempt was made to identify the impact on all the students affected at the same time, it was likely that many unaffected students would be inadvertently included in the analysis, thereby diluting the effect. Therefore, the goal in the second area of investigation was to find groups of students who were unquestionably affected by administration issues and those that were clearly not, even if these were relatively small samples of those groups. If we could determine the impact of

the problem when it happened, that information would be useful in trying to determine how often it happened. As a result, we decided to tackle the second area first.

As we started to identify groups that had been affected and not affected, it was clear that some validation of those groups would be critical. If the information we had caused us to mislabel students or groups, the validity of the entire study would be brought into question. So, rather than inferring which students had been affected and presuming that those inferences were accurate, an important step in the study would be to have local school people double-check those lists. So, the general plan for proceeding was this: Pearson would attempt to create a list of students (or classes or schools) who likely had been directly affected by the administration issues, and WDE staff would confirm the accuracy of those lists with local school staff. At the same time, WDE would try to independently come up with its own list of affected students or groups by directly contacting local school staff and asking them to provide information about affected students or groups. After that, we would see how those students performed this year relative to their performance last year. Whatever decline we saw in their relative performance this year would be attributed to the administration issues, and that would be a first step in trying to resolve what reports should be produced this year.

Another possible way of identifying the impact of the administration problems was to take advantage of the fact that students took the open-response questions on paper, and therefore their answers to these questions were unaffected by the on-line administration problems. Their scores on these questions could serve as a covariate, similar to that of prior year's achievement.

Identifying an Affected Group

Pearson maintains a toll-free call center for every administration of the test. Even in a year when testing goes smoothly, the call center gets numerous calls, generally related to asking for information about testing procedures or asking for needed materials. Every call is logged on what is referred to as a "ticket." Pearson has a procedure for ensuring there is appropriate follow-up to all tickets. When the administration problems occurred this year, many calls, in addition to the usual volume, came in from local school staff to report the problems and to ask to direction on what to do as a result. These tickets seemed to be a logical place to start to identify a group of students who had been affected.

This year, there were 1,549 tickets created as a result of calls. Of these, 489 described some problem with the on-line administration; the remaining 1,000+ were routine calls about other issues. Pearson staff placed the 489 tickets into one of three categories:

a. An issue with a specific student was identified
b. An issue with a specific small group of students was identified
c. The issue did not identify a specific student or group

Combining the first two categories, Pearson identified about 400 students, across all grades and subjects, who clearly had been affected by administration problems. At the same time, WDE was finding it was having problems generating its list. Contemporaneous logs often did not have information that would permit them to identify the specifics of who had been affected, and attempts to contact local school personnel often were unsuccessful because school people had left for the summer and could not be reached. That same issue made it impossible to validate Pearson's list of 400 students, but the documentation associated with those students was so strong that it was deemed worthwhile to proceed with that list without validating it.

Data and Results

The study was limited to reading and mathematics; it was presumed that any effect found there would carry over to the other content areas. Also, it was limited to grades 4-8, since prior year's achievement would not be available for students in grades 3 or 11. Students who did not have data in the previous year also had to be eliminated. For all these reasons, the number of students available for study was reduced from the 400 mentioned previously to under 200; 119 in reading and 53 in mathematics. However, if the administration problems had had a substantial impact on student achievement, it should be evident from a group of even this limited size, so we decided it was worthwhile to proceed with the analysis of the data. In addition, there was confidence that these students had been unquestionably affected by administration problems.

Pearson computed the deviation of these students' scaled scores (divided by the standard deviation of student scaled scores, so the results would be reported in a standardized form) from the state average in 2009 and 2010. Table 1 provides several statistics for each grade; the number of students included in the study, the standardized deviation of those students' performance from the state mean in both years, and then the difference between those results, the paired student-level standard deviation, the paired t-test, and the probability of that paired t under the null hypothesis of no change in deviation between the years. To increase the power of the study, results also are totaled across all grades.

Table 1

Test Results in Reading and Mathematics
For Students Identified as Affected by Administration Problems from Pearson's Tickets

Content Area	Grade in 2010	N	Deviation in 2009	Deviation in 2010	2010 Deviation – 2009 Deviation			
					Mean	SD	t	P(t)
Reading	4	36	-0.030	-0.011	0.019	0.775	0.147	88.37%
	5	19	0.266	-0.306	-0.572	0.674	-3.701	0.16%
	6	9	-0.494	-0.481	0.013	0.394	0.101	92.23%
	7	32	-0.431	-0.541	-0.110	0.658	-0.951	34.92%
	8	23	-0.434	-0.207	0.227	0.945	1.154	26.10%
	All	119	-0.204	-0.274	-0.070	0.774	-0.991	32.35%
Math	4	17	0.261	0.343	0.082	0.505	0.669	51.33%
	5	3	0.221	-0.206	-0.426	1.051	-0.702	55.53%
	6	9	0.202	0.499	0.297	0.721	1.234	25.23%
	7	8	-0.917	-1.176	-0.259	0.239	-3.068	1.81%
	8	16	-0.438	0.005	0.443	0.642	2.755	1.47%
	All	53	-0.140	0.007	0.147	0.636	1.683	9.83%

Table 1 tells us that the impact of the administration issues on these students' achievement was, at best, minimal. Performance in reading declined, but even with an N of 119, the decline was so small that it was not statistically significant. Performance in math *increased*, but again, the change in performance was so small as to not be statistically significant. As an additional check, we computed the correlation of students' performance across the years, under the hypothesis that if the impact had affected students differentially, we would find the correlation of performance across years to be less than the range of .70 - .80 that is typical when there are no administration problems. The correlation

for reading across all 119 students was .72; for mathematics, is was .78. In summary, this study provided no evidence that the administration issues had contributed to a decline in student achievement.

Impact on Statewide Performance

It can never be known for sure whether changes in statewide performance could be attributed to administration problems, since results across years might (and do) go up or down for a myriad of reasons. If, for example, the statewide averages declined between 2009 and 2010, that result might be due to problems with the administration, a changing population of students, or a real decline in student achievement. Nonetheless, it seemed reasonable to compare the performance of students across years to see what the changes had been. An examination of the p-values of the equating items across years suggested that statewide performance not only had not declined, but had increased from 2009. As a result, the contractor was asked to equate the scores across years and compute the mean scaled scores.

Table 2 provides the mean scaled scores for 2009 and 2010 for all grades tested in reading, mathematics and science. The means are based on the full populations both years (6500-6800 per grade for grades 3-8, and over 8,000 for grade 11 reading and math, and a little under 6,000 for grade 11 science). All these N-counts are similar across the two years, except for grade 11 reading and math, where the N-counts are 500-700 higher this year than last. This tells us that there likely was little to no change in who was included in the scores across the two years, and thus provides confidence that the mean scores across the years are comparable.

Table 2

Statewide Mean Scaled Scores for 2009 and 2010

Grade	Reading		Mathematics		Science	
	2009	2010	2009	2010	2009	2010
3	585.0	591.7	647.7	649.7		
4	659.6	663.1	655.4	660.2	668.0	664.4
5	654.1	656.4	680.1	679.9		
6	680.9	677.6	706.0	702.8		
7	674.7	674.4	716.5	717.2		
8	693.0	696.0	726.1	726.8	646.8	646.4
11	158.9	163.3	149.2	149.1	154.2	153.7

As can be seen from Table 2, the mean scaled scores are higher in 2010 than in 2009 for a majority of the cells. The exceptions are grades 6 and 7 for reading, grades 5, 6 and 11 for math, and all grades for science. Several of these declines are trivial (well less than 1 scaled score point). The only drops of more than one scaled score point are grade 6 reading and math, and grade 4 science. Without an explanation of how the administration problems could have affected grade 6 without affecting the other grades, one must assume that the decline in scores at that grade was due to reasons other than administration difficulties.

Conclusions

We were limited in the studies we could do because of logistical issues, but we were able to look at two sets of data that should have shed light on the impact of the administration problems. The first study, which looked at a limited number of students who were reported to have had problems with administration, showed that those students scored as well, relative to the state average, in 2010 as they had in 2009. The second study simply looked at the statewide averages in 2010 and compared them to the averages for 2009. In both years, the averages included all students, and the N-counts across the years suggest that the two tested groups were equivalent. While scores at some grades were down, the average change was positive—even with the administration problems, students scored higher, on average, in 2010 than they had in 2009. So neither study provided evidence that the administration problems had a negative impact on student performance.

That does not mean, of course, that no students were affected, or even that a more controlled study would have not found an effect. But it does mean that if there was an effect, it was limited, both in its scope and its impact on student performance.

We therefore make the following recommendations:

1. All reports that were originally planned should be produced and distributed. Without evidence to the contrary, it should be assumed that the reports provide a valid estimate of student achievement.
2. If it is known that a student was affected by administration problems, and the achievement of the student on PAWS was inconsistent with other information about the student, the PAWS result likely should be discarded. Note, however, that this recommendation is consistent with all good testing practice; any time an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.
3. WDE and Pearson should make an offer to any district that feels it can identify subgroups that were clearly affected and clearly not affected to conduct the kind of impact study we were unable to do under the time constraints provided by this contract.

Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction
2020 Grand Avenue, Suite 500
Laramie, WY 82070
Phone 307-721-1900 Fax 307-721-1901 Website www.k12.wy.us

MEMORANDUM NO. 2010-151

TO: School District Superintendents

FROM: Alan Moore, Director
Standards and Assessment Division APM

DATE: August 27, 2010

SUBJECT: Report on Effects of 2010 PAWS Administration Irregularities on Students Scores

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INFORMATION TO SHARE AND RESPONSE INVITED

TIME SENSITIVE MATERIAL

The third party report of the impact analysis of 2010 PAWS administration irregularities on student scores was completed on July 30, 2010. The full report is included as an attachment to this memorandum and is also posted on the Wyoming Department of Education (WDE) website at http://www.k12.wy.us. The study, "Report on Wyoming's Testing Irregularities," was conducted by Dr. Richard Hill of the National Center for the Improvement of Educational Assessment.

The study did not provide evidence that the 2010 PAWS administration problems had widespread effects on student performance. The conclusions of the study were that: a) students who could be identified to have had problems with the administration scored as well, relative to the state average in 2010 as they had in 2009, and b) while 2010 statewide averages for some grade levels and subjects were below those in 2009, the average change was positive. According to Hill, "that does not mean, of course, that no students were affected, or even that a more controlled study would have not found an effect. But it does mean that if there was an effect, it was limited, both in its scope and its impact on student performance."

Recommendations in the report were:

1. All reports that were originally planned should be produced and distributed.

2. If it is known that a student was affected by administration problems, and the achievement of the student on PAWS was inconsistent with other information about the student, the PAWS results likely should be discarded.

3. WDE and Pearson should make an offer to any district that feels it can identify the subgroups that were clearly affected and clearly not affected to conduct the kind of impact study we were unable to do under the time constraints provided by this contract.

Consistent with Recommendation #1, Pearson is producing score reports for release to districts by mid-October. Consistent with Recommendation #3, WDE is inviting any district which can identify subgroups of students it believes were clearly affected and clearly not affected, to request a study to be conducted for their district.

Potential Action Item

If your district would like to have an impact study conducted, please see and follow the attached guidelines for submitting a request. A request must be made no later than **Friday, September 3, 2010**, and the required information must be submitted to WDE no later than **Friday, September 10, 2010**, in order for a study to be completed.

Please contact Bill Herrera, bherre@educ.state.wy.us, (307) 721-1921 or Alan Moore, amoore@educ.state.wy.us, (307) 721-1930 with questions or concerns.

ADM:al

Attachments (2)

Report on Wyoming's Testing Irregularities

Richard Hill
Center for Assessment

July 27, 2010
Revised: July 30, 2010
Revised August 27, 2010

Background

Wyoming has administered the multiple-choice portion of its Proficiency Assessments for Wyoming Students (PAWS) on-line since 2006 (the open-ended questions are administered with paper and pencil). In 2009, a new contractor (Pearson) was hired, and Pearson ran the first year of the testing program using the platform that was in place when they took over the contract. In 2010, however, Pearson used a new platform. Many administration problems were reported, both to the Wyoming Department of Education (WDE) and Pearson. Problems included long waits, lost work requiring students to restart test from beginning, and students being incorrectly identified as not having taken the practice test.

There was widespread concern throughout the state that the administration problems had affected student performance. There was much discussion within the state about concerns over impact of these administration problems on test scores. As a result, the WDE decided to delay the reporting of test results until the scope of the problem was better understood and recommendations could be made about what an appropriate response would be.

WDE hired the Center for Assessment to study this issue and to (1) determine likely impact of administration problems and (2) make recommendations relative to reporting of results: At what level(s) should reports be produced, and with what caveats?

Initial Efforts

The Center began the contract by recognizing that there were two major areas of investigation to be conducted:

1. Documentation of the problem: How often did problems occur, what was the nature of the problem(s), and to whom did they happen? Did the problem(s) occur for individual students, or for classes, schools or districts? Did the problem(s) occur randomly or systematically?
2. What was the impact on achievement when the problem(s) occurred? The essence of the plan was to identify high impact vs. low impact groups, and then using prior year's achievement as a covariate, attempt to isolate effect size.

A major concern here was to not confound the two issues by trying to explore both at the same time. If, for example, an attempt was made to identify the impact on all the students affected at the same time, it was likely that many unaffected students would be inadvertently included in the analysis, thereby diluting the effect. Therefore, the goal in the second area of investigation was to find groups of students who were unquestionably affected by administration issues and those that were clearly not, even if these were relatively small samples of those groups. If we could determine the impact of

the problem when it happened, that information would be useful in trying to determine how often it happened. As a result, we decided to tackle the second area first.

As we started to identify groups that had been affected and not affected, it was clear that some validation of those groups would be critical. If the information we had caused us to mislabel students or groups, the validity of the entire study would be brought into question. So, rather than inferring which students had been affected and presuming that those inferences were accurate, an important step in the study would be to have local school people double-check those lists. So, the general plan for proceeding was this: Pearson would attempt to create a list of students (or classes or schools) who likely had been directly affected by the administration issues, and WDE staff would confirm the accuracy of those lists with local school staff. At the same time, WDE would try to independently come up with its own list of affected students or groups by directly contacting local school staff and asking them to provide information about affected students or groups. After that, we would see how those students performed this year relative to their performance last year. Whatever decline we saw in their relative performance this year would be attributed to the administration issues, and that would be a first step in trying to resolve what reports should be produced this year.

Another possible way of identifying the impact of the administration problems was to take advantage of the fact that students took the open-response questions on paper, and therefore their answers to these questions were unaffected by the on-line administration problems. Their scores on these questions could serve as a covariate, similar to that of prior year's achievement.

Identifying an Affected Group

Pearson maintains a toll-free call center for every administration of the test. Even in a year when testing goes smoothly, the call center gets numerous calls, generally related to asking for information about testing procedures or asking for needed materials. Every call is logged on what is referred to as a "ticket." Pearson has a procedure for ensuring there is appropriate follow-up to all tickets. When the administration problems occurred this year, many calls, in addition to the usual volume, came in from local school staff to report the problems and to ask to direction on what to do as a result. These tickets seemed to be a logical place to start to identify a group of students who had been affected.

This year, there were 1,549 tickets created as a result of calls. Of these, 489 described some problem with the on-line administration; the remaining 1,000+ were routine calls about other issues. Pearson staff placed the 489 tickets into one of three categories:

a. An issue with a specific student was identified
b. An issue with a specific small group of students was identified
c. The issue did not identify a specific student or group

Combining the first two categories, Pearson identified about 400 students, across all grades and subjects, who clearly had been affected by administration problems. At the same time, WDE was finding it was having problems generating its list. Contemporaneous logs often did not have information that would permit them to identify the specifics of who had been affected, and attempts to contact local school personnel often were unsuccessful because school people had left for the summer and could not be reached. That same issue made it impossible to validate Pearson's list of 400 students, but the documentation associated with those students was so strong that it was deemed worthwhile to proceed with that list without validating it.

Data and Results

The study was limited to reading and mathematics; it was presumed that any effect found there would carry over to the other content areas. Also, it was limited to grades 4-8, since prior year's achievement would not be available for students in grades 3 or 11. Students who did not have data in the previous year also had to be eliminated. For all these reasons, the number of students available for study was reduced from the 400 mentioned previously to under 200; 119 in reading and 53 in mathematics. However, if the administration problems had had a substantial impact on student achievement, it should be evident from a group of even this limited size, so we decided it was worthwhile to proceed with the analysis of the data. In addition, there was confidence that these students had been unquestionably affected by administration problems.

Pearson computed the deviation of these students' scaled scores (divided by the standard deviation of student scaled scores, so the results would be reported in a standardized form) from the state average in 2009 and 2010. Table 1 provides several statistics for each grade; the number of students included in the study, the standardized deviation of those students' performance from the state mean in both years, and then the difference between those results, the paired student-level standard deviation, the paired t-test, and the probability of that paired t under the null hypothesis of no change in deviation between the years. To increase the power of the study, results also are totaled across all grades.

Table 1

Test Results in Reading and Mathematics
For Students Identified as Affected by Administration Problems from Pearson's Tickets

Content Area	Grade in 2010	N	Deviation in 2009	Deviation in 2010	2010 Deviation – 2009 Deviation			
					Mean	SD	t	P(t)
Reading	4	36	-0.030	-0.011	0.019	0.775	0.147	88.37%
	5	19	0.266	-0.306	-0.572	0.674	-3.701	0.16%
	6	9	-0.494	-0.481	0.013	0.394	0.101	92.23%
	7	32	-0.431	-0.541	-0.110	0.658	-0.951	34.92%
	8	23	-0.434	-0.207	0.227	0.945	1.154	26.10%
	All	119	-0.204	-0.274	-0.070	0.774	-0.991	32.35%
Math	4	17	0.261	0.343	0.082	0.505	0.669	51.33%
	5	3	0.221	-0.206	-0.426	1.051	-0.702	55.53%
	6	9	0.202	0.499	0.297	0.721	1.234	25.23%
	7	8	-0.917	-1.176	-0.259	0.239	-3.068	1.81%
	8	16	-0.438	0.005	0.443	0.642	2.755	1.47%
	All	53	-0.140	0.007	0.147	0.636	1.683	9.83%

Table 1 tells us that the impact of the administration issues on these students' achievement was, at best, minimal. Performance in reading declined, but even with an N of 119, the decline was so small that it was not statistically significant. Performance in math *increased*, but again, the change in performance was so small as to not be statistically significant. As an additional check, we computed the correlation of students' performance across the years, under the hypothesis that if the impact had affected students differentially, we would find the correlation of performance across years to be less than the range of .70 - .80 that is typical when there are no administration problems. The correlation

for reading across all 119 students was .72; for mathematics, is was .78. In summary, this study provided no evidence that the administration issues had contributed to a decline in student achievement.

Impact on Statewide Performance

It can never be known for sure whether changes in statewide performance could be attributed to administration problems, since results across years might (and do) go up or down for a myriad of reasons. If, for example, the statewide averages declined between 2009 and 2010, that result might be due to problems with the administration, a changing population of students, or a real decline in student achievement. Nonetheless, it seemed reasonable to compare the performance of students across years to see what the changes had been. An examination of the p-values of the equating items across years suggested that statewide performance not only had not declined, but had increased from 2009. As a result, the contractor was asked to equate the scores across years and compute the mean scaled scores.

Table 2 provides the mean scaled scores for 2009 and 2010 for all grades tested in reading, mathematics and science. The means are based on the full populations both years (6500-6800 per grade for grades 3-8, and over 8,000 for grade 11 reading and math, and a little under 6,000 for grade 11 science). All these N-counts are similar across the two years, except for grade 11 reading and math, where the N-counts are 500-700 higher this year than last. This tells us that there likely was little to no change in who was included in the scores across the two years, and thus provides confidence that the mean scores across the years are comparable.

Table 2

Statewide Mean Scaled Scores for 2009 and 2010

Grade	Reading		Mathematics		Science	
	2009	2010	2009	2010	2009	2010
3	585.0	591.7	647.7	649.7		
4	659.6	663.1	655.4	660.2	668.0	664.4
5	654.1	656.4	680.1	679.9		
6	680.9	677.6	706.0	702.8		
7	674.7	674.4	716.5	717.2		
8	693.0	696.0	726.1	726.8	646.8	646.4
11	158.9	163.3	149.2	149.1	154.2	153.7

As can be seen from Table 2, the mean scaled scores are higher in 2010 than in 2009 for a majority of the cells. The exceptions are grades 6 and 7 for reading, grades 5, 6 and 11 for math, and all grades for science. Several of these declines are trivial (well less than 1 scaled score point). The only drops of more than one scaled score point are grade 6 reading and math, and grade 4 science. Without an explanation of how the administration problems could have affected grade 6 without affecting the other grades, one must assume that the decline in scores at that grade was due to reasons other than administration difficulties.

Conclusions

We were limited in the studies we could do because of logistical issues, but we were able to look at two sets of data that should have shed light on the impact of the administration problems. The first study, which looked at a limited number of students who were reported to have had problems with administration, showed that those students scored as well, relative to the state average, in 2010 as they had in 2009. The second study simply looked at the statewide averages in 2010 and compared them to the averages for 2009. In both years, the averages included all students, and the N-counts across the years suggest that the two tested groups were equivalent. While scores at some grades were down, the average change was positive—even with the administration problems, students scored higher, on average, in 2010 than they had in 2009. So neither study provided evidence that the administration problems had a negative impact on student performance.

That does not mean, of course, that no students were affected, or even that a more controlled study would have not found an effect. But it does mean that if there was an effect, it was limited, both in its scope and its impact on student performance.

We therefore make the following recommendations:

1. All reports that were originally planned should be produced and distributed. Without evidence to the contrary, it should be assumed that the reports provide a valid estimate of student achievement.
2. If it is known that a student was affected by administration problems, and the achievement of the student on PAWS was inconsistent with other information about the student, the PAWS result likely should be discarded. Note, however, that this recommendation is consistent with all good testing practice; any time an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.
3. WDE and Pearson should make an offer to any district that feels it can identify subgroups that were clearly affected and clearly not affected to conduct the kind of impact study we were unable to do under the time constraints provided by this contract.

Guidelines for Requesting an Analysis of the Impact of Testing Irregularities on 2010 PAWS Scores

In Dr. Richard Hill's, "Report on Wyoming's Testing Irregularities," (July 27, 2010), the third recommendation states:

> WDE and Pearson should make an offer to any district that feels it can identify the subgroups that were clearly affected and clearly not affected to conduct the kind of impact study we were unable to do under the time constraints provided by this contract.

Consistent with that recommendation, WDE would like to invite all districts which would like such a study to be conducted to submit information required to conduct an impact study. This information will be sent to Dr. Hill for analysis.

If your district would like to request a study, please use the following guidelines:

1. Notify Melissa Irvine, mirvin@educ.state.wy.us, (307) 721-1926, by **September 3, 2010**, at the Wyoming Department of Education, that your district would like such a study to be conducted and to request an Excel template for reporting student data.
2. Identify individual students whom are definitely believed to have experienced administration difficulties that may have affected those students' performances on PAWS.
3. Identify individual students whom are definitely believed NOT to have experienced administration difficulties.
4. On an the Excel spreadsheet record:
    a. The name of each student
    b. The WISER ID of each student
    c. The subject area (reading, writing, mathematics or science)
    d. A designation of whether the student was in the "affected" or "not affected" group
5. Upon completion of the spreadsheet, e-mail a **single** district Excel spreadsheet to Melissa Irvine no later than **September 10, 2010**.

Important Notes:

1. Only students who took the grade 4, 5, 6, 7, or 8 PAWS may be included, since there are no 2009 scores for students in grades 3 and 11 last year. For the same reason, science scores cannot be studies.

2. Since the purpose of the study will be to determine what the effect of administration might have been, it is important that districts are highly confident that they have classified students correctly into affected and unaffected groups. Is NOT important to include students who MAY have been affected. **In fact, including these students in either group would actual decrease the chances of identifying an effect if there was one**. So, quality is more important than quantity in this case. "If in doubt, leave them out," would be a good rule-of-thumb to apply if students cannot be clearly classified into one of these groups.

Please contact Melissa Irvine, mirvin@educ.state.wy.us, (307) 721-1926, or Bill Herrera, bherre@educ.state.wy.us, 721-1921, if you have questions.

Tab F

Wyoming Department of Education Body of Evidence State Study Committee Team Charter/Operational Standard DRAFT 2.17.10	
Name of Team	Wyoming State Board of Education Body of Evidence (BOE) State Study Committee
Team Advisor	Joe Simpson
Team Facilitator/s	Dr. Alan Moore and Tom Collins
Team Membership	• WDE staff • Superintendents • Curriculum Directors • High School Principals • State Board Members • Local Board Members • Teachers • Citizens
Team Goal/Purpose	To review the Wyoming Body of Evidence (BOE) assessment and accountability system in state statute and rules and regulations and provide consultative recommendations to the State Superintendent and the Wyoming State Board of Education for improving the BOE system.
Expected Activities	1. Begin meeting in February 2010 and complete recommendations by August 2010 2. Review and update the team charter 3. Review the history of the Wyoming Body of Evidence (BOE) assessment and accountability system 4. Review and understand the current statutory and rule and regulation guidance 5. Review BOE technical requirements 6. Understand what other states are doing regarding accountability systems 7. Develop recommendations for improving the BOE accountability system 8. Committee representatives will present recommendations to the Wyoming State Board of Education and State Superintendent 9.
Decision Making Approach	Fist to Five or another consensus decision making method

Team Ground Rules	Members will: be on-time, complete assigned tasks, make decisions using a consensus based model, actively participate, and maintain brief action minutes of all meetings	
Expected Results and Measures of Success	Results	Measures of Success
	Establish meetings and craft agendas	Meeting agendas and minutes
	Develop a summary report regarding recommendations for improving the BOE system	Summary report completed
	Meet with the Wyoming State Board of Education and State Superintendent to review recommendations	Meeting conducted and summary report presented

Wyoming State Board of Education
Body of Evidence Study Committee
BOE Recommendation
August, 2010

At the request of the Wyoming State Board of Education (SBE), a Body of Evidence (BOE) Study Committee was established to review and make a recommendation regarding the current legislation, rules and regulations, and Wyoming Department of Education (WDE) policies that determine graduation using the Body of Evidence System.

This request was the direct result of concerns presented to the SBE at the November 18, 2009 SBE work session meeting in Casper, Wyoming. Following the meeting in Casper, WDE enlisted representation from stakeholders statewide including WDE staff, superintendents, curriculum directors, high school principals, state board members, local board members, teachers, and citizens. A charter for the committee was agreed upon with the following goal: to review the Wyoming accountability system (BOE) in state statute and rules and regulations and provide consultative recommendations to the State Superintendent of Public Instruction and the Wyoming State Board of Education for improving the BOE system.

The timeline for this committee to complete the review and provide a recommendation began with a meeting in February 2010 and continued with a meeting once each month in order to provide recommendations in August 2010. The completed activities of the committee include a review of the history of the BOE accountability system(see appendix A), a review of the current statutory and rule and regulation guidance, a review of the BOE technical requirements, research other states' accountability systems, and develop recommendations for improving the BOE accountability system. The BOE study committee conducted two surveys on perceptions about the Body of Evidence system, one that included statewide stakeholders and ~~as~~ second that included only Superintendents of schools. The general perception is that stakeholders see a need for a change or updating of the current system. (See attached surveys)

BOE is a district assessment system used to determine student proficiency on the State Standards in order for districts to certify that students are ready to graduate from high school. During the ten years of using and implementing the current BOE system, the complexities of the system have placed substantial burdens upon many districts. The past four years of WDE focus on assisting districts in updating their respective systems has created a greater awareness of the complexities of this system, particularly the five design criteria of alignment, consistency, fairness, standard setting and comparability necessary in each individual district BOE system. The consensus of the BOE Study Committee regarding these design criteria is:

- Alignment – is necessary and has been attainable in large part by all districts
- Consistency – reliability of an assessment as well as the scoring of the assessment is very difficult for districts of any size to accomplish
- Fairness – the capacity of a district to ensure fairness and/or even identifying bias is difficult under the best of circumstances
- Standard Setting – many districts have difficulty in setting cut-scores, again due to the lack of capacity and expertise to provide appropriate time and training for staff

- Comparability – some districts may be able to establish comparability between classes, however across years and especially across districts, this has not been achieved

RECOMMENDATIONS

To this end, the SBE BOE State Study Committee recommends that:

The Wyoming State Board of Education should propose the following to the Wyoming State Legislature:

Amend Wyoming Statute 21-2-304(a) (iv) which requires a district BOE system to determine graduation to include a state-developed statewide graduation assessment system to measure student performance in regard to the state content and performance standards.

Wyoming Statute 21-2-304(a)(iv) proposed replacement:

Establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by **the state graduation assessment system** prescribed by rule and regulation of the state board (SBE) and required under Wyoming

~~A high school diploma shall provide for one of the following transcript endorsements which shall be stated on the transcript of each student~~

~~21-2-304(a)(iv)(A)-(C)~~

21-2-304(a)(vi)(b)

~~The districts Body of Evidence System~~ The State Graduation Assessment System

21-3-110(a)(xxiv)

~~District assessment system . . . shall include a Body of Evidence System~~

~~21-3-110(a)(xxv)~~

Remove all references to BOE and transcript endorsements;

Statewide Graduation Assessment System
End of Instruction Assessments

Any detailed development of the Statewide Graduation Assessment System proposed above may include any or all, but not be limited to the following:

- **District focus shifts to state focus**
  - The shift of the work of the assessment design will move from the districts to the state – making the overall design (including consistency, fairness, comparability, standards setting, and alignment) the responsibility of WDE. Districts will no longer be responsible for the assessment design. WDE will convene groups of teachers and assessment practitioners to develop common end of instruction assessments which will be used statewide.

- **Providing a uniform view about what a Wyoming diploma means**
  - The End of Instruction Assessments will provide uniformity and consistency across schools, districts, and the state for Wyoming students graduating from a Wyoming high school.

- **Some combination of content areas (e.g. 5 of 9, 4 core + 1, 2 core + 3 of the others)**
  - The End of Instruction Assessments will be used to determine proficiency in the content areas. Graduation will be determined by establishing proficiency in some combination of the content areas. This could include the current practice of proficiency in five of the nine content areas, or a modification which could be four core areas (language arts, mathematics, social studies, and science) + one area of the student's choosing, or two core + three of the others, or some other combination.

- **Assessments available in all 9**
  - Assessments will be developed in all nine of the areas of the Wyoming Content and Performance Standards.

- **Multiple opportunities**
  - Students will be given multiple opportunities to demonstrate proficiency in a content area. Because these assessments are called *end of instruction assessments*, they will be designed to be administered when a student has reached the end of a segment of instruction. This may or may not be the end of an instructional unit or a course, depending upon the content area, the time of year, and the instructional delivery.

- **Cross representative group that would work with WDE in designing End of Study Assessments**
- **The assessments:**
  - A group broadly representative of educational stakeholders will work with WDE to design or select the End of Instruction Assessments.

- **5 principles of BOE (Consistency, Fairness, Comparability, Standard Setting, Alignment)**

- The assessments will be developed in such a manner that they meet the criteria of the current BOE system. (Alignment, Consistency, Fairness, Comparability, and Standard Setting)

- **Cut Scores = across state:**
  - The End of Instruction Assessments will have the same cut scores state wide to determine proficiency on the standards assessed

- **Accommodations for IEP/405**
  - End of Instruction Assessments will have to take into consideration those students who are eligible for and IEP and/or a 504 plan.

- **Assessments show beyond proficient**
  - End of Instruction Assessments will be designed to allow students to demonstrate knowledge and skills beyond the proficient level.

Closing thoughts

The BOE Study Committee agrees that it is important for students to exhibit some level of proficiency on the state content and performance standards in order to graduate from high school. This committee supports coordination of assessments across districts. **Regardless of the system used to determine graduation, any change to or continuation of the BOE should be in the larger discussion of accountability rather than a standalone consideration.** This recommendation may have more merit after a discussion about the broader topic of accountability.

A system such as this might allow districts to shift resources by providing a uniform view about what a Wyoming diploma means by:

- Allowing the districts to implement the assessment efficiently, while maintaining their choice of curriculum materials
- Creating a graduation system which serves multiple accountability purposes (student level, teacher level, school level, district level, state level)
- Considering the capacity of districts to do this high level work; the current system requirements exceed the capacity of many districts. This system allows for higher quality assessments for all districts.

In light of the adoption of the Common Core State Standards and the current review/revision of the Wyoming Content and Performance Standards, the current BOE system will undergo changes. This is an opportunity to make the shift to a new system, because of the changing of content standards districts will have to re-evaluate and update their current BOE systems regardless. Any changes should consider the following;

- What does this do for the students?
  - The assessment system is student centered and student focused
  - Citizen centered – the assessment system will clearly define and demonstrate what a student knows and is able to do upon graduating from a Wyoming high school, regardless of the district, school, or teacher

- This may be one step toward a **coordinated accountability system** which will align formative, interim, and summative assessments with classroom instruction, as well as aligning high school exit expectations with career and college entrance expectations.

What is needed in order to make such a change if adopted?

- We will need to develop a process for how we get there (RFP the work, have WDE do the work, etc.).
- Districts and students will face transition from former (BOE) system to the new system (timing, implementation).
- Because of the adoption of the common core and the current standards review process, there will be lag time in the accountability system. This is a good time to make a significant shift in the state assessment system. Districts will be going through another alignment process with new standards; WDE can facilitate this process through a modified state assessment system.
- There will be a need for resources (time, money, personnel) to develop and implement the new assessment system.

Date	National Event	Wyoming Event	Key Concepts	Impact on Wyoming Education
1980	Standards Based Education Movement			
1983	Nation At Risk Report		Standards approach to education	Educators begin discussions about standards based approach to education.
1990		State Board of Education decision	Mandates that districts design local content standards.	All districts begin designing local standards in the various content areas.
1990		State Board of Education	Initiates process for establishing a state school accreditation process.	
1990		State Board of Education	Section 12 of Accreditation Rules and Regulations is adopted.	Describes graduation requirements; districts busy completing the development of their standards not able to complete graduation requirements.
1990		State Board of Education	Graduation requirements are mandated in Section 12 of the Accreditation Rules and Regulations, but not fully implemented by districts because they were completing the development of their standards.	
1990	National Education Summit		Created the National Education Goals Panel to monitor progress on standards development.	
1990-1996		Wyoming School Districts	Developed own standards.	
1994			Original accreditation implementation deadline.	The purpose of accreditation was to "ensure that schools are adhering to state, federal laws, and rules that are intended to improve student learning and ensure an equal opportunity to learn for all students."

Date	National Event	Wyoming Event	Key Concepts	Impact on Wyoming Education
1995		Campbell County School District #1 vs. State of Wyoming decision	1. State financed basket of quality educational goods and services must be nearly identical from district to district. 2. The requirement was the establishment of uniform standards across the state. 3. Required timely and meaningful assessment of all students' progress in core knowledge and core skills.	1. State began working on common standards in nine content areas 2. Districts were required to align their own content standards to, or adopt state content standards. 3. Districts were required to create assessment systems to determine student progress on standards.
1996	ESEA		Congress passed comprehensive education reform requiring states to adopt standards for Title I students that were as rigorous as standards for all students in math and reading/language arts by May 1998	
1997	IDEA		All students must have access to the full curriculum.	
1997		Wyoming Legislature enacts W.S. 21-2-304	This statute grants statutory authority for the State Board of Education (SBE) to implement standards-based graduation requirements, adopts common Core of Knowledge and Skills presented by State Board of Education, and directs SBE to develop uniform reporting system to inform lawmakers. Implement comprehensive assessment system at both the state and local levels to measure student performance. Use assessment results for improving and enhancing student performance. Establish requirements to demonstrate mastery of CCK and S to earn a high school diploma.	1. Graduation must be based on performance or mastery of common core of knowledge and skills developed by the Wyoming Department of Education. 2. Establish through testing or other means that each student must demonstrate mastery of the common core of knowledge and skills in order to earn a high school diploma. 3. Prescribe content and performance standards for graduation based on mastery of Common Core of Knowledge and Skills.
1997			This is the revised due date for accreditation implementation date for Wyoming school districts.	
1997			State wide testing mandated.	
1997		Wyoming Legislature enacts Chapter 3, Section 301	Chapter 31, Section 301, reinforced graduation requirements as a result of the Supreme Court ruling that the legislature was charged with ensuring that all Wyoming students receive a uniform and equitable education under the Wyoming Constitution.	
1997		Wyoming Legislature	Chapter 31, Section 301 reinforced graduation requirements due to Supreme Court ruling which said, the legislature is charged with ensuring that all Wyoming students receive a uniform and equitable education under the Wyoming Constitution.	
1997		Wyoming Special Legislative Session	State Board of Education required establishing improvement goals for public school based on assessment results.	WDE developed accreditation guidelines defining the elements and processes needed to design effective school improvement.
1998		State Board of Education	Approved timeline for development and implementation of state standards with date for mastery of Common Core Knowledge (CCK) and Skills required for graduation.	Mastery of standards means pieces of knowledge and skills learned at a level of proficiency described in state performance standards. Districts are required to track student performance.
1998		State Board of Education	Approved draft language arts and math standards and began work on science and social studies	This required graduating class of 2003 to master approved standards.
1998			Discussions begin about developing state standards and the WyCAS system; WyCAS design given to legislature.	

Date	National Event	Wyoming Event	Key Concepts	Impact on Wyoming Education
1999			First administration of WyCAS.	
1999		Wyoming School Reform document written by Annette Bohling.	Graduation requirements would not include a single graduation exam. Districts would collect a body of evidence which includes results from multiple assessments which can be context-bound or benchmark assessments.	Every student must master the CCK and Skills.
1999		State Board of Education	Approved science and social studies standards.	This required graduating class of 2004 to master approved standards.
1999, 2000		WDE	First meetings with K-12 representatives on Body of Evidence begin.	The meetings culminated with a 3 day meeting in Cody in of June 2000 to flush out details.
2000		Senate Bill 16 introduced	The bill proposed the Body of Evidence system.	
2000		State Board of Education	SBE establishes graduation requirements in Chapter 31 of Rules and Regulations.	Mastery of standards for graduation set for 2005; includes BOE.
2000		Graduation Requirements: A New Focus on Student Learning in Wyoming (Annette Bohling)	Annette Bohling wrote a description of the Body of Evidence system.	On p.19 of the description; BOE standards tracked by passing classes and assessments; IEP does not set performance levels; BOE possibilities include course grades, course work with common exams, district stand alone assessments, or multi-district stand alone assessments; establishes the requirement of uniformity and the requirement of setting graduation standards for the CCK and S; mastery is achieved through proficiency over time based upon a body of evidence collected by districts; proficiency is a district decision; districts must measure student learning, determine proficiency, and track student results; proposal to SBE to allow students to meet 80% of standards for graduation.
2000, 2001		WDE	WDE schedules standards setting workshops.	Wyoming school districts send representatives to the workshops.
2000-2004		WDE establishes a BOE Consortium.	The consortium of K-12 and WDE representatives begin to write assessments for BOE.	
2001		Senate Bill 16 discussed	Withdrawn	
2001		State Board of Education	SBE approved rules and regulations for accreditation including BOE.	

Date	National Event	Wyoming Event	Key Concepts	Impact on Wyoming Education
2001		Wyoming School Reform revised document written by Annette Bohling	Description of Body of Evidence	"If a district uses end-of-course assessment for BOE all students in the district taking the same course must take those assessments. However we recommend that districts provided multiple pathways and opportunities for students to meet the same content and performance standards. For example some students may demonstrate proficiency via tests while others may meet the standards using activities and projects. The district needs to ensure that both assessments allow student the opportunity to demonstrate that they have met the same level of performance." Legal reasons for graduation standards related to Supreme Court decision; moral reasons because WY NAEP dropped every year since 1990; Why not have a graduation test? Locally determined set of data on which to base important decision for graduation; Why not use grades?: Reliability and validity and grade inflation issues."
2001		State Board of Education	SBE amends Chapter 31 changing timelines for graduation mastery and allowing compensatory approach.	Mastery of standards for graduation revised for 2006; strong performance in 1 or 2 standards; districts can do conjunctive; cut scores defined as the score separating levels of performance; districts will collect assessment information evidence for BOE.
2002	No Child Left Behind		Signed into law; standards based reform.	Requires reading and math testing at grades 3-8 and high school; introduces Adequate Yearly Progress (AYP).
2002		Trent Blankenship	Declares that districts need not continue working on their BOE plans.	Creates confusion among and within all school districts as to what should be reported and whether BOE should be continued.
2002		Wyoming legislature	SS 21-2-304(a)(iv)(A)(B)(C) establishes a three tiered transcript endorsement for graduation .	Students must demonstrate proficient performance in 5/9 content areas to earn a high school diploma.
2001-2002		WDE	WDE conducts initial Peer Review of District BOE Plans.	All districts were required to submit their respective BOE plans for review and were given suggestions for improvements on their systems.
2001,2003, 2005		Wyoming Assessment Handbook by Scott Marion and Sue Stevens (revised)	This is a written guide and description of Body of Evidence for districts to use when developing their BOE system.	BOE is an assessment system designed to determine whether students have met graduation standards and to provide a collection of evidence to support this decision.
2002-2003		WDE	Peer Review of BOE Plans	Districts are required to make the adjustments to their BOE plans based on Peer Review findings.
2003		Graduation Requirements: A New Focus on Student Learning in Wyoming (Annette Bohling) Revised	Substantially uniform curriculum, timely and meaningful assessment of student progress, performance or mastery of CCK and S; meet the requirements of uniformity.	
2003		State Board of Education	Revised standards in all nine content areas and established 2006 to require all student show proficiency on standards in order to graduate.	
2003		WDE	Districts to submit any changes made to their BOE Plans.	Districts submit their BOE plans to the State Board of Education for accreditation.

Date	National Event	Wyoming Event	Key Concepts	Impact on Wyoming Education
2005		Jim Mc Bride takes office		
2006		Jim Mc Bride asks for statute review of what districts are required to have in place for their respective BOE systems.		
2006		State Board of Education	This is the deadline for mastery of CCK & S to earn high school diploma.	This is the complete implementation of the 9 content areas; 3 tiers for transcript endorsement - general, comprehensive, advanced; districts can use compensatory approach within each content area and conjunctive across content area.
2007, 2008, 2009, 2010		WDE	WDE schedules BOE workshops to help districts meet statutory requirements of BOE.	Districts worked with WDE consultants in order to update and continue implementation of their respective BOE systems and to prepare for a Peer Review in 2009 - 2010.
2008		WDE	Revision of the Wyoming Assessment Handbook is completed.	
2009, 2010		WDE	WDE conducts Peer Reviews on all district BOE plans.	Districts submit BOE Plans for review.
2010		State Board of Education	SBE uses results of BOE Peer Reviews as a measure of accreditation status.	Some districts' accreditation status affected by incomplete BOE plans, as determined by the 2010 Peer Review results.
		W.S. 21-2-304(a) (ii)	Requires that education programs provide students with opportunities to acquire sufficient knowledge and skills to at a minimum enter UW and Wyoming Community Colleges, prepare for job market, or post-secondary vocational and technical training.	

Body of Evidence Survey of Superintendents
Revised 8/9/2010

FIRST NAME	LAST NAME	DISTRICT	Keep the BOE mandates?	
Brian	Recht	Albany County School District #1		
Shon	Hocker	Big Horn County School District #1	1	
Dan	Coe	Big Horn County School District #2	1	
Roger	Clark	Big Horn County School District #3	1	
Mary	Fisher	Big Horn County School District #4	2	
Richard	Strahorn	Campbell County School District #1	1	
Neil	Terhune	Carbon County School District #1	1	
Robert	Gates	Carbon County School District #2	1	
Dan	Espeland	Converse County School District #1	1	
Kirk	Hughes	Converse County School District #2	1	
Lon	Streib	Crook County School District #1		
Kathy	Milligan-Hitt	Fremont County School District # 1	2	
Gerald	Nolan	Fremont County School District # 2		
Diana	Clapp	Fremont County School District # 6	1	
Michelle	Hoffman	Fremont County School District #14	3	
Gregory	Cox	Fremont County School District #21	1	
Tammy	Cox	Fremont County School District #24	1	
Craig	Beck	Fremont County School District #25	2	
Rick	Lindblad	Fremont County School District #38	1	
Ray	Schulte	Goshen County School District #1	2	
Marty	Kobza	Hot Springs County School District #1	1	
Rod	Kessler	Johnson County School District #1		
Mark	Stock	Laramie County School District #1	2	
Jack	Cozort	Laramie County School District #2	1	
[illegible]resa	Chaulk	Lincoln County School District #1	1	
[illegible]	Abrams	Lincoln County School District #2	1	
Joel	Dvorak	Natrona County School District #1	1	
Richard	Luchsinger	Niobrara County School District #1	1	
Kevin	Mitchell	Park County School District # 1	1	
Bryan	Monteith	Park County School District # 6	1	
Jay	Curtis	Park County School District #16		
Stuart	Nelson	Platte County School District #1		
David	Barker	Platte County School District #2	1	
Sue	Belish	Sheridan County School District #1	1	
Craig	Dougherty	Sheridan County School District #2	1	
John	Baule	Sheridan County School District #3	1	
Jay	Harnack	Sublette County School District #1		
Gerry	Chase	Sublette County School District #9	3	
Paul	Grube	Sweetwater County School District #1	2	
Donna	Kauma-Little	Sweetwater County School District #2	2	
Pamela	Shea	Teton County School District #1		
Ryan	Thomas	Uinta County School District #1	1	
Jeffrey	Newton	Uinta County School District #4	1	
Kent	Stokes	Uinta County School District #6	1	
Davie	Nicholas	Washakie County School District #1		
Jerry	Erdahl	Washakie County School District #2	1	
Brad	Lacroix	Weston County School District #1	1	
Troy	Claycomb	Weston County School District #7	1	
		Total Responses	39	81.25%
		Total 1 No	30	76.92%
		Total 2 Yes	7	17.95%
		Total 3 Maybe	2	5.13%

No = 1; Yes = 2; Maybe = 3

BOE State Study Panel Survey Results August 11, 2010

1. What do you feel a Wyoming high school diploma should indicate or mean about the students who receive it?	
#	Response
1	A high school diploma should mean that the student has achieved a required level of proficiency on the standards.
2	A Wyoming high school diploma should show proficiency in coursework and standards. This is necessary since not all courses require the reporting of standard proficiency.
3	A high school diploma should indicate academic competence in the classes in which the student was enrolled. Attendence diplomas do not serve this purpose.
4	GPA, ACT & met state standards. The different levels mean nothing beyond high school. Who actually looks at them?
5	That they achieved a measurable minimal level of competency that prepares them for employment opportunities or advancement into college programs
6	A diploma should mean that a student is proficient in all the content areas. It should not mean that they turned in all the work, but the work they did do reflected their understanding of the concepts, processes and skills necessary to be proficient. It should not be about work ethic, grades or other outside factors.
7	That a student has successfully completed and shows proficiency in the academic requirements.
8	A student receiving a Wyoming high school diploma should demonstrate mastery of the standards as determined by the local school district. Each school district, in conjunction with the WDE, would develop these standards.
9	A student successfully completed the graduation requirements as set forth by the Board of Trustees, consistent with State Statutes and WDE rules and regulations.
10	They were capable of passing all high school courses.
11	A diploma should indicate that a student has successfully completed his/her course work with proficiency, as well as shown proficiency on state standards that are assessed.
12	The students have proven competency in core areas.
13	A diploma should indicate that the student can be sucessful outside of school. The student should have the basic skills needed to function in the real world.
14	That they are a master level of proficiency.
15	The diploma should reflect the level of understanding and skills that are in the content and peformance standards.
16	A Wyoming High School dipolma should indicate that a student has reached a certain level of proficiency in identified curriculum areas.
17	That they have completed the course of studey defined by the local district. The diploma indicates a student has met the standards defined by the district.
18	A high school diploma should indicate that a student knows and can demonstrate the 21st centruy skills as they realte to the essential learnings drawn from the state standrads.
19	They have demonstrated competence in all subject areas.
20	That the student met the criteria for graduation from their district
21	It should indicate that the student has completed the graduation requirements fully.
22	I beleive that it should reflect that the student has learned the standards and benchmarks expected by the (state) district. If the student chooses to go forward with their education, that this diploma indicates that the student should have the abilities to be successful in many venues.
23	That the student is prepared for the next level, whether that is post-secondary education or the workforce.
24	It should mean that the student has met all requirements set forth by the local school district and the State of Wyoming required for graduating from high school.
25	It should mean that they are proficient in the Core ares. Anything beyond that is icing on the cake.
26	That they have met the requirements set by the local Board of Trustees.
27	It should represents the students ability to commit to completion of an academic program that is both rigerous and has high standards built into it throughout the local boards approved curriculum.
28	They they have the skills needed to be succesful in the world ahead of them.
29	Indicate the student completed all courses for graduation.
30	That they have met their local district's requirements for graduation. The local district would need to be responsible for assuring that their product is aligned to state standards
31	It should indicate that a student is prepared to take the next step in their learning process whether it be college, trades, work, etc.
32	That the student has the skills and knowledge to be sucessful in occupational life and as a citizen to the degree that one can predict what those requirements will be in the future.
33	The diploma should mean that the student has successfully completed a rigorous course of study that prepares him/her for college and career.

34	That they have the knowledge and skills referenced in our state standards.
35	Accomplishment of proficiency.
36	It should indicate that the student has met graduation requirements for that district including standards, carnegie units, and exit outcomes. We should be certifying that these students are ready to transition to the next phase of their lives.
37	I think it should reflect not only what a student knows but what he/she can do with that knowledge.
38	That they have met the standards and competencies necessary to pursue the career of their choice.
39	A Wyoming High School Diploma should indicate the graduate is prepared for and can be accepted into a post-high school training institution eg. apprenticeship, technical school, community college, military, university, or major university.
40	That they have met minimal requirements as set for graduation by the state.
41	The student should have completed a course of study that was rigorous and met their academic needs. i believe all children that come to school and do what is asked of them should have an opportunity for a high school diploma.
42	A high school diploma should signify that a student is ready for the next stage of their educational career be it college, work, military service, or vocational training. It should certify that they have completed a required number of sequenced courses; reached the annual goals listed in an Individualized Education Plan; or demonstrated a level of proficiency in reading, writing, math, science, and social studies. The diploma should indicate that they are ready for the next step.
43	Every student should graduate from high school ready for post-secondary education or a career, regardless of their income, race, thnice or language background, or disability status.
44	The students have achieved a level of performance on a set number of standards and have earned the required number of credits as related to the IEP.
45	The student has met the standards to recieve a diploma which means they are proficient. I come from Idaho, and they have a high stakes test, ISAT, and that makes life so much simpler than the BOE process. There should also be a process for students on IEPs to receive a certificate of completion.
46	I am of the opinion that the Hatahaway Curriculum has become the focus of high schools across the state at the cost of studentw who want to atend at rade school or simply get a diploma and enter the work force. The BOE is also geared to address proficiency in nine curricular content areas which are also orchestrated to faciliatate college preparation curriculum or course offerings.
47	They can meet the Wyoming State Standards at the 12th grade level
48	That they have completed course work that will enable them to be productive members of society and be able to function in the real world. Not necessarily college bound, that would be icing on the cake if they choose to do so.
49	I feel the student should be able to prove proficiency on the state standards if they hold this diploma.
50	It should be indicative of not only completiom of a school program, but how they got there - what they had to do to complete the program.
51	I feel that it should indicate that a student is proficient in the core areas.
52	What a student knows and is able to do regarding state standards.
53	Satisfactory completion of the locally required courses. Success being defined by the local district.
54	The student met certain criteria, as pre-determined by the state.
55	Hard Work, good achievement
56	A Wyoming diploma is evidence that a student has met all the requirements set forth by the state and the district.
57	It should provide the documentation/proof of a student's proficiency level with the content standards.
58	He / she passed at least the minimum number of courses required by the State of Wyoming, and the local school district.
59	It should indicate that, among other things, they know correct apostrophe use.
60	I believe the high school diploma should mean that the student knows certain information that has been deemed important by the state. It should also represent a certain amount of hours put into the work toward the diploma.
61	I feel a diploma should reflect that the student has achieved adequate skills to either attend college, or enter the workforce. The student should also know the appropriate use of the apostrophe - e.g. it should not be used when pluralizing nouns (as in "student's" in question #1 of this survey).
62	That they have spent most of their life working and learning trying to make themselves a better person and the diploma should indicate all their achievments
63	A diploma should indicate that a graduate has the skills--vocational, academic, social, and emotional--that enable him/her to transition to post-high school life.
64	I think it should indicate that the student is ready for whatever their life after high school holds (work - college etc.). It is great to think that by placing levels on the diploma, colleges or employers would look at this but the fact is they simply do not care. Get away from the different levels and give a diploma that ays this kid is ready for what the real world.
65	It should mean that the student has mastered a basic package of information.
66	A sense of leterary competance, the ability to fill out routine forms such as a job application, and the ability to hold a conversation on a topical idea.
67	A high school diploma is a document that bears record of the completion of a course of study, I feel any student who has completed a course whether that course be special ed or main stream deserve a diploma

68	The diploma should mean that the student has the necessary skills to move to the next level whether that be college, a technical or vocational program, the military or the work force.
69	It should mean that students have successfully completed a rigorous set of courses that have helped to prepare them for post-secondary training and careers.
70	That they are at least proficient in all areas of study.
71	It should indicate that students can think, read, write, compute and understand themselves, their culture and their global community.
72	I feel there shoud be three levels of diplomas, college prep, general high school, and a certificate of completion or achievement. Obviously, the college prep should require the highest level of course work and bew geared to students who continue their education at the university level. The middle level should be for students who plan technical careers and allowed to attend the community college with them. The Certificate would recognize students who peersist but do not meet requirements of the other two. Perhaps more for the severely handicapped.
73	Means they took required courses, through their senior year, with passing grades C - or better. With accomidations made for students that need them.
74	That the student passed a select number of required and elective credits at a member school.
75	that they have met the requirements set forth by a local board of education for graduation. That those requirements are from an accredited institution that has jumped through a ton of hoops to be sure that they are competent.
76	It should mean a certain level of competence. That level should reflect upon a persons abilities. IEP fulfillment should show competence.
77	I believe the diploma should signify that the student has met or exceeded the state standards set by the state department of education
78	It should indicate that a student has taken courses either to prepare them for further education, either college or vocational, or it should indication that the student took courses to prepare them for immediate entry into the workforce.
79	I feel it should reflect the student's performance while in High School. I feel a student should receive a diploma even if they are on an IEP and have completed their core educational goals successfully.
80	A high school diploma should indicate that a student has achieved a certain level of proficiency in basic subjects such as English, Math, Science, Social Studies, etc and that they have also achieved a similar level of profiency in their elective classes, especially those that are career oriented, such as auto tech, industrial arts, etc.
81	It should mean they have adequate core knowledge to be trainable for a real job. It should also mean that they have enough drive to see something through.
82	That the students have successfully met high and rigorous standards of learning. That their courses are aligned to state standards.
83	It should indicate that the child has attempted and attained a level of success that is meaningful according to the child's abilities.
84	It should mean that they have successfully completed the requirements necessary for graduating. The rules for graduating should be well articulated prior to the start of the student's entry into high school and they should be met by the students.
85	It should indicate: 1. Class standing 2. GPA 3. What "track" the student completed, like college prep or just general education (yes, I know that we can't make students take courses to prepare them for college, but you asked for what it SHOULD indicate). 4. Student has completed the state-required and district-required curricula for graduation 5. The diploma should NOT indicate passing PAWS or having completed some form of body of evidence, because both are TOTALLY MEANINGLESS to employers and/or college admissions staff.
86	That they have met the districts academic requirements.
87	That a student has satisfactorily completed a high school curriculum of core knowledge and elective choices that prepares them for all aspects of life after graduation that they choose to pursue.
88	They have reached the benchmarks (even students on IEP's should be able to reach the goals if teachers read and make accomodations)
89	That they can read and write and do math
90	That they have knowledge in the basic areas from the department of education. However I beleive children who can demonstate knowledge even with supports should receive a regular diploma.
91	That they have successfully gained the best education that they could receive. And I even mean children on IEPs!!!
92	It should indicate a core knowledge and set of skills that each student has and is able to take to the next step in their life.
93	A Wyoming high school diploma should indicate that a student has completed all required classes at a proficient level.
94	that person has completed certain requirements for classes and that they are able to go to a university, community college or some level of upper education
95	The diploma should be an academic guarantee to post secondary institutions, military branches, and/or any organizations which depends upon it's information, that every student who receives one possesses the cognitive skills necessary to successfully function as a lifelong learning and productive adult.
96	That the graduate is prepared to successfully participate in the society of their time. college/workforce ready!
97	That students have met Wyoming state standards and have skill and knowledge necessary to successfully transition to the next phase of their life.
98	A high school diploma should reflect a studnets achievement of credits according to state statute. Accurate grade based assessment approaches should reflect progress on Wyoming Standards.
99	That students can read - write - compute - and are compute literate well enough to be self supporting in life and to seek a job or higher education.
100	I THINK YOU SHOULD WORRY ABOUT GIVING OUR KIDS THE RIGHT EDUCATION FIRST.
101	It should reflect the abilities of the student. That is more than just content knowlege. There should be content knowlege, behavior such as attendance and

	participation, and the last should be the 21st century skills of problem solving, team work and the others.
102	Students took a cartain set of courses and passed those to the satisfaction of their high school.
103	They have a foundation of education that: 1) they can pursue an entry-level career or 2)continue their education in college or at a technical institute.
104	A diploma should indicate that the student is prepared to enter the workforce or the postsecondary career with sufficient skills to perform successfully.
105	I believe a student who receives a diploma should be ready to enter the work force and/or their freshman year of college/trade school with the skills to succeed. Those skills should, at the minimum, include the ability to comprehend reading materials and communicate both verbally and in writing.
106	That they have completed a certain level of learning and are prepared to attend a college or university at the same level as other high school graduates.
107	It should indicate that the recipient has satisfied the academic requirements at a level so that they can go into a community college or other level of post secondary education and be able to meet their entrance requirements. For instance, if they are a senior and have taken 4 math courses, they should not be testing at, for example, Algebra 1.
108	I feel that a Wyoming HS diploma should indicate that a student has completed a set of requirements and they have the skills to perform those requirements. I am not sure if the PAWS Testing and Senior Graduation Testing meet those requirements.
109	That they have successfully completed an educational level high enough to function in our society at least above the 6th grade level of reading and reasoning.
110	Simply that they graduated from high school. The Endorsements are a farse
111	That they've completed high school at atleast a Basic level.
112	Students have met local and state standards and curriculum to proceed to work or educational plans.
113	A high school diploma should mean a student has accomplished the graduation requirements set forth in that school district.
114	They have successfully met the requirements for graduation.
115	The Wyoming high school diploma should indicate that they have met the requirements for graduation.
116	The diploma should indicate that the student has successfully completed all WY standards
117	They have completed a high school course of study.
118	Graduation from an accredited High School.
119	Students have successfully completed a 12th grade education level are prepared to enter the workforce or continue on pusuing a higher level of training for their chosen occupation.
120	That the students are proficient in the classes they took.
121	A high school diploma sould indicate that a student is ready to continue on to post hgih school education/training, or enter the workforce and be successful. The skills for both are similar at the time of graduation.
122	Mastered the Core Curriculum
123	That a student has the knowledge they need to compete and do a days works(are they self sufficent) in todays society.
124	Students have attained the knowledge necessary to be successful adults that make a meaningful contribution to society.
125	It should mean that they have met all the requirements of the state of wyoming to graduate!
126	They have completed the required curriculum with passing grades, that includes special ed classes. A diploma says you have completed something, not how well. Some students will come out knowing more than others, that is human individuality.
127	It should state a level of performance that means they are ready to be successful participants in society. It does NOT have to mean they are all going to be College Bound or College ready; just that they have the minimum skills to function effectively in life.
128	A high school diploma should mean that a student has met the requirements of the cirriculum with a "D" or better.
129	They have passed their required courses and have proven according to the school district involved they are proficient to the state standards.
130	That they have successfully passed, or earned in credit in the areas of Graduation Requirements, or specific courses.
131	Their transcript should reflect performance- if they earned a diploma they should all look alike.
132	That they are proficient in the core areas and have initative to work and be successful.
133	A HS diploma should mean that a student has fulfilled the requirements of their state and school that were required of them.
134	That they are proficient in math, reading and science and able to carry on a decent conversation for a job interview and that they have the skills in "life learning" to make it in this diverse economy
135	A diploma from a Wyoming high school should indicate that a student is ready for the next step whether that step be college, military, or work. A Wyoming diploma should mean that the student has a solid academic foundation that gives her/him the flexibility of choice.
136	That they can read, write and do problem solving. They would be able to get a job and be self sufficient.

137	A certain degree of competency in a wide array of life skills & topics.
138	That a student has met the core curricula requirements to graduate from h.s. and has opted to take a college prep or Hathaway prep curricula to prepare for posthigh school settings.
139	They have a good quality education and are not just test scores
140	A diploma should mean that the student can read, write, and do math at a college entry level and is prepared to enter the workforce without additional remedial training.
141	I feel it should mean that they have the basic ability to read, write and do mathematical problems. Not all the students will be continuing their schooling but they should be able to maintain a job with these skills.
142	It is a legal document and should contain the courses and grades that they have completed. Other requirements for graduation should be listed
143	That the student meet the district and state standards for graduation. The student has a well rounded education with a particular focus on either college bound or vocational, but that should not appear on the diploma.
144	They are proficient in skills to be successful in outside world
145	It should be a statement that a student has demonstrated proficiency in reading, math and writing that will allow them to successfully enter the workforce or continue their education.
146	A basic skill level in the three Rs, allat approximate grade level. There sould be three or more catagories of diploma based upon course of study not grades. All students do not need the Hathaway curriculm, but many district use it as the default curriculm.
147	That they have a met the standards of education, set by the state and federal guidelines.
148	no
149	A student should be able to leave high school with the tools to further their education/ and or obtain a job and do it well.
150	That they stuck it out, met the requirements and graduated.
151	That they are ready to enter the workforce or go to some form of post secondary training. They know how to think and work with others, and have some idea of a career goal etc.
152	It means that the student has successfully pasted the state standards.
153	Students have demonstrated skills to show they are proficient in the requirements by the State for a diploma.
154	I think there should be a standard set of skills we can be assured a student knows before getting a diploma- anywhere in the state- the same everywhere.
155	Level of "mastery" or "proficiency" in the courses (allgned to state standards) at defined benchmarks.
156	THAT THEY MET THE MINIMUM STANDARDS SET BY THE SCHOOL AND STATE.
157	A Wyoming high school diploma should indicate student proficiency.
158	A high school diploma should indicate or mean about the students who receive it is that they met the requirements required by the school of attendance and the state from which they graduated.
159	That students have met certain levels of proficiency and benchmarks, and not just slid by with the minimum amount of work needed...
160	That they can read and write well. That math courses have prepared them to enter the job market or postsecondary education. That they have acquired through a variety of experiences significant knowledge of science, social studies, and vocational education/fine arts to prepare them to enter the job market or postsecondary education. That they have learned to communicate their needs and seek out the resources to meet those needs.
161	What they took and the level of grade they received.
162	Student has successfully met both state and district courses needed to exit into work or an instute of higher learning.
163	I feel that it should show that they adequately completed all of the requirements to receive the diploma.
164	It should demonstrate a broad education without the silliness of standards of courses completed in the core curricula, the arts, technology, physical education, and other electives which will prepare a student for the workplace or further education.
165	That they meet the basic eductional requirements required to have a fair chance at entering adulthood.
166	It should mean that the student has completed graduation requirements specific to his/her abilities.
167	The diploma states that they completed the requirements set forth by the board of the district.
168	It should mean that those students have successfully completed a program that has provided them with the skills they'll need to succeed both in the workplace and in higher education.
169	basic attainment of benchmark skills
170	The high school diploma should mean that students are proficient in all subject areas and are prepared to move onto the next level (i.e. college, trade school, etc).
171	What the diploma reflects should be the experience of the student. What Colleges require from a diploma is that the student completed certain reqirements How that is done is not up to the individual teacher. Soc. Sts. BOE is sufficient to show application.

172	It should mean that they are ready to be productive citizens.
173	That our students have met the criteria set by the state both in Carnegie units and test state test scores.
174	That they have completed a program of study that has prepared them for the next step in their life.
175	They should indicate that a student has met the course requirements for graduation and has proven to be proficient on the state standards.
176	The stdeunt has passed the State Standards in the perscribed areas.
177	a student has satisfactory completed the curriculum set forth by the high school and the atste of Wyoming

2. Are the letter grades (A, B...F) given to high school students a good indicator of what the students know and can do? Are you satisfied with their accuracy?	
#	Response
1	Standards scores (Advanced, Proficient, Basic, Below Basic) are much more inidicative of what a student knows and can do than a letter grade.
2	No, absolutely not. There is tremendous inconsistency with grades and inflation. I question the accuracy, especially since graduated students report their lack of preparation and their inflated understanding of their performance based on high school grades.
3	Letter grades are not a good indicator of what students can do. Too many different criteria may be used to determine the grade, which may not be highly correlated to the knowledge base of the class.
4	They are provided that they are based on a defensible method.
5	Yes and Yes... People know the system and have a comfort level in the process. If there are problems it should be dealt with one case by case basis and not a throw the baby out with the bathwater scenario
6	No! I think grades are given for a variety of reasons that have nothing to do with content knowledge, or proficiency in processes or skills. We need major professional development on why we give homework and how we grade. Currently, most grades are indicators of compliance and that is why GPA's are a joke.
7	No, they very depending on teacher.
8	I am satisfied with letter grades being a good indicator of mastery. Our students, over the years, have excelled at the university level indicating to our district that we prepare students well.
9	Yes. It might be more accurate to say it is what they knew and could do at a point in time. Retention is an issue with the breadth of our standards. Yes, grades are adequate in the big picture of student performance.
10	They aren't always a good indicator of what a student knows. So much more plays into a letter grade than strictly knowledge.
11	No. Grades are arbitrary, and an A in one class might mean something very different than an A in another class. This is very dependent on what things are factored into a teacher's grading of a student (work ethic, timeliness, etc.). There is no easy answer to "what to do with grades?" but I don't think they are probably a very accurate descriptor of what a student can do or what he/she knows.
12	I believe that letter grades reflect both work ethic and skill level. With that understanding, I believe they are an accurate reflection of those two attributes.
13	In some classes they are a good indicator. But in some classes they don't indicate what the student really knows.
14	In some situations, the letter grade is to subjective and encompasses areas like compliance, hard worker, and/or other measures not related directly to knowledge.
15	I do not believe their is a great correlation. It may be an indication of what was taught and learned in that classroom but I do not believe would be comparable to other classrooms teaching the same course title.
16	Letter grades can be a good indicator of student performance as long there is a clearly defined process for earning each grade. To be an accurate measure of student performance, a letter grade must reflect recent independent work, be a result of summative performance on identified targets, not include zeros or extra credit, and use median or mode and not an average.
17	No, who is? A more accurate picture of a student's ability must be measured against a rubric defined by expectations, learning is a process of growth. Grades sytems must reflect growth, not a snap shot of the student's current ability or willingness to comply
18	Letters grades are so inflated in many cases that they tell very little about the students actually academic progress.
19	Yes and no. They are a good indicator of work ethic - not necessarily intelligence.
20	YES
21	I am satisfied with the A, B, C indicator.
22	No, I don't beleive that is the case. Most grades are reflections of attendance and compliance to the school and the teacher. Still the jury is out when the grades do a solid job reflecting the alignment between the grade and the expected learning. Learning is the key. In most instances know and can do are left out of the grade equation. Satisfied No, working to improve yes.
23	Not in my opinion.
24	I believe the letter grade incorporates more than just what the student knows and is somewhat subjective. I am satisfied with the accuracy of letter grades with in our district. I don't think you can compare them outside the district.
25	In my opinion they are. They are certainly as valid and reliable as having 48 districts produce their own assessments (BOE).
26	yes; yes
27	They only represent a portion of the students abilities, and so they must be viewed as a strong indicator however, they are not the complete picture. I think that as far as an indicator they are sufficient
28	yes. ..it is a an indicator understood and accdepted globally...
29	Yes a good indicator of what the student knows and how hard they work.
30	yes, as long as course work is aligned to standards and compliance gredes are seperated.
31	No

32	No & No!
33	Grades are really only meaningful in the context of the classroom they are given. For that classroom, they are accurate.
34	No. No. They are filled with non-academic indicators including teacher pleasing behaviors. They are also indicators of effort, ability to complete homework, attendance, and other factors valued by our society.
35	Not really, however, a measurement of their proficiency on standards and the data from assessments during HS should provide enough information.
36	They are as good as the teachers giving them. If a district has carefully and thoughtfully crafted grading guidelines, I believe they can be consistent, fair, and reliable.
37	Absolutely not. Gredes are so subjective. They contain much more than assessments of knowledge. Plus they are often based on declarative knowledge only.
38	Yes.
39	It depends on the criteria. If the letter grede represents a level of skill and knowledge attainment, then this satisfies accuracy. If the letter grade represents teacher pleasing behaviors without skill and knowledge attainment, then this is not satisfying.
40	No they are not. An A from one teacher can mean something very different from another teacher. I assume the BOE was supposed to be a way to make grades more meaningful but it has the same faults given how each district does it so differently. What does the research show regarding kids scores on the BOE and how they are doing after graduation? Do they actually complete college? What is the drop out rate after the first year of college? What is the relationship of BOE requirments and special education outcomes. Why is the drop out rate for special education so high?
41	they are an indicator that compares them to other students in the class. I am satisfied but I also know the level that my child is performing at and i know that if she got an A she worked really really hard and that other students may easily get an A...and with that knowledge i know that even though she an get an A in a class i realize she is not your typical A student.
42	As grades are currently figured in schools in our district they are not valid indicators of what students know and can do. It would take a great revolution in thinking for most educators (and parents, and students) to move to a standards based and growth model approach for providing accurate feedback to students about their progress, but it could be done.
43	Absolutely not! There is a huge vairance among teachers.
44	No, we are piloting a new report card with both grades and standards reporting.
45	No. Passing a high stakes test or doing a senior project would be much more meaningful.
46	Not really. I would prefer portfolios which are based on more than letter grades and instead use rubrics which reflect doumentable skill acquisition.
47	No, I don't think they always indicate what they can do.
48	No and no. Gredes are too subjective and are often based on if the child did their homework, which is NOT an indicator of what they can do. It is an indicator of possibly what their home life is. If a student has mastered a concept and can test out of the material, then HW is not needed.
49	I like to see a combination of grades, test scores, projects, portfolios, interviews, etc. It depends on what the student intends to do next in life. I do not think grades are everything.
50	No, I am not satisfied with their accuracy. In today's schools there are too many differences in programs offered to just have A, etc.
51	Not necessarily - many other factors, including classroom behavior, and work ethic are often included in the grades. I am not satisfied with their accuracy.
52	WE all know the subjectivity of grading. At the high school level, a portion of a classroom grade is based on compliance... A student may have a strong grasp of the material, but because a student does not hand in assignments, they may not pass the class.
53	It depends on the teacher.
54	They are sometimes, but other times, they are not. There are too many factors involved such as: student not trying, student not having appropriate supports, student having too many outside stressors, and so forth.
55	Yes
56	I am not satisfied with their accurecy. Letter grades are subjective and different standards are implemented in each classroom.
57	I prefer proficiency levels which are measured with a rubric. In my opinion this supports a higher level of consistency across teachers and departments.
58	No, because there is no statewide, uniform grading scale. No, because the curriculum and content of the courses taught is not the same statewide. Teacher quality is also a variable.
59	No and no. Letter grades indicate the extent to which a student has learned how to play the game of school, but they do not indicate how well a student can apply problem-solving skills to relevant problems/challenges.
60	Often these grades are not anywhere near correct when trying to decide what a student knows or can do. An example is a student who knows much information but freezes up when taking a test. Or the student who completes homework but doesn't turn it in and still passes every test but fails because the homework grades are a 0.
61	I am not satisfied with the accuracy of letter grades - they do not really indicate levels of learning.
62	Not at all but invloved parents know what thier kids know and can do.
63	I am not particularly satisfied. Only in school do we use A,B,C, etc. grades. In the workplace we are frequently evaluated within a number range and with opportunities for comments.

64	No. There are some teachers who do a great job with the traditional A,B,...F system but I contend that grades are still very subjective and if you have a good student that runs into a personality conflict with a teacher or maybe doesn't grasp the teaching style the teacher uses, they can receive a grade that is not a true reflection on what they know or waht they have the ABILITY TO LEARN.
65	They are plenty good enough for the purposes of a transcript.
66	only sometimes.
67	No, I think they are not a good indicator.They are based more on attendance than ability.
68	Grades apply to papers, not to people. They have no bearing on whether I a teacher likes or respect you. In particular, they do not measure improvement or hard work. This is because there is no fair way to assess these factors.
69	While I think they can be a fair indicator of what a student knows I don't think they are always accurate. Grading can sometimes be very subjective and a true picture of a student may not be visible.
70	No. Grade inflation has become a huge problem. I feel that most of the students who earn As today would be high C to low B students at best when compared to students of 10 to 15 years ago.
71	I think so, as long as we're all consistent within departments at least. Small schools may need to collaborate on this. Also, teachers need to work with the kids, but not go easy on them.
72	No. Grades do not mean what they did in the past. D used to indicate "below average". A high school student can not receive credit for certain classes with a grade of D. The grading system is skewed towards awarding A's and B's when exceptional and above average work is a rerity. Certainly a letter does not represent what a student knows anymore than completing a BOE does.
73	They are a geneeral indicator of what students can do. Their accuracy is not that great. Too many are conversions from a percentage grade to a letter grade to a four point scale. If + and - are given to letter grades that makes a different value than those that don't reconize that increment so high percentage grades are diluted and lower ones are raised. Percentages converted to straight A, B, C, or D are a dilution that are further diluted in the conversion to a four point scale. Percentages seem to be a fundamental so convert them to a four point scale if that is what universities insist on, or better yet stay with percentages and let universities standardize to them.
74	Not sure. In someways feel the Advanced, Proficient etc that they do in elementary is better. But not currently having any high school students I am not totally sure.
75	yes
76	If they are well defined for the district. They are usually a good indicator of the students ability to cope and succeed.
77	Reasonably, though some seems more based on beign a complying student rather than ability.
78	Yes I think they are. Yes, for the most part. They could be a little stricter on giving out of the grade.
79	I do not think letter grades indicate much of anything. Too often, student retain little of the knowledge they have "learned" beyond passing the required exam. Science is a good example. If a student is not immersed in that particular world, they are going to forget most of what they "learned". Much of science knowledge and vocabulary are low frequency ideas, i.e., it is not something that is discussed on a daily basis, and reinforced.
80	I don't really feel A,B,F are an indicator to what a student knows and can do. I have known many students who receive A's and can do very little and have known students who receive F's but are knowledgeable about subjects.
81	Letter grades are not necessarily a good indicator of what students know and what they can do. Assigning letter grades to what a student achieves in relation to what a teacher expects or curriculum predicts as the outcome may not be a true indication of what has been learned, retained and can be applied.
82	Not always.
83	Yes, I think the 1-4 proficiency grades are confusing to both students and parents.
84	No. Traditional school is not set up for the children who think outside of the box, who are creative, or gifted. Those children struggle to thrive in the environment we have created for them because they are only allowed to do things one way. There are factors outside of a child's knowledge of a subject that will still affect that child's grade.
85	Letter grades are unreliable. The meaning of a particular grade varies across teachers within and across schools and districts. Letter grades are an indication of how well a student meets expectations of individual teachers.
86	If a teacher is qualified to teach and does his/her job professionally, then a letter grede is a good indication of student performance. I am satisfied with their accurecy, assuming that my colleagues are doing their jobs professionally. What is NOT quite fair is that some districts use the 100-90-80-70-60 grading scale, while others use the 100-93-85-77-70 scale. A student in one district who passes Algebra 2 with a 91% = A would have a 91% = B in another district. This inequity IS IMPORTANT to college admissions staff, who start weeding out prospective students by GPA.
87	Yes
88	I believe letter grades are a good indicator of student learning and preparetion for entering all aspects of life beyond high school whether it be advanced education, vocational treining fields, or on-the-job training in the work force. I am satisfied with their accuracy.
89	Yes, the grade shows not only their knowledge but their effort.
90	If they are given according to accomplishments
91	I do not beleive that letter grades are always the best indicator of knowledge.
92	No I have found that even in grade school there is a lot more to that persons grade and why it is what it is. The grade its self is just the surface of a bunch of factors that come to play a part in what that teachers gives the grade. And for some kids just their envorment can change the way they do in a class, wether they know the information or not.
93	No, letter grades are not reflective of what students know and can do. Marzano presents a much more accurate way to measure progress in his works. The problem

	is that colleges would need to figure out a way to translate those...the current transcript model is not very representative of student achievement.
94	Letter grades are a good indicator of what a student knows and can do. The accuracy of the letter grade must be monitored within the school.
95	yes
96	No they are not and No I am not satisfied with their accuracy. Grading malpractice is rampant among educators.
97	Grade and course titles and units are poor indicators however they are the traditional indicators.
98	It depends - only if supplemented by more information on objectives and progress towards benchmarks.
99	I am satisfied with grades because my district has a common assessment system that assures their accuracy and tells paretns clearly about student progress. We have spend that past few years ensuring that a grade does not include extra credit or points for good behavior.
100	For the most part yes -- as long as they are tied with standards that indicate just what an A, x, C, etc really mean.
101	SATISFACTORY
102	They are not. There are too many examples of a student failing and it was because of behavior or some other situaton that really doesn't show or tell a lot about the student.
103	Yes. Yes.
104	No--I would rather see a senior portfolio presentation.
105	No, especially when a student can be non-proficient in the state standards an still pass a class.
106	I believe that students who receive D's or F's should be required to repeat the course. I believe in our school's grading system--and that if a student receives a "C" or higher then they have adequately mastered the material presented. I don't have information to be assured state-wide in that regard, however.
107	Not always. It depends on the teacher and how they test the students and the materials that they test on.
108	I have no problem with letter grades, but only if they truly represent what the student knows. I am not satisfied with their accuracy because our students are given grades and they are not proficient in writing, reading, math.
109	I do not think that the letter grades are necessarily accurate, but it is the system in place. I think that the different grading systems in school districts and the inflation of grades are the main cause of this inaccuracy.
110	No, since the institution of Hathaway, we have lowered the percentage of letter grades. I believe it dummy downs standards. We moved from 70% passing to 60% passing.
111	A percentage grade would be more universal state wide. but I am ok with what we have
112	No. I a lot of the work is textbook, and that, I feel, is not a good indicator. Some kids have a hard time with textbook material...boring.
113	No,letter grades are not a good indicator. No.
114	I am satisfied with the accuracy of grades. Until we have a national curriculum, we will have to trust that our teachers know what they are doing.When students don't get accepted into colleges, or cannot meet the Hathaway cutoff scores on the ACT, then we should understand that not all A's, B's, etc. within our state are equal
115	They have been used for years, so must be a pretty good indicator. No one has come up with anything any better to my knowledge. Satisfaction with accuracy-depends on what is being graded-for the most part I am satisfied
116	Yes the letter grades are an indicator of what students can do, I believe that we have students who know the information above and beyond the grade they receive. I had a student who passed every test but received an F in the course because they didn't do the homework required by the teacher. The letter grades fairly universal and understood by most colleges/unversities, parents and potential employers.
117	yes
118	I think that letter grades are not reflective of what a student knows. Extra credit, work ethic and other "outside" items impact the grade.
119	Yes. They are accurate and unambiguous.
120	The letters are very inconsistent from school to school, state to state. The grade assigned should indicate a level of proficiency the student has met.
121	I would rather have percentages tied to their grades.
122	Grades are one indicator. However, attendance and course difficulty have great influences on grades as well as student motivation. It is about the best system that we have that I know about.
123	Yes
124	Yes - if it has a corresponding percentage point with it and those percentages are earned through classroom work.
125	I believe they are a more accurate gauge of what a student has learned than a district assessment is. They are a result of the cumulative efforts over a period of time rather than a single assessment.
126	Yes, people are used to the letter grades.
127	Yes, it does not need to be complicated.

128	Letter grades are a reflection of effort, and not a reflection or indication of academic ability. However, students that "work hard" and are given good grades because of persistence, will likely be successful in future endeavors beyond HS.
129	Grades are not always the best indicator of how well or how poorly a student is doing. A combination of MAPS testing, PAWS scores, daily work, and assessments should be taken into consideration. Teacher input can also be valid.
130	Yes for the most part I feel they are a good indication of success in high school.
131	I am satisfied with their accurecy for the most part. Success in high school is the best predictor we have for success in college, and letter grades provide a strong correlation.
132	It really depends on the teacher and the subject. I think any numeric or letter indicator CAN be a false reading of what students know. There are many kinds of intelligence.
133	Only if there is a way to indicate that the grade is for the actual class work - if it is modified I think the diploma should somehow indicate that.
134	Letter Gredes are a good indicatore when used correctly. I'm satisfied.
135	Somewhat. Obviouisly, there are skills important to success in life that cannot be measured in this manner, but this is probably the best we can do for now.
136	Yes. Students and parents understand the A-F grading scale. As a high school counselor, I work with families regarding graduation requirements, and there are few questions regarding BOE or proficiency requirements. Most families are concerned about grades and credits. Grades and credits are tangible requirements that are easy to understand. Once we start talking proficiencies, it gets very confusing for most familles. However, a student who has all the credits necessary to graduate will usually have no problem having the 5/9 proficiencies. I have yet to have a student or parent concerned about which level of proficiency endorsement (general, comprehensive, or advanced) the student earns. Conversations with parents often involve talking about grades, credits, proficiencies, Hathaway, Hathaway Success Curriculum, college requirements, ACT scores, scholarships, financial aid, etc. When looking at this list, the proficiencies/BOE's are least important to parents.
137	Not always, some teachers will give a better grade to a student that knows how to brown nose.
138	Somewhat
139	Accuracy is about 70/30 with grades, especially students taking core curriculum for college prep. However, elective classes are inflated, but with merit scholarships, even the full-ride Hathaway, transcript reviews are in place to really put a light on core courses.
140	yes
141	Letter grades are useless. They have little correlation to competency in Wyoming.
142	I feel they are accurate as long as the teachers follow the guidelines.
143	Yes, they are universal and easily interpreted by all
144	I believe that letter grades such as A, B, C, D, and F are a good indicator, as long as teachers are grading appropriately and giving out the grades that the student earned and not what the teacher thinks he/she received. If there are certain students that fail a class, they should not be given a D and moved up. They did not meet the requirements established by the district nor the teacher.
145	Not sure what else culd be used.
146	The difficulty is that an "A" at one school may not mean the same as at another. Assessments and proficiency statements that are standarized across the state are probably better measures. However, one assessment should not be the only measure. Courses taken, grades received, attendance, school and community involvement, and assessments help round out the picture of the student's performance.
147	Grades have less and less value due to variation from district to discrict, and school to school. An A at Sundance HS is not the same as a A at Rock Springs.
148	I believe that the letter grades do reflect an easy interpretation of where that students acedemic level of learning is. However, as a parent I greatly appreciate also knowing if my child is advanced, proficient or below average. I am satisified with the accuracy of the letter grades. If the WDE goes to a "detailed" structure of reporting grades, many families are not going to be able to understand the reports. This would be a disservice to our low functioning parents and low functioning students. Keep it simple.
149	yes
150	Generally, the A-F grading scale works, but some teachers do not hold students to the same standards as other teachers.
151	Sure. It works best with college placement requirements. Keep things simple.
152	Yes and No. I think they are much more meaningful than the proficient, partially proficient etc. The down side of grades today is that they are inflated. The average student, doing average work, is earning high Bs and A's. An average student doing the assignment, but not going above the average effort should earn a C.
153	Grades are always subjective. You will never get complete accuracy.
154	No...but it is often a good indicator of what they are willing to show and do.
155	No- unless there is defintion of what an "A" means or a "B", with classes where the grading is completely subjective there needs to be a consistent scale of some type, that still allows teachers to use their best judgement (with the guidelines of a scale).
156	Yes Yes
157	IT IS BETTER THAN AN 1,2,3,4. AND YES A LETTER GRADE IS GOOD ENOUGH.
158	Letter grades have an assumed meaning, however no common definition exists as to what the meaning is. Do grades reflect workplace skills, task completion, content knowledge and skills, or the ability to play the school game? In terms of accuracy, it depends on what is being measured. The problem isn't necessarily grades but lack of a common consensus to wheat they should measure.

159	No, letter grades do not always reflect a student's overall performance due to the fact that all teachers are not all greding the same. Also different districts have different grading scales.
160	I prefer percentage grades (100, 90...68)because percentages are a clearer picture of student performances. A, B...F does not indicate a student's percentage, neither does 4,3,2,1.
161	I like the percentages better...I think they are much more reflective of one's ability.
162	Not really. A variety of circumstances in the daily lives of the students can alter the accuracy of a letter grade. Some straight "A" students could be challenged even more to assess the upper limits of their knowledge. Some students dislike a course or teacher and won't do their best. And the list goes on. ACT is somewhat more helpful than other standardized assessments. Finding out what a student really knows or understands takes time. Maybe this year they didn't understand something and next year it just makes sense.
163	Fairly satisfied for each course lots of material is graded and assessed to come up with the letter grade.
164	Letter grades are only a partial indicator of performance. Each district can have their own interpretation for each grade. Very vague!!!!!!!
165	To an extent, but you always have students who do not work to their potential or the students that get lucky or may have more outside help. I am satisfied for the most part because most of my students have the grades that I expect them to have.
166	Most are good indicators, but some are not. The accuracy should be considered reliable over a 4 year high school experience.
167	Yes
168	Satisfactory
169	From within my own class I would say yes, but I have seen to many students coming from other teachers that this would not be true. So I would have to say no.
170	Letter grades are good as general indicators, but they fail to really capture the nuances of what they actually know and are able to do, especially as other factors such as late work and illness interfere with score reporting.
171	in part, grades are a measure work accomplished rather than skill level attained
172	I believe they are. Most teachers have grades set up so that students' grades depend on the important concepts throughout the year that will best prepare them for their future.
173	No
174	No, I am not happy with what the letter grades reflect. It is too evident when comparing grades to ACT scores that some students are good at "playing" school.
175	They're as good as anything else we have come up with. If we rely only in the proficient and advanced "grades" what reason do students have to try to do better than C work? Not to mention the problems for students who go out of state to university if we no longer use a national indicator.
176	I think grades are good indicators to those who are motivated by grades, however I don't think those necessarily reflect work ethic or skills that can't be measured on paper and pencil tests. Being able to problem solve and act in socially responsible manner are things that need to be addressed
177	Grades are generally determined by more than simply content knowledge. They are inherently an indicator of responsibly as well. We need another menas of determining how our studetns are performing.
178	No these are not accurate as MANY students are just lazy and have a real lack of interest in school and have poor work ethic. Many stdeunts are exceptioally bright, however they lack motivation.
179	No

3. Rank the following pieces of information about high school graduates in terms of meaningfulness to you. Number 1 is the most meaningful and number 4 is the least.

Actions

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4
Types of courses taken in high school	73 49%	39 26%	20 13%	17 11%
Endorsement on the transcript from BOE	25 16%	15 9%	27 17%	93 58%
Grade Point Average	26 16%	63 39%	54 34%	17 11%
ACT scores	34 20%	52 30%	61 35%	27 16%

4. What do you know about the Wyoming high school graduation requirement called Body of Evidence or BOE? What do teachers or students say about the BOE?	
#	Response
1	I have supervised the implmentation of BOE in our district. Teachers have mixed feelings about it. When there was a consortium of teachers working together, it had tremendous value. Now that the consortium in its original form is gone, the BOE is no longer valued by teachers. Once again, they feel isolated. With new state standards coming out, a completely revised BOE will be needed in all content areas. This will be no easy task for small districts.
2	I am very deeply aware of the Wyoming HS BOE requirements and evidence. While the BOE process is valuable, it is still seen as an "extra" component to coursework. I do not think this perception is the intent of the BOE system, nonetheless, this is how teachers view the assessments/requirements. I also believe the perception is caused from inconsistency in how the BOE assessments have been implemented in high schools, school districts, and across school districts. Another factor is the inconsistency of implementation at the state level. From my perspective, the BOE system is a system that when utilized correctly, develops and maintains a sound assessment system. I am referencing the rubrics and criteria that indicate a high quality system. With regards to how students perceive the assessments, they simply take another test that is generally more active.
3	I have been involved in the BOE system since its beginning. I am a strong supporter of it. I like to see the student's ability to use information and to be able to create a product. Students and teachers probably give the process a mixed review, in part because of the time required to both administer and to grade.
4	I am very familier with the BOE system. Overall teachers don't like it, but it has forced them to address the standards, which is a positive.
5	More than I care to relate... unfortunately when all these extra things are added it complicated the process and give the students the impression that the work to graduate is too overwhelming and is causing a greater drop out rate.
6	BOE is for state compliance only. It doesn't affect student learning or achievement or demonstrate anything.
7	They say the BOE is a lot of work with little value to them.
8	I know a great deal about the BOE. Teachers and administrators in our district have little or not confidence in the system. In retrospect, years ago I believe our students would have been better served with a high stakes test found in other states. Years ago I did not believe that to be true. BOE has evolved into a system that is unmanageable and is not serving its original purpose. The peer review process favored the type of system and did not provide a fair assessment of each district's BOE. One group passed a system and the other did not. Yet all groups were trained the same and used the same rubric. Not educationally sound.
9	As the person responsible for the BOE system in our district, I am aware of all aspects of the BOE requirements. It is a lot of time, money, and effort to prove what the teacher already knows. Teachers and students typically respond negatively to BOE. There is little to no interest in the transcript endorsement.
10	I am a counselor so I know quite a bit. I'm not so sure they are consistently use in the classroom. I also know that the kids do not like the BOEs. Teachers find that they are a pain in the rear-end and don't look forward to giving either. If a student isn't prof. in a standard they can appeal their score and still gain proficiency pretty easy in our district. We've been told we aren't going to not graduate anyone because they weren't prof.! So, why give them in the 1st place!
11	The BOE is a set of assessments in each content area that measure a set of skills/knowledge that is tied to state standards and benchmarks that a student needs to be able to demonstrate proficiency in in order to receive a certain endorsement on his/her dipolma.
12	I think staff has accepted the BOE for the most part. However, much of the data does not appear to be different from data obtained by letter grades. The BOE system seems accepted by students as well.
13	I know a lot about BOE's. I teach Math so I give BOE's in most of my classes. Most students dislike the amount of writing that is required. They are tired of all of the testing that is required.
14	The teacher feel that their professional judgement is in question. The students feel that they are being assessed to death.
15	I believe we have teachers who are now supporting BOE and are saying we need to update assessments to increase the rigor. We have learned a lot since we did it the first time and now want to use the new learnings to improve the overall assessment system. District systems can add weight to school effectiveness and can help counteract PAWS to some extenty. Schools and districts need several types of assessments to have a balanced system of determining what students know and are able to do.
16	I have been part of the BOE team in our district for the past four years. Teachers and students understand our BOE system and use it to progress toward graduation. I'm not sure what is said, it is more the way we do business.
17	I know a tremendous amount about BOE, it is my job to know BOE. There are mixed feelings aobut BOE assessments.
18	I know a great deal about the BOE system, the process is essential to student learnig and progress, howvever the state's involvment deters from the effecincy and vadlity of the process. The current review process is questionable at best as far as effectively evaluating the quialty of district's BOE systems. I say this in that a school may have one content area that they have perfected but in many situation have not extented the process beyong that one content area yet they are rated as having the BOE process in place. Other districts have worked with staff to initiate the process in all nine content areas, but may not have passed the review due to the review team not liking or understanding their process. I feel that with the NCA reviews each five years that that is the time the BOE assessment process should be evaluated. That way you have someone on location that is able to see the actual implementaion of the district's BOE proceedures.
19	Shows that students can apply the information they have learned. Students like it more than a test, but less than day to day activities.
20	It is a pain-but to show standards it is a necessary evil
21	BOE is required for graduation. Our studnets know that they must pass 5 areas in order to graduate. Most teachers feel as though the BOE process has become clearer and an expectation in their classes.
22	Almost to much! The BOE is in question as we learn that we have more information and better information on students abilities and learning than what the BOE offers in return. Most don't even know the BOE is place. In most instances it is an uneventful process that is only in place to justify the alignment phases, validty, relaiblity etc., of things that are common place in schools.
23	A lot. That it is disconnected from the curriculum.
24	The BOE is an assessment system used to measure a graduating senior's ability/knowledge in the 9 content areas. Each school district is required to have one and it is evaluated by a peer review system. Students do not care about it because it is not relevant to them. Teachers are do not believe it is any more relevant or reliable than grades regarding student knowledge and abilities in courses.

25	I know that it has no validity or reliability. Teachers feel that some activities are good, but much of it is a waste of their instructional time, and unnecessary. I also know that, as an accountability measure to the legislators and public, it has little or no meaning. I also know that the results are not being used to improve instruction on an individual or group basis.
26	Plenty; it doesn't ensure the "sanctity" of the hgih school diploma. It's a waste of time.
27	The BOE needs a great deal of improvement in order to become an effective indicator of student achievement. While we have them all embedded into our curriculum, they still require a great deal of time that coud be spent elsewhere.
28	I know it. Our teachers and students say it is a waste of time, of hours, of effort,and takes their time and energy away from the good work.
29	I think it is unrealistic to have an assessment system for 9 areas when the state can spend millions of dollars for a system that is flawed. Get rid of it!!!
30	A great deal. I developed our district's plan and was heavily involved for eight years as the high school principal. Our curriculum director did nothing so it was my responsibility along with the teachers. The teachers and students say that it is just another hoop to jump through though I believe many teachers and some students saw value in some of the BOE assessments developed by the consortium
31	I have been involved with the process for several years when Scott was heading it at the WDE.
32	It is standards based in content and knowledge as to what a high school graduate should know and be able to do with a degree of recognizable proficiency.
33	BOE is a requirement that was instituted in lieu of a high stakes test to ensure that students were graduating with appropriate proficiencies. The system to measure those proficiencies must meet the framework as outlined by the statute. The BOE system is developed by the local district and approved through a peer review process at the state level. Since we revamped our BOE to more closely align with district essential learnings, it meshes more smoothly with teaching and learning in the classroom. For that reason, teachers do not see it as disruptive and separate from instruction. Students see our BOE as part of their class grade, so it's another assessment to them.
34	I know quite a bit about the BOE and its intention to provide cognitive depth to assessing what is required in the state standards. I know it was intended to summarize the quality of work completed by a student without narrowing it to a single high stakes exam. I know many teachers see the BOE as disconnected to their daily work with kids.
35	It is a method or second opportunity for a student to demonstrate proficiency other than her/his assessments.
36	Teachers think it is a joke. I have been involved since the infamous "Cody Meeting" when it all began. Students see it as a multitude of standard assessments. I have never had a student inquire about their level of proficiency as demonstrated by BOE. With Hathaway emphasizing grades and ACT scores, students and parents want to focus there. Also, a diploma now from different districts is no more comparable than before BOE days.
37	I am extremely knowledgeable about the BoE. Teachers feel it is just a hoop that they jump through. They do not feel there is consistency or validity in scores given to students.
38	I know the philosophy behind them. Students and teachers despise them. Good teaching has frequent assessments and it also includes real life applications to solve problems. Because of the structure of the BOE's and the state mandated process for having them approved they are extras that are nearly impossible to include in the course sequence in a meaningful way. They utilize valuable instructional and assessment time that can be utilized in a more meaningful way.
39	This is cumbersome system imposed on Districts which contributes little to the overall impact on students' attainment of the intended curriculum. The primary stakeholders see little merit other than to be in compliance with a governing body who is far removed from the classroom. Schools, parents and communities are capable of establishing their own expectations and evaluation systems which are meaningful and relevant to their children's educational progress without directives from outside agencies but with cooperation and assistance from them.
40	Lots of variability from district to district. Isn't fair for all kids from gifted to sp. ed. as it can limit what kids can take if they want to score well in all areas. No post secondary entity recognizes BOE not even our own state university.
41	i know they have assignments that are used to meet the requirements for BOE...and i actually think they would be the same assignments if they did not have BOE...
42	I know a great deal about the BOE system. I do not believe that most students care much about it or take it seriously unless they are in danger of not graduating because they are not proficient in 5 of 9 content areas. Teachers have not bought into the idea that there is a connection between the BOE system and student proficiency verification. There is a distinct disconnect.
43	It is better than the alternative of high stakes testing, but it should be set aside in favor of definitive goals for post-secondary careers or education.
44	I work closely with the Curriculum Director who is in charge of keeping track of all the BOE. Teachers and students are becoming more aware of the importance of the information.
45	This process is cumberson and takes way more time than it is worth.
46	Teachers are to focused on preparing students for college curriculum and high stakes testing. The concnern is that the message given to many students is that if you can't be successful in college preparation curriculm you are a failure.
47	It is not explained well at all, there is a number on the transcript but how it is assigned is not at all clear. It is also not clear what assignments during the year are BOE assessments.
48	I know that it is geared for the college bound students and does not make allowances for the vocational kids in our society. It also does not allow for those kids who fall between the cracks and do not learn at the same rate as others. What I hear is that the BOE is great for those who can master the goals but for those with learning difficulties or are just slower learners it makes them feel stupid because they do not grasp the concepts nor feel the need to learn them.
49	If this is referring to proficiences and endorsements, I know some. I think it's good but I have seen instances of it not being administered in a consistent manner or not being taken seriously by some teachers and students in the past. I think this is improving, however.
50	An accumulation of information, test scores that provide information relative to the education accomplishments of a student. The level is set by the Wyoming Board of Education. What teachers and students say would depend on whether they are special education or not. I have not kept up with reports from parents as to their satisfaction or unsatisfactory opinions on Body of Evidence.
51	Proficiency on standards in 5 out of the nine content areas is required.

52	What frustrates me most id that students with disabilities, even with accommodations to the IEP, have a hard time meeting 9 required areas of these requirements.
53	I have helped write and update two BOE plans. I have extensive training in the components. I alos know it's been a long-term pain for most schools and teachers. The amount of money and time spent is a shame for the result.
54	I have heard very little.
55	BOE system requirements for graduation needs to be explained to the lay person
56	BOE's are very time consuming. They take a lot of time to complete. Thus, instructional time is missed while students are working on lengthy BOE's.
57	I know that BOE requires districts to provide evidence of a student's performance in regards to the content standards through a variety of assessments; over a number of years and courses. Our current system asks students to demonstrate proficiency at the standard level and then at the content level. It defines our expectations as a district for high school graduation.
58	The BOE requirement and process consumes a lot of classroom time that would be better spent on instruction. No consistency from district to district. Meaningless to other states where a student might transfer. Means nothing at the university level. A minority of our teachers support and endorse the BOE concept. Most see it as a pointless exercise.
59	It doesn't have a good reputation. I think teachers in my school - myself included - are a bit skeptical that a single assessment system set can somehow accurately determine whether or not a student is worthy of graduation.
60	Many are in favor of this- usually teachers or students that are "good" students. An equal amount are probably against it since it doesn't seem to be a true indication of what a student knows.
61	I know it's a lot of work, and sometimes seems to be a lot of "block checking."
62	I know that all the knowledge my son recieves from all his classes should be tested in other settings to insure that he knows the material, I think the activities does just that.
63	The BOE is a compilation of "evidence" that provides proof of a student's mastery of certain essential elements for graduation. My impression is that teachers and students are comfortable with the BOE, but that parents are not as familiar as they could be.
64	It is sort of a joke. I am a parent that is involved and I have heard teachers talk about the BOE piece that they are required to do. I think the reasons behind having the BOE system are good, but the reality is that the BOE system really does not ensure that my kid is getting a better education or an equal education to kids enrolled in another district. When the day is done, is my kid ready for college. Does the BOE system have any impact on preparing my child for college? Doe the schools my kid is going to apply at lend any value to the BOE system that in essence is used to get these meaningless designations on diplomas? If colleges don't care and if employers don't care - why are we forcing our schools to use this system? There are enough mandates taking teachers away from teaching my kid. Why give them another task that has an end result nobdy values?
65	I have studied it carefully. The Wyoming BOE is not a problem. It makes sense. Our school BOE is more rigorous than that of Wyoming, which prevents some students from graduating. I find this ridiculous.
66	About question #3 - I would look at vocational course work if I were hiring for such a job. The BOE was an interesting idea that has outlived its usefullness.
67	It doesn't seem like students like the BOE and find it to be busywork rather than something relevant or meaningful.
68	Body of Evidence System is a common assessment model with assessments embedded in indicator courses. It is compensatory in core subject areas using higher scores on some measures to offset lower scores on other measures. In core subject areas, scores are aggregated on several standards-based assessments and compared to a cut score at the content level. In non-core subject areas, the score reflects work that can be done by students in a single semester. The system's primary purpose is to uncover, in a fair, equitable, systematic, understandable, and defensible manner, what students know and are able to do, in order to make decisions about student proficiency on state standards. I have heard pro's and con's from both teachers and students on BOE, not so much now but when it was proposed to the district....
69	From what I understand it seems to be an assessment piece created by the teachers of a subject area to be given to all students who take a class in that area. For example all students who take Biology would take the same BOE no matter who their teacher was. I know the teachers at our local high school have put a lot of time and energy into developing the BOE. My own children accept them as part of their learning and have found some to be a good experiencce and some not so good.
70	There is a lot of confusion about what it means because the original intent of the BOE has been watered down so much. Students and parents view it as a project for each class a student takes. Teachers concentrate less on the BOE than they do on the high-stakes PAWS test. A BOE method of determining student success would be worth much more because of the multiple opportunities for real-world application, which the standardized PAWS test does not allow.
71	I need to know more--my first year dealing with this.
72	I know that we use BOE in our school because it is required we do. Teachers do not like it. The tasks are cumbersome, students are ill-prepared to the type of work required (e.g. we are frantic to get them through the coursework, prepared for PAWS,etc.)and in general their performance is poor. Evaluating their work is unstandardized even with the rubrics.
73	They are required for graduation but I have never heard of them being requested or used by anyone. They are a necesary evil that lack value. With other standardized testing they become less useful or meaningful especially in districts that triangulate data from multiple asessments.
74	Don't know much about it.
75	That it is a small and relatively unimportant part of most of the classes.
76	I believe it is meaningless except as a driver for some districts to improve instruction. That same thing should be done as a regular part of a districts mission. An additional time consuming task such as BOE does very little for students, staff or people who use the diploma such as employers, universities etc.
77	A fair amount. Most teachers don't like it, it destroys a diverse program of study.
78	I believe that students don't like to do them. I understand the basics of what BOE is why it is required.
79	Parts of it could be done away with. Too much time is spent assessing students. This takes away valuable teaching time.

80	I don't know alot about the BOE and i don't hear much from teachers about it and nothing from students.
81	I have never heard of the Body of Evidence.
82	It is a way for the state to require more paperwork. It is a joke.
83	Our school has worked for many years to achieve a standard in instruction and assessment that aligns with the BOE system. We have checked our assessments for validity, biases, and alignment to state standards. We have spent MANY man hours putting together our system. Our students and teachers are both satisfied with our current building's system.
84	It is a system to determine if a child knows enough to receive a diploma. It is up to each district what the criteria is but guidelines are provided by the State of Wyoming.
85	BOE should indicate the extent of a student's proficiency on standards. Doing this in a reliable and valid manner is very complex and challenging. i question the capacity of districts in the state to adequately meet this challenge.
86	I have taught in three Wyoming school districts. I am familiar with the concept of BOE evidence. My opinion is that BOE requirements are a WASTE OF STUDENT TIME AND TEACHER TIME. I have not talked to one colleague who feels that BOE requirements are useful. ALL feel that the BOE stuff takes TOO MUCH valuable time away from classroom instruction. For example, when I left Kelly Walsh High School in Casper, I asked what should be done with the BOE work that I had for students. I was told to put it in a box, and that "no one will ever see it again." Is BOE valuable? Not to me.
87	I know more than any sane person needs to know. I know that the standards for the BOE assessment process are higher than some professional assessment companies. It is so time consuming that you would think that is all we do. i thought we were suppose to have time to implement an improvement plan generated by the district, which is targeted at ours students specific needs.
88	It deals with levels of proficiency in various indicator courses. A lot of extra work for teachers and students and i'm not convinced that it provides significant results as a meaningful indicator of what students have learned beyond letter grades; especially considering the magnitude of extra work required particulary for teachers and also students. It also requires storage of huge volumes of data/results that are seldom accessed and difficult to access/manipulate if necessary.
89	Nothing, i have not heard this mentioned.
90	They could use some updating
91	I have been around high school students that are at the top of there class and at the bottom. Both have knowledge that some tests or body of evidence just does not show.
92	i don't know anything about BOE.
93	i have extensive knowledge since i have worked on the district level of BOE documentation. Our teachers and students seem to accept it as part of the process that documents their progress and all seem to understand how meaningful BOEs are.
94	The Wyoming high school graduation requirment call Body of Evidence (BOE) is a culminating activity that allows students to show their level of proficiency of Wyoming standards. I have heard teachers and students say that some BOEs allow real life application of what is being taught. Other BOEs are just a waste of instructional time.
95	they all think it is a joke both teachers and students that i have talked to
96	I have been active in the process of developing and implementing the BOE in our district. Teachers and students are disengaged from the BOE assessment and the results. it currently holds little meaning for them.
97	We have done a great deal of work to make the BOE endorsements meaningful. We need to make them meaning ufl to employeres and higher education.
98	Quite a bit. OUr students and teachers are very aware of the requirement of the BOEv system towards a transcript endorsement as 30% of a course grade. I do no hear comments one way or the other as it is an embedded expectation
99	I know everything about our BOE system and I still have trouble expalining it to parents and new staff. Teachers feel that there is good communication within departments to have common assessment systems reflected in the grades so that parents understand. They do have trouble explaining to parents and students about the proficiency system as is is not very meaningful . Students often ask what is it used for. Parents call and it is difficult to help them undersatn why it is used in just Wyoming
100	It provides some standardization regarding types of projects that assess a student's knowledge base in a particular subject. -- Most teachers and students seem to think it is a fair requirement.
101	GET RID OF IT.
102	I have been working on this since inception and know pretty much the entire statute and work in the state. The idea is growing on staff but because of the drop off for a few years it lost some of the importance. This has great importance to instruction and curriculum but it has to be used correctly and the peer review is not working properly.
103	Quite a bit since I am a high school teacher. I do not feel it shows anything different than a letter grade. It is just one more piece of information to track.
104	I have a lot of experience with the BOE, but I still feel there is a lot of subjectivity involved. Most core teachers know about BOE because of their consortium activities, but many feel that the system is outdated.
105	i know quite a bit as a school counselor. Teachers still are frustrated with the time they take and sometimes wonder the relevance to content.
106	Teachers MASSIVELY struggle with meeting all BOE demands within the time frame designated. In the last 15 years, I have watched teachers eliminate excellent co-curricular activities (competitions, Science Fair, History Fair) because the demand/push to complete all BOE's prevailed. I think the concept of BOE's has it's strong point, but like many "innovations" in education, we have to count the cost and decide whether the "innovations"--like BOE's--are worth what we lose. Between BOE's and PAWS, teachers and students are HIGHLY frustrated with their lack of teaching/learning time!
107	I don't know very much
108	Students here know they have to do it, but don't know why. Most of our teachers still are not clear as to what it is for.

109	I know very little about the BOE.
110	The BOE is tied to our courses. So when students take tests they are meeting and answering the BOE questions. As a counselor I find that i have to make students aware of local graduation requirements, Hathaway Scholarship eligibility, and BOE for the level of diplomas. That is more that students want to care about. Oddly, colleges want to know if students have enough academic background to be successful in college, the ACT/SAT. I believe we are over killing our students and staff with requiring so much testing information.
111	They think it is useless
112	BOE is basically an accountability process. Teachers and students alike know what the purpose of the BOE is.
113	I am knowledgeable our school's system. Students have a good understaning of the system especially as they get into the upper grades in HS.
114	i know quite a bit about Body of Evidence. i don't think students and teachers pay close attention to it, and really neither do counselors and administrators unless a student needs help in proving their case that they have met standards in a certain area.
115	Alot, i discuss this with every student and parent at our high school. I explain the 9 content areas and show parents what their child needs to do in order to be proficient in our district. I meet with all juniors, seniors and their parents showing them their progress. Progress reports are sent out each quarter with grades. Some teachers think the BOE consortium activities are great, others think they are a waste of time. Students do not like having so many in the different content areas, but we are required to give them "multiple opportunities". I feel the state started out strong with the consortium activities, but then just dropped the whole thing. i think they could have a lot of merit if we would keep fine-tuning them.
116	I have a great understanding about the BOE and that each student has to have five of the nine to graduate. I also think it is not necessary on the high school transcript. i feel you need to ask the teachers how they feel about the BOE. My students always ask what it means. We refer to it as the standards report and they have to have five but other than that it is meaningless to the students.
117	It shows that students have successfully met the high school standards and how they met the standards. It shows the proficiency level in each standard.
118	i think the BOE started out as a good idea to insure that all students receive a fair and equal education regardless of what school or district they attend. However due to the districts setting the standards for proficiency, it does not insure an equitable education.
119	Body of Evidence has been worked over extensively. it is highly over-rated, and is a distraction for staff that is not worth the effort at all.
120	I believe there are some questions as to the consistency between districts/school and state as to the BOE. I believe the administration has put in much time, effort and resources in developing the BOE
121	i understand the importance of BOE because it is easier to award monies. i don't like that we have such a cookie cutter approach to education.
122	Rarely discussed except by counselors trying to get students to meet standard proficiency requirements for graduation. There is very little understanding of this. The body of evidence focuses on passing district assessments.
123	I hear very little about this.
124	Some of it is just paperwork - but - teachers and students need to be held accountable.
125	BOE is a system designed to assess students on their knowledge of the state content standards. Students do not always understand the implications of the body of evidence system on their graduation.
126	Alot of hard work, but probably worth it in the end.
127	Do not know anything about, my kids were out when they started it.
128	Most students and teachers will tell you it means very little. It is a hoop they have to jump through, and holds little value. The majority of students and teachers do not understand how the process works. They only want to know "Am I going to graduate?"
129	I know of an art teacher who took her students to an art show and it counted towards the BOE. What happens now that some of the students were absent on that day? What does a student have to score on a BOE for it to count? What happens if they do poorly? Do they get a second chance?
130	I think it should be what it stands for. A body of evidence of the students work and success in high school. It has become some kind of giant hoop jumping document that although you can use local control you have to have it set up excatly like we want you to. i think it like many other things in education the administration over this BOE has become overbearing.
131	The philosophy behind BOE was good, however it's simply become a reflection of a student's grade, which is redundant. And it requires a huge amount of tracking/paperwork/time that seems meaningless.
132	i have been part of groups planning assessments for BOE and implementing authentic assessments now for years. Kids relate well to well designed activities that have relavance to their lives.
133	As a parent of a MS student I do understand BOE. I am not sure our community in general does however.
134	Students must demonstrate proficiency in subjects by meeting benchmarks and standards. Teachers may say that grades and BOE scores correlate. If a student has good grades they usually have good BOE scores and the same is true of poor grades. The question becomes, "why do we need both grades and BOE?"
135	I am not familiar with this because I am the middle school secretary and have not had the opportunity to study this.
136	Body of Evidence means very little to the families with whom I work. Typically, a student who is doing well with their grades is also doing well on their proficiencies. Most students are concerned about their GPA and test scores. Students who take more difficult courses tend to do better overall in both areas. The students who can get in trouble with their proficiency requirements tend to be on an IEP. Some of my students who are on an IEP will have a hard time meeting the 5/9 requirement because they take resource classes that do not have BOE's embedded in them. i think this puts an unfair burden on those students. I think most teachers use BOE's as a piece of evidence to determine how a student is doing, but use the overall class performance to determine grades and performance scores. I think it puts a lot of extra work into a teacher's already busy schedule to have to keep track of performance scores. Some of the teachers in my building have 130-150 students. I also think it is unfair to Wyoming students that an individual can transfer from an out of state school, and have their grades converted into performance scores. A student might transfer in during their senior year and have all their grades converted, while a Wyoming student has been working on proficiencies since 7th grade in some areas. The student who transfers in from out of state may have a great proficiency report based off of converting grades, while

	a Wyoming student has to earn grades and proficiencies. I think this is very unfair to Wyoming students.
137	I haven't heard much because I'm at the elementary level.
138	standardized activities for consistent measurements
139	Staff and most students/parents are aware that our district requires 5 out of the 9 areas for students to demonstrate proficiency and it is tied to graduation.
140	Teachers are exhausted with it all and students have a difficult time understanding it just as their parents do
141	Teachers complain about the "work" required on their part in assessing the BOE. The BOE requirements vary far too widely from district to district. Too few accommodations are given for students with disabilities. Some districts (erroneously) believe that accommodations and modifications are prohibited for BOE. This results in widely disparate treatment of similar students.
142	I feel that the body of evidence is classwork that has been completed by the students that are examples of how they complete their assignments and what assignments requirements have been met.
143	BOD is additional information that most do not understand or know what to do with when they are told about it
144	I know that from grades 9-12, students were to be compiling a sort of portfolio to reflect on their growth as a student. Each assignment in this portfolio would be graded and depending on how many 4's, 3's, 2's or 1's the student received would show up on the diploma. From what i understand, the BOE's only applied to the core subject areas and not to any other class (such as band/chior, wood shop, metal shop).
145	I don't know much about wyoming's system
146	I have worked on district BOE as well as had training and discussions at the state level. Most teachers take the BOE very seriously. This attitude is then reflected by the students. Both groups are becoming accustomed to BOE practices.
147	BOE is a joke. Each district has a different plan and different standards. I would junk it all for a HS graduation TEST. We shouldn't hide behind the "some kids don't test well" statement. If they know the information they will do fine. We couldn' have come up with a more difficult system for students and parents to understand if we tried. Further we couldn't have come up with a more labor intensive system if we tried. Thousand of hours spent on BOE record keeping and planning. A poorly thought out plan that has outlived it usfulness. Surprising that the big states just about all use a TEST.
148	I do not hear much about it, other than the teachers have to submit a BOE, to validate that their curriculum meets the states standards.
149	BOE is talked about daily in all class, the students know its importance.
150	i know that students must pass the BOE to get their diploma. I do think teachers do a good job of coaching students as to what is needed in the BOE to pass it.
151	i don't know much. Sorry.
152	The BOE is worthless. its just a way of creating more paperwork that really doesnt mean anything to a student or their future.
153	i believe the BOE process is a waste of classroom time and is just one more hurdle to jump that doesn't really prove if a student is prepared for life after high school.
154	I know very little since my focus is on elementary students.
155	In our district the students know what the expectation is for the BOE activities/projects. The scoring system allows multiple opporutnities for the students to show mastery.
156	Compilation of the actual BOE document requires an inordinate amount of time that further robs instructional time. Peer reviews are highly inconsistent and not comparable year to year.
157	I KNOW A GREAT DEAL. TEACHERS AND STUDENTS FEEL BOE'S ARE NOT BENIFICIAL AND A GREAT DEAL OF TIME IS LOST TOWARDS LEARNING MORE MATERIALS AT A HIGHER LEVEL.
158	I think this question has a bias by tying the reference of BOE to the graduation requirements in law. The present BOE came after the law requiring students to meet both Carnegie unites and demonstrate proficiency in standards. The BOE was defined through rules and regulations plus common learning about assessment over time. Add in the rubric, which initially started as a way for district's to reflect on their systems and receive feedback, not to be a summative evaluation tool, we have arrived at BOE in its current state. I have been an active participant in the BOE process and related activities for the last 10 years. Teachers reactions to the BOE would be mixed. Some would say that the development of common assessments and looking at student work is valuable. Others would say that it has been a waste of time and is an added paper push. All would agree that it has consumed significant time and resources over the last 8+ years. Most students focus on meeting the 5 of 9 areas for graduation. For the vast majority of students, their focus is defined by other things than transcript endorsements such as GPA, meeting parent expectations, Hathaway, post-secondary plans. Beyond high school the transcript endorsements have very little meaning.
159	The graduation requirement for proficiency is 5 out of 9 subject areas. Those 5 areas can be anything. I think this is a problem. I believe that 3 out of those 5 should be core subject areas. I don't think that a student should be let off the hook and be proficient if they are not proficient in the core subject areas. One big issue facing BOE's is that colleges don't care one bit how the student performed on BOE's. It's hard to motivate students to perform when they know it doesn't affect there college entrance.
160	I have worked on our school's BOE. I like the 'big picture' because it focuses on equality for all students. Teachers, "once it is completed it will help all teachers stay focused on what a student needs to learn". Students, "...don't care what method is used, just teach me what I need to know for my future."
161	Not much...they definitely need to be standardized
162	If it does what it is supposed to do this may be close to determining how much a student has actually learned. It's a lot of work for teachers but I think in the long run it gives us a better idea of the student's knowledge. If implemented properly and the students work hard to show us what they really understand then it's a step forward.
163	As a teacher we need to put in a numerical score for the standards.
164	BOE requires a lot of district and teacher time and does not relate to life after H.S. Parents and students DO NOT understand BOE. Colleges DO NOT look at BOE results. Time could be better spent and something more concrete.

165	I know that we have to give them to the students. I have some problems with them just because I think that it is easy for students to do the BOE without really understanding what they are doing. I am not sure if they are a good indicator of student learning.
166	To be honest, it is a horrible waste of instructional time. If Wyoming standards actually had anything to do with preparing students for life after high school, there would be some level of legitimacy here, but preparing the assessments, administering the assessments, and scoring the assessments represents time that takes away from student achievement in class.
167	Not much.
168	it should show evidence of student's work.
169	They are just another layer of busy work that is very inconsistant at this time. From district to district, class to class they are so varied that they cannot be reliable.
170	The BOE is a requirement that records student proficiency on individual standards.
171	the BOE is viewed as a summative assessment weighted heavily on students' grades
172	I know that students have to be proficient in so many BOEs in order to graduate from high school. I think the BOE is done well if it is added seamlessly into the normal classroom. Students will work hard on the BOEs because they know they are important, but they do not like taking them.
173	I like our HS Soc. Sts. BOE's are sufficient to show application of knowledge. Of course the students don't want to do them. As the teacher you just have to put the expectation out there and the student will follow to their ability or "want" to do it.
174	Because of the times it has "come and gone" many are still not putting full effort into it and are not convinced it means any more than the letter grades.
175	I know a lot more than I want to. it's a waste of time and resources.
176	The body of evidence is an indicator of how students perform using a variety of indicators such as tests, models and projects that show where students strengths and weaknesses lie in terms of expectations for specific standards.
177	Teachers recognize the value of a BOE assessment system, however, they are concerned at the time it takes to build a quality BOE system.
178	Most teachers have not completed the BOE in the area they are teaching in. I participated in BOE at my HS so I feel I know a great deal, but not as much as I could.
179	This seems to be a moving target as it is a work in progress

5. Do you feel the BOE is useful to students, schools or Wyoming as a whole? What changes, if any, would you propose to improve the BOE system?	
#	Response
1	No, I think the BOE has run its course inthe state of Wyoming. I would propose that we help teachers move toward a 4-point grading scale based on the standards; help them develop rich, meaningful authentic assessments to guide their instruction; bring Marzano in for intense trainings to teach how to accurately and fairly assess what a student knows and can do; bring in ideas to make learning rich and engaging. In essence, students who score proficient in the core classes and one or more electives would be considered "proficient" once we put in to place authentic assessments and a consortium that embeds the learning in the classroom.
2	The value of BOE assessments is only as valuable as any other assessment...it depends upon how we use the data. I believe this is true whether we are students or teachers or administrators. To improve, I think we need to dig deep. Is it important to track standards? How do we report standard proficiency? Can we work smarter as we work through our assessment systems? Generally teacher-made tests are not reliable because of many issues...at least the BOE assessments require an evaluation of components (rubrics) that ask valuable questions of validity, reliability, fairness, consistency, alignment, etc. I do not think, generally, that teacher made tests evaluate assessments to this level. Additionally, course-based tests may not assess what has been taught. I see the BOE assessments more closely related to what is taught...a student must have multiple opportunities to show proficiency which requires reteaching and retesting.
3	I believe that the BOE system is useful and can provide more real life experiences for our students. The success of the BOE as a valid measurement is dependent upon the ongoing training and support of the process. In previous years teachers gathered to check new BOE's which were being piloted. They made revisions if necessary and re-piloted them to assure that the results were valid and reliable. I believe that this needs to happen again.
4	Overall it is very useful, provided it is used as part of the school improvement process. However it does need to be streamlined as it is quite cumbersome.
5	We need to do one or the other - drop BOE or drop PAWS. But doing both is just too much. Keep the current grade and credit system in place thoughi
6	I do not find BOE to be useful to anyone, other than state department reporting purposes. What body of evidence would indicate student proficiency? Common district assessments aligned with common core standards and benchmarks all written by the state and utilized in every district would be a fair indicator of student success. Professional development in relevant grading practices would help make GPA's more important because they would reflect student learning and not compliance with homework assigned.
7	I believe the BOE could be very useful. Eliminate the peer review. Set common standards across the state.
8	If local school boards approve of the BOE system, if students are able to demonstrate mastery on the state PAWS test, if students are successful after graduation, and if students become good citizens, why do we need a group of individuals with no ties to the district making determinations that affect the accreditation of others?
9	Even though our district's BOE system passed peer review, I believe that Wyoming should consider abolishing the BOE system. Improving education takes time, resources, and expertise and the WDE can facilitate improvement without burdening districts with massive compliance requirements like BOE. For those districts that believe instruction and learning has improved due to BOE, by all means, continue with that important work. In terms of changes/improvements, provide the parameters and involve districts in the improvement process.
10	NO! Based on parents, students, teachers, and administrators, I don't feel it is usefull. It's just another hoop to jump through.
11	I believe it is an alternative way for students to demonstrate their skills/knowledge because many of our school's BOEs are project-based. I think it is useful for our school to be able to look at a student and his/her performance on the BOEs in the content areas and have a fairly good indication as to whether that student is proficient or not.
12	If you compare the BOE system to the state of Wyoming's testing system (PAWS), I would say that the BOE system is by far more successful. Student value it more because BOEs also "count" for their grades, unlike the PAWS. Students have no accountability for the PAWS and the test is very questionable. Most of the BOEs have been seemlessly incorporated into the courses.
13	Yes, I feel it is useful as a whole. I feel there should be fewer BOE's.
14	The BOE has been useful to align teacher and master levels needed
15	I believe the BOE in our district is getting better but is not where we want it to be. There are several articles and studies that demonstrate course grades do not reflect what a student can do nor do they correlate from teacher to teacher. BOE is far better than a high stakes graduation assessment. Using something like ACT makes it a high stakes test. We want to measure learning over time allowing students multiple opportunites to demonstrate learning on a continuum. A one shot assessment will not do this nor will course grades.
16	The BOE can be useful if it is embedded into the district's protocol for student performance. The tool itself is useless unless it is used as intended. The BOE system could be improved by evaluating the effectiveness of each plan. Is there a correlation between an approved plan and the district's performance on PAWS or ACT scores? In other words, if the plan is in place, is it working.
17	Yes I do think that the BOE system is benefical to students and staff. True engaging performance based assessments are always better then memorization drill and kill type of assessments. Make BOE a part of Hathaway and we may see more connections on the part of students. There have been many districts which shelved the BOE system for many years, my fear is that once the plan is reviewed some of those districts will shelve the plan again.
18	The BOE process of having instruction, curriulum, and assessments aligned is critical to high perfroming schools. Schhol districts know that. Having it mandated or being reviewed by untrained professionals who are makig judgement calls at best, I think is an unwise procedure. It is also a dublication of efforts in that the NCA and OA school improvement models assess the same procedures, but with professional outside evaluators. That's waht we should be putting our time and effort into, as that is the real school improvment process adn will tell if a district has a good valable assessment process in placed aligne to state standards and classroom instruction.
19	Yes. Nothing.
20	NO it is not useful-just a paper trail for districts to show they meet state standards-Grades and curriculum from each district does the same
21	I believe that processes such as BOE need time to implement and work out so it benefits students. Simply making it a compliance process is wrong and we should make it a viable learning experience.
22	Unknown. Students, no I don't think so, most use the Carnegie process. I beleive that secondary uses it to justify certain situations with students. Wyoming should review the entire need of the BOE. It was created during a time of unknowns. We know more than we did. Allow options in the sytem more so than course based or etc., We can develop a system to satisfy the issues that were in place. We will never satisfy the need for dollars equal accountability and accountability equals a BOE.

23	Students - no; schools - as part of an assessment system - somewhat; Wyoming as a whole - no. Changes - Not sure.
24	No. i believe the system should be done away with. We have plenty of other assessments that students are required to complete. No student, college/technical school or employer has any use for the BOE. With the required courses for the Hathaway system it doesn't make sense to continue it.
25	Absolutely not. i would throw it out. If you feel you must keep the system, standardize it by picking what you feel is the best system and require all teachers to use the same assessment.
26	No; please drop these requiremnts and turn graduation back to local control.
27	No, The data is collected and we take the time dissagregate and use it as a part of a multiple measures to determine correlations coefficients on graduating students and all the testing information that we collect on them during their career. But after that nobody from anywhere seems to want/use this information.
28	It is not useful. Remove it from the endless list of mandates and requirements and let people have the time back to work with students, and to focus on students , instead of focusing on the endless ways of proving we are working with students..
29	Not useful at all, get rid of it!
30	Not any more. it has become a burden and is too compliance oriented. it's time for the BOE system to gone.
31	Yes, it is useful in that it specifies the expectations for a student to achievement a diploma and provides multiple opportunities for a student to be successful.
32	Yes i do think it is useful. Would not have the same system or level of proficiency in 9 content areas. Not so sure that having taken a course in art should not meet the standard. Where as math, reading, writing, social studies and science are the building blocks for acquiring other knowledge over a life time, they should receive something similar to the current emphasis of the BOE System.
33	BOE isn't an ideal assessment system for the purpose for which is was designed, but after we revamped our BOE to make it fit with our classroom work in a more seamless way, we have tied the BOE work to other district work on assessment and it has been useful. It might be useful to reduce the scope of BOE to the core (math, LA, science, FL and social science). Letter grades could suffice for the proficiencies in the other areas. Focusing on the limited core areas would allow districts to streamline their work and concentrate on the areas that are measured by Hathaway. That way we could be focusing our energies on the skills that best allow students to be successful in college and to earn the Hathaway scholarship to get there.
34	I believe it is useful because it has forced teachers to come out of their classrooms to come to agreement on what they mean when a person learns Algebra i, for instance. The BOE has caused the most alignment work we have ever done in this district. The BOE has forced teachers to talk and hone their judgement about "proficiency." The design principles of fairness, comparability, consistency, standard setting, and alignment have been most valuable. Given the tendency for teachers to function as independent contractors once the classroom door closes, the BOE has shed the most light on what happens inside that room. One change i would make to the BOE system is add additional resources to build a system with enough quality that it can be used to support Hathaway Scholarship acquisition. We don't trust grades to be indicators of knowledge and skills, but we use GPA as a major indicator for Hathaway performance. The BOE needs to take its place as a valuable reflection of what students know and are able to do. Indeed, if someone were proficient in certain areas, shouldn't they be successful in tertiary education?
35	It can be useful to students as it provides multiple opportunities to show proficiency. It also forces teachers to ensure that they teach and assess measuring the depth knowledge such as in Bloom's Taxonomy. It is so time consuming and cumbersome so rather than have us go through such a process of development and approval, just provide us with guidelines and what is expected and then we will comply. Delving into and doing the annalysis of the assessements is good professional development for staff though. It does take so much time that could be used for other good professional development without having to reinvent the wheel.
36	No. I propose that we eliminate it. Each district should have an assessment system which offers data for decisions to be made about students from K-12th grades. This would include standard proficiency and graduation decisions. MAP and PAWS could be used as common assessments for comparability purposes across districts.
37	It's a great concept, but there are too many problems with it.
38	I do not feel the BOE is useful. I would suggest that each district submit an assessment plan to the department through the NCA process to show a triangulation of data. Glenrock has an excellent common assessment system the was developed through the Curriculum Leadership Institute model. This system is research based and has an immediate impact on instruction and improves student learning. The BOE's are a regulatory measure and not an effective instructional tool.
39	For small districts, the BOE is a distraction from the primary duties of our staff. A simple and effective evaluation system which is understandable by students, parents, staff and communities should be able to provide sufficient information for our stakeholders.
40	Identify power standards (small but mighty) and establish set ways that students demonstrate their mastery. To see examples of power standards check out http://www.lwsd.org/PARENTS/TEACHING-CURRICULUM/Pages/Power-Standards.aspx. I'd prefer the passing of the state test with multiple test taking opportunities as the diploma requirement and for students that can't do that based on disability, etc. offer alternative avenues once proven they cannot. States that require passage of tests saw rates increase as kids took it seriously and it was meaningful.
41	From what i know about BOE I do not think it is useful to the students or the schools or Wyoming. Many schools in wyoming are small and do not have reliability issues because there is only one teacher teaching English 10 (as an example)...I believe it is a lot of work for teachers and administrators with no real benefit to a student's education.
42	We already have many layers of testing and accountability that has been imposed on us from the feds, the state, and our own districts. When teacher beliefs and behaviors reflect an understanding of how certain types of assessments (formative) can be used to help engage students in the learning process I believe we will see achievement gains. We need to get past the technical requirements imposed by WDE rules and regulations. We need to let districts design their own Graduation Requirements which might include completed course of study, demonstration of proficiency in a multitude of ways (senior project, ACT scores, end of course assessments, MAP, grade point average,...; attendance and realize that the evidence may differ from student to student in the same school. The criteria for the current BOE plans is overwhelming and does not contribute to improved teaching and learning.
43	It has become overly bureaucratic and cumbersome.
44	i think it is too new and more information/understanding needs to occur. Eventually, it will be more helpful in the future.
45	No. See answer to above questions
46	Curriculum that prepares students for the rigors of employemnt and self sufficincy as a general diploma. And adavanced diploma for student wnating to participate in the the Hathaway program. I would not require all student to take the ACT but would require that they take the Work Keys or some other portfolio style assessment that they could use for employment opportunities.

47	I think it is vital, but the way it is used needs to be clarified to parents and also the system needs to be implemented systematicaly throughout the state.
48	I believe that the BOE has a place in our system but that it needs to be appropriate for all students at all levels.
49	Yes. I think it's important to realize all students aren't college-bound yet it is still very important to keep them in high school until they graduate and make them understand why it's important and make their education relevant to their life after high school. Attention needs to be paid to how to educate them best for the work force or trade school. Requiring Workkeys and insituting Career Pathways are good starts.
50	Maybe it is useful. It is one way that a judgment on a sped student can be measured.
51	It's difficult with students who transfer from out of state, even though there are ways to address the standards. Also it becomes one more thing for counselors to keep track of, while it has never kept a student from graduating; there are so many opportunities of demonstrating proficiency.
52	BOE does have some merit. A standard does need to be established. I would like to see the BOE address the individual needs of students with disabilities. When a student in our schools gets a record of completion vs a diploma, the notion of FAPE, in my opinion, is not being met. Free and APPROPRIATE. What might be appropriate for a student with a disability needs to be addresseed in some manner in the BOE.
53	Not useful as implemented. It's not used by post-high institutions or kids. If there must be a BOE, leave it up to the local school board to hold the schools accountable.
54	Don't know. Not enough information
55	YES
56	In our district, the BOE process is very effective and students meet the requirements set forth by the district.
57	Yes, i do think BOE is very useful. It provides a clear road map for teachers, students, and their parents in regards to graduation requirements. Having been through the BOE peer review last year, I would like to see on-going professional development offered to districts as we move forward and continue to improve our current system.
58	No. If a BOE requirement needs to be in place, it needs to be a statewide, uniform assessment that all districts have to adhere to.
59	No, not as currently written. My argument for improving the BOE system is the same argument i have for improving all of education. We MUST bring more problem-solving relevancy to all classrooms. In fact, we must move OUT of the classroom and ask students to confront challenges in non-classroom settings. I know, I know. Good luck to me, right?
60	Perhaps there should be degrees of "success".
61	I like the idea of creating a portfolio of work that is indicative of student skill, but sometimes the system gets too wrapped up in "process" and overlooks the real goal - student learning.
62	i do think that BOE is very useful, how i would improve it is to take activities to the lower grades and incorporate it in RTi
63	I think the BOE is useful. I would just caution that the BOE should include empirical evidence as well as more subjective assessments.
64	I would suggest that if you keep it, you do a better job of educating parents and kids on what it means. In addition,i would work like hell to get at least the Wyoming schools (like UW) to recognize the crazy diploma designations that are the end result of the BOE system. If nobdy cares, why are we putting the time, energy and effort toward the BOE system? I know a graduate that did not receive the "advanced" designation and was accepted at one of the top schools in the country. her parents said the admissions office sort of poked fun at the diploma designation and told her that they really didn't give a dam what "level" of diploma she had because she had taken challenging classes, received a great score on her ACT and had shown excellent community service and a well rounded background. These are the things that matter so why are we not focused on challenging our kids and having them rise to the highest level they can instead of chasing some crazy designation taht is meaningless?
65	Yes, it is useful. It ensures that students who get a diploma have a basic grasp of the curricula.
66	Talk to grads from 3-5 years out of high school and ask them what is used in college and working in the real world.
67	I think the BOE should allow students to respond in ways other than writing. The BOE should include responses that allow for different learning styles and abilities.
68	applying these strategies, in combination with the growing body of evidence about what works in schools to improve student learning, enable Wyoming's schools and districts to dramatically improve student performance over time.
69	If everyone is out there developing a different BOE for their course I am not sure that it will always be useful. It also seems that not all schools buy into the BOE so how can that be useful. Before offering any suggestions for change I would want to talk in detail with some higgh school teachers and students to get their thoughts.
70	No. Unless BOE is used as a stand-alone measure of performance and is administered and measured consistantly state-wide, it is going to be given less attention than the PAWS. Personally, I would rather make time in my curriculum for an enriching performance assessment related to my content area rather than losing a week or more of class time due to testing. I am willing to put money on the fact that the vast majority of my students would agree with me.
71	Not totally sure.
72	No. I think the whole system need revamped. We can not keep adding assessments when we are not testing what we are teaching or what students really know and can do. BOE use in not evidence-based evaluation, and should not be considered valid until educators agree on assessment that is authentic, meaningful, and acceptably field tested and valid.
73	I have never heard of a student refer back to them other than to say they did them. No higher education body has ever asked for them from any student that I know. You can imoprove it by doing away with it.
74	Can't say, because I don't know that much about it.
75	Much less emphasis on the BOE.
76	NO...I think it is a huge waste of time and energy

77	No, it is not useful Do away with BOE.
78	it's useful for the students to learn and find out where they are academically. i don't think it's that important to the state.
79	i feel that a portfolio system, although cumbersome, demonstrates a student's growth and achievement better than anything else. it is a tangible means of demonstrating their work and abilities by the time they graduate.
80	I think there needs to be more education about it before we can decide to change or comment on its usefulness.
81	N/A
82	No it is not useful. It takes many man hours away from students because everyone is focused on trying to pass ther BOE. There are some good ideas in the BOE, but we are doing them anyway. Get rid of it.
83	Yes. I would have liked to see more direction from the WDE on what they wanted schools to do or systems to follow. We have been making up our system as we go and have had to defend it. If WDE had 3-4 models available for districts to choose from, our work would have been more meaningful and purposeful.
84	I believe a wrap around approach to the services that children with disabilities receive would help BOE work better for those children. I also believe that following special education in the truest sense of the word (specializing their education, not where they receive it) would be more beneficial to children with special needs and they would be receiving the tools to achieve success.
85	A BOE has the best chance of being useful when a few big important skills have been identified (like those on the PAWS) that students must demonstrate proficiency on. If these were consistently taught and tested in classrooms across Wyoming we would have the best chance of having a meaningful BOE system.
86	No, no, and no. Improving the system to me would mean ELIMINATE IT ENTIRELY.
87	The process is great in theory, however correct application is so work intensive and in some cases redundant that it is a distraction to and a drain on people resources, which allow us to be an effective in our mission.
88	I do not feel that the BOE is very useful to Wyoming students and schools. If the BOE system must stay then i would propose that it be streamlined in someway to facilitate student completion, teachers compiling/grading, and storage by school district personnel. i believe there is technology available these days to facilitate those type of improvements.
89	Would need more information.
90	Create a committee of students as a resource to the BOE
91	Improvements need to be made.
92	i would like to learn more about it.
93	I do feel BOEs are useful since they are a summative assessment piece. If they are all tied directly to Wyoming state standards, they are useful. I believe the BOE system should be more unified across the state. It doesn't have to look identical in each district, but there should be some state guide lines for what should and shouldn't be included.
94	I think the BOE process is useful to students, schools, and Wyoming education. I do not have any suggestions for changes to the BOE system at this time.
95	No I do not currently feel the process is useful. I do believe it could be if there was a deeper understanding of formative assessment by teachers in our district.
96	We need to look at all of the evidence that we would naturally want to accumulate and document to guarentee that a student is ready .... What isf it were our child? Instead of looking at a part.. BOE..lets look at the whole... What does a student want to be ready to do? What learning essentials must he or she master in order to graduate prepared? How will we know if they have mastered the learning essentals. couse work Grades BBOE ACT Work Keys Certification
97	An aligned assessment system that uses inter-rater reliability has been beneficial. However, overall, the cumbersome requirements have diminished the teacher's interest in the whole system.
98	It does provide an opportunity for studnets to receive a diploma if they cannot pass Math or Science classes
99	Think that it IS useful to all three. Would keep the BOE flexible in each subject area to meet changing conditions.
100	GET RID OF IT.
101	The BOE process is useful and will help to change instruction in the state but it has to be consistent and better understood by all. Students do not know much about it but the instructional process of our schools is changing because of the process. It needs to be bette understood from K-12. The peer review has to change. There are five elements for a district to make sure they have. As long as they have them it should be sufficient. If a district is not following the process it is the responsibility of the state to step in and help the district change. It is not the peer review that should be doing this by verifying or rejecting the work of the districts.
102	A diploma is a diploma. Let it be based on courses and grades determined by school districts. The proof of students' learning is not on a piece of paper. It is in their performance in their post high school activities, whether that be work, tech school, college, or military.
103	I would rather see students present a senior portfolio to a committee for graduation, with endorsements based on a rubric scale. I don't feel that BOE carries the weight that it used to and that we need a new system.
104	In a sense yes, students should be held accoutable to a set of standards to make sure they are getting where they need to be. We need to take a look at which ones are required. I have a problem with a student graduating who is profience only in PE, Health, Vocational, Fine Arts and Foreign Language since they only need to be proficient in 5 of 9. What kind of message is this?
105	I think BOE's need to be more individualized and teacher driven within individual schools. Our teachers are mandated to facilitate BOE's that they don't believe are profitable for students and take away from their teaching time. It's interesting that our ACT scores were as high (and often higher) before BOE's and PAWS came alongi if eliminating them is an option, what would be the harm with trusting the professional teachers that are hired to administer assessments as they see fit for their subject area? Isn't that what they are educated to do?
106	I don't know much about it to offer an opinion.

107	If the students don't know why they are taking it, other than they have to, I don't feel it is useful to them. I would propose that if they are used, that they be consistent over the State. If one student knows Algebra 1 here and has taken the BOE, but transfers somewhere else and is not prepared for Algebra 2 or Geometry, I would guess that the BOE's are not consistent.
108	Do not know enough about the BOE to comment.
109	I would somehow align BOE, PAWS (state testing), and ACT. Since ACT is a national test and hes been around for many years, it has better standards. How are there other ways to meet NCLB? How about selecting higher level seniors to write the BOE standards so things are done from a student's perspective.
110	no
111	i feel it's useful, but shouldn't be the catch-all.
112	Yes, very useful information. Make sure all school are using it with fidelity.
113	To me the Body of Evidence is more like a portfolio. What i would like education to get back to is the idea of educating students. Career pathways seems more helpful than Body of Evidence. We have created a nightmare of tracking and created more bureaucracy. We need coordinators, we need specialists, we need more assistant superintendents, and on and on. We have just created more positions that need to justify their jobs. Personally, I would go back to a system that requires credits, go to a national curriculum, and get rid of standards because you would not need them. We need a national test that has velidity and reliability, and do away with that ridiculous, money-pit called PAWS.
114	Since it is coming from the State, it must be useful, right? i don't think the students see any usefulness to it, but if they had to take a high-stakes test at the end may not prove too beneficial either. To improve the BOE system, work needs to continue at the state level with the consortium activities. This is where our students scores come from, so the assessments must valid and reliable. As far as the whole BOE, we sure have put a lot of time and money into it. i would hope the state looks at what has been done and continues to improve it, especially since graduation depends on it.
115	i feel the BOE is a WDE requirement right now but i feel it needs to stay at the district level for audits and state reporting. I don't feel that the post-secondary schools even review them when the students are going through the admissions process. Our Wyoming school are more excited about the GPA, ACT score and Hathaway requirements.
116	i do not feel that students, parents fully understand the purpose of the BOE.
117	No. The state should set the standards for proficiency and the weighting for the different proficiency levels.
118	NO. The whole system should be scrapped if possible, but if required by federal mandate, left to individual schools / districts to sort out. What the WDE is doing with the approval process is just another beauty contest that amounts to nothing. It's a trajic waste of time.
119	I don't believe we have adequately informed the publem about the meaning and purpose of BOE. i believe there are still some questions with in the district personel in understanding BOE. Secondary teachers/staff understand it because it directly effects them, elementary are not as well informed.
120	I would like to see more freedom in the courses kids can take to satisfy requirements of the system.
121	BOE is neither useful,nor meaningful. Most students and parents don't know what this means. The best improvement is to eliminate it.
122	It is always useful to have a core goal to work toward.
123	Yes
124	While assessments are important, I do not believe a single assessment is necessary to decide if a student has gained the necessary knowledge to be considered proficient on a standard.
125	Less complicated!
126	unable to answer
127	No, I do not see it as useful. The intentions were good, but with the transient population of our students, and the lack of continuity in the process, it holds very little meaning. I would support removing the BOE system.
128	No,not really. Students mainly care about grades and not the BOE. Most students don't really care that they score proficient, etc., on the PAWS test. I'm not sure how to make it more meaningful.
129	I don't think BOE is usefull to students, I think it is the tool now used by the state to record one more way if our students have meet the standards. It is more of a tool for schools to check student progression toward greducation and the state to see if we have created enough paper work to show are students are learning.
130	i honestly do not believe the BOE is meaningful to students, schools, or other institutions. I do not believe it has accomplished it's original intent, and it currently serves to create a lot of paperwork and confusion.
131	If PAWS is included, save our money and forget the computer version. The method of weighting the meeting of standards seems to be close to counting angels on the head of a pin. The formula keeps getting tweeked, and the bean counting is a nightmare.
132	i like that students are able to show proficiency in a variety of ways and that their successes are part of the evidence.
133	Do colleges or employers look at BOE? Probably not. Why are we placing so much emphasis on BOE? is BOE increasing graduation rates or decreasing drop-out rates? How is it improving our education system? Changes to the system: Since we have to follow BOE policies and procedures anyway, why not just give students state-wide standardized assessments to prove their proficiency, rather than allowing eveyrone to assess however they want to?
134	na to me
135	At this time, i see very little use in the BOE system. i do not think it has had any impact on our graduation rate. i think it is very important for our students to take challenging classes that are meaningful to them. Their letter grade is then a reflection of how they have performed in class. Colleges are not interested in proficiency reports, and rely on grades, GPA, and test scores (ACT or SAT) to determine how students have done in high school.
136	I think they are because some students aren't test takers and it gives them another chance to graduate.

137	Good activities but poor measuring tool.
138	I think encouraging students to take classes in all 9 areas is good and maybe w/o having any standards, we wouldn't be working on school-wide common areas of proficiency--i.e. like writing and reading in all subject aeras. I think we can have standards to help staff see progress and adapt curriculum as needed without tying to graduation.
139	No because most colleges are looking for that grade point average/SAT and ACT scores/ and individual classes taken--not BOE's that are different from one state to another nor lengthy portfolios
140	The BOE approach is far more useful than grades or the PAWS test in assessing student competency. It is ESSENTIAL that the state develop and impose a uniform BOE standard. "Local control" has become an excuse for discrimination and ineffectiveness.
141	I suppose it is useful for the schools so the instructors are aware of the students abilities.
142	Not very useful
143	No, i do not think they are useful. It is an unfair advantage to some students who are book smart compared to those who are more hands on. If an individual teacher wishes to do a portfolio in his/her particular class to demonstrate student growth, that is perfectly acceptable. However, these portfolio's should be used on a local, teacher preference. Using the BOE's as a type of gateway to what diploma you received can (and probably does) cause teachers, students, and administrators more problems. You are asking that the teacher, on top of teaching state and district standards, to also do the BOE is more work. The teacher should be teaching the standards, and those standards are proven through assessments (formal, informal, formative). Also, it puts a lot of pressure on the students. They may not be fully aware of a BOE at 9th grade, and may slack off. Later on, they may get their act together, but those early BOE's would affect him, despite the fact that he turned his educational career around and has accomplished much. Individual teachers can use portfolios as a way to assess the student's learning and meeting both state and district standards. However, the BOE is putting a lot of weight on both the student and the teacher, which hinders the educational system. So, for changes, i would recommend that the BOE system gets scrapped and shift the focus to a more district level. Portfolio's are a great idea, but that should be at the discretion of the teacher and not the State Department of Education.
144	not qualified to answer
145	I think the state missed an opportunity to make the BOE system more meaningful by not tying proficiency in the content areas to the Hathaway program. Currently PAWS and BOE has little significance for the students. PAWS, ACT, WorkKeys and BOE could all be used as indicators for Hathaway qualification. I would like to see it simplified. We over test our kids now, taking away a lot of valuable classroom instructional time. I question the use of the ACT for all kids. Faith in the WorkKeys is affected by the lack of statewide employer use of the WorkKeys. Because of this, a lot of kids are inappropriately given the ACT.
146	If you didn't get my drift, BOE is a waste of time and a joke. A poorly designed jury rigged system. If the FEDS had come up with it an mandated it we would all be screaming. DUMP THE BOE system and get a graduation test. If possible use it for NCLB requirements (if they will still exist) and we will not have to worry about kids not trying hard enough on a test (PAWS) that is meaningless to them. A graduation TEST will have meaning.
147	I would think the BOE gives a structure to the curriculum and validates that what is going on in the classroom, is working towards the overall goal of the school district.
148	yes
149	I do not like 1 time high stakes testsIit is more important to take into account what is learned during the ENTIRE school year.
150	Like I said i don't know much so I can not answer this question.
151	NO. it means nothing to students, and just a lot of wasted resources to schools. Lets focus on quality and real reform in schools. It means nothing to quality in instruction. It just takes valuable resources from our stuff.
152	I would improve it by getting rid of BOE.
153	Yes i do. I think some districts do not allow students with disabilities to ahve access to BOE activities and BOE portfolio approach is a good way to allow students with disabilities to show what they know if different ways, rahter than a one shot test on one day that makes a decisions of whether or not students know anything (high stakes assessment.)
154	No - not as it is currently being used (providing document after document after document as an indicator for accreditation). Many of the procedures/and processes that must be narrated and compliled are general practices noted in schools implementing a standards-based education system. There is plenty of accountability systems in place for our schools. The BOE process simply adds more systemic "papertrail burdens" to already overextended school functions. It should NOT be a factor used in determining accreditation status. There are many indicators already in place that measure student proficiencies.
155	NOT HELPFUL AT ALL. DROP THE WHOLE BOE SYSTEM.
156	The key question is whether we are focusing on the "right" work. We can assess students over and over; however if the data isn't useful and people don't have the time to reflect on how classroom practice is impacting student performance and then make adjustments, we will not see any different results. Most likely, we will see decreased student acheivement. At present the expectation of districts to develop assessments meeting the design criteria of testing companies is unrealistic due to time, expertise, and multiple system challenges. Our state assessment hasn't met the current BOE standards and that is after millions being spent on "experts", test development/review, and system delivery. You want districts with much more limited resource capacity to deliver across nine content areas and 35+ standards is not focusing districts on the "right" work in my estimation. The graduation requirements plus the BOE initally helped districts and teachers to focus on and dig in on the standards (good thing). It has helped some educators increase their understanding of assessment and measurement in an educational setting. However, in some instances it has held back districts and educators from pursuing instructional change in the name of the BOE. For example: "We can't change because we would have to redo all of our assessments", or "We can't change because then we won't have the data required by the rubric and may loose accreditation status." The classic is "Don't improve the current standards and benchmarks because we would have to start over." If the ultimate purpose is to improve student learning and not to serve as a blanket indictment of schools, then I would recommend the following: Keep the dual requirements of Carnegie Units and Standards Documentation. Drop the transcript endorsements and go to 5 of 9 contentat areas (law change). Modify rules and regulations so that focus is less about pretty paperwork and approaches and more about seeing whether districts are deliberate about having teachers come together to look at student work and reflect on instructional/assessment practices and adjust to improve student learning. Focus less on the psychometerics of assessment (i.e. split-halves, IRR rates of 98% exact/adjacent) and more on the processes that lead to productive changes in practice for the students in our classrooms. If it must stay in its current idealistic form, then different rubrics need to be developed for the different approaches. The different approaches have valid points and are a district decison by law. The key is the different approaches focus the work in different areas to improve measurement which requires different rubrics.
157	I think the BOE is a useful tool to gauge students knowledge. Sometimes it's hard because as teachers you know that other schools are doing BOE's but there aren't enough opportunities for teachers to meet to discuss BOE's. I know some discussion takes place, but I don't think it's at a high enough level. I also don't know where to put in time so that teachers can meet. We are all so busy with our daily work, that it's hard to just drop everything and meet. But it needs to be done. I teach Science and I have never been invited to a meeting to discuss Science standards or Science BOE's.

158	I feel the BOE is useful to all the above. I would hope that once the BOE is completed and in use it remains constant and does not continue to change year after year. it seems like every year we do over what we did in the previous years.
159	i am not sure since I don't deal directly with the BOE system. I would glean information from Wyoming's excellent teachers.
160	Yes. Encourage teachers to create a real atmosphere of learning in their classrooms. We've had some trainings in that direction. Some teachers follow through with the ideas, others don't. If the teachers create BOEs for each of their departments this year then let that stand for the next 3-4 years, maybe longer. If any adjustments need to be made the first year then make them but do not rewrite the entire BOE. Test it for a few years and evaluate it every three months during those years as needed. Just make adjustments. The teachers will know if it's effective and they are really observing what the students know.
161	Seems subjective, a hassle for teachers at times, not related to college acceptance. i would rather use a national proficiency test for students especially for foreign language.
162	BOE is not relevant to other state testing. Students will take very important tests throughout their lives that will dictate their future. They should become familiar with testing results. BOE consumes too much valuable school time!!!!!!!
163	Not really. I do like some of the BOE assessments, but overall I do have some concerns on whether they really show student learning.
164	Dropping it altogether would do our schools and students a tremendous service.
165	It helps to show that requirements are met.
166	Make the statewide PAWS test the test for proficiency and get it where the administration of it is more consistant thus increasing validity.
167	i would like to see Wyoming have a less test intensive system. Right now it seems redundant to have both the BOE assessments and the PAWS assessments while we also have MAP testing. I would love to see us streamline assessments so that we have one method of evaluating student proficiency on standards.
168	BOE data can provide valuable informaiton about what students have learned so teachers need to use scores to better teach individual students and modify teaching methods and curriculum for entire classes
169	i think the BOE could be beneficial to schools. it would be more beneficial if all schools had the same assessments so each BOE was assessing the same concepts that are thought to be important.
170	Depending on the BOE--A big test would only have the teachers teaching to the test.
171	No, i feel it should just be a part of the way we do business AND be a part of the Hathaway requirements. I am not sure how to change the BOE, but it is definitelty a burden on districts, especially small districts to prove all the criteria of a valid BOE system.
172	No. since every high school in the state gets to set their own evidence pieces, there is too much room for discrepancies.
173	i think the body of evidence is good and bad. Good in that it provides more than one opportunity to pass standards and bad in the number and volume of work required to prove that those standards have been met.
174	Many good things have come out of the work on BOE systems in school districts. The consistency and comparability pieces alone are huge for making sure that students receive the same educational opportunities. My suggestion would be to use the BOE system to assess writing at the district level and drop that portion of the PAWS test. Studetns could produce a portfolio of work that would truly show their proficiency in writing and address the wide range of writing required by the state standards.
175	Yes, it is useful, if the teacher follows this and uses it in the classroom. I really like the exemplars!!!!!
176	no i'm not sure that every student needs to take the s me assessments to prove they have mastered the curriculum.

Tab G

Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS

Section 1. **Authority.** These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 as amended, W.S. 21-2-304.

Section 2. **Applicability.** These rules and regulations pertain to the development, assessment and approval of Certified Personnel Evaluation Systems.

Section 3. **Promulgation, Amendment, or Repeal of Rules.** Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedure Act (W.S. 16-3-101 through W.S. 16-3-115) and when signed by the Governor and filed with the Secretary of State's Office.

Section 4. **Definitions.**

(a) Best Practice – means practices that have produced outstanding, documented results in a similar situation and could be replicated.

(b) Certified Personnel – means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency (counselors, media specialists, principals, etc., exclusive of extra-duty positions).

(c) Department – means the Wyoming Department of Education (WDE).

(d) Equitable – means dealing fairly and equally with all concerned.

(e) Evaluation Cycle – means the timelines and timeframes under which the various components of the evaluation process occur. Also included in the cycle will be the different activities and responsibilities that may occur in various stages of the Certified Personnel's career (such as action research one year, intensive assistance, clinical supervision cycles, etc.).

(f) Evaluation System – means a standard structure and set of procedures by which a school district initiates, designs, implements and uses evaluations of its Certified Personnel for the purposes of professional growth and continued employment.

(g) Performance Criteria means the areas on which Certified Personnel are to be evaluated.

(h) Reliable – means dependable; obtaining the same results in successive trials.

(i) Research Based – means basic or applied research that:

(i) Has been published in a peer-reviewed journal or approved by a panel of experts;

(ii) Has been replicated by other researchers; and

(iii)Has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.

(j) Significantly Amended – means an Evaluation System that replaces in whole or in part an existing system or plan.

(k) Stakeholder – means an individual who will be directly impacted by the Evaluation System.

(l) "Student Performance Growth Data" means data which shows outcomes for students. This data may be student achievement test scores and other non-academic measures of student outcomes.

(m) Summative Evaluation – means the written summary of performance based on data collected during the Evaluation Cycle.

Section 5. **Certified Personnel Evaluation System.** The Evaluation Systems for each of the major certified job categories shall be designed to measure the effectiveness with which Certified Personnel in those categories perform their roles. Criteria on which these positions are evaluated shall be reflective of the nature of these positions. The Department shall review each Evaluation System on the criteria identified below:

(a) Was developed and/or adopted with the involvement of stakeholders;

(b) Defines the Performance Criteria on which Certified Personnel are evaluated and that the criteria are Research-Based and/or considered Best Practice;

(c) Facilitates professional growth and continuous improvement;

(d) Is Reliable and Equitable;

(e) Includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;

(f) Provides a description of evaluation procedures including how data will be collected to complete the Summative Evaluation. This may include analysis of observations of job performance, use of various types of data, employee-produced artifacts, etc;

(g) Includes Student Performance Growth Data, relevant to the nature of each Certified Personnel's position which is a measure of a significant function of the position,

and indicates how it is used by the Certified Personnel to improve teaching and/or learning; and

(h) Provides a description of the district's complete Evaluation Cycle, which includes frequency of evaluations for initial and continuing contract teachers and other Certified Personnel and may include cycles of clinical supervision, action research, intensive assistance, etc.

Section 6. **Submission of Certified Personnel Evaluation Systems.** Each school district within the state shall submit a copy of its Evaluation Systems for all Certified Personnel to the Department. Once established and filed with the Department, the Evaluation System will stand unless changed or Significantly Amended by the district at which time the new system or Significantly Amended system must be resubmitted. Each district shall include in its submission the following documentation, corresponding to each criteria described in Section 5:

(a) A list of members of the committee that was used to develop and/or adopt the Evaluation System. The list contains appropriate representation of Stakeholders;

(b) A list of Performance Criteria on which the Certified Personnel are evaluated. The criteria are defined sufficiently so that an outside reader will clearly understand each criterion. Evidence is provided that each criterion is Research-Based or reflective of Best-Practice;

(c) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each Certified Personnel member and provides opportunities to identify area(s) for improvement and suggestions for how improvement can occur;

(d) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that Certified Personnel across the district are evaluated with consistency;

(e) A description of how the Evaluation System provides for collection of data critical for use in making employment decisions, such as retention or termination. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;

(f) A list that details the types of data and how it will be collected in order to make decisions about the Summative Evaluations;

(g) Identification of the types of Student Performance Growth Data, specific to each Certified Personnel's position, that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing Student Performance Growth Data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment; and

(h) The details of the Evaluation System include the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during

Evaluation Cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles used by the district, such as action research or portfolios.

Section 7. **Approval Criteria.** The department shall determine the approval of the Evaluation System based upon the previous stated criteria. Approval shall be at the following levels:

(a) Full approval;

(b) Conditional approval with conditions noted for remediation;

(c) Disapproval with deficiencies noted; and

(d) Non Compliance.

Section 8. **Technical Assistance.** It is recognized that some districts may already have systems which are fully compliant. These may be submitted to the Department for assessment and consideration. Technical assistance will be made available to school districts by the Department to help them develop Evaluation Systems that comply with the requirements of this chapter.

Tab H

NASBE
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

May 2000
00-3

Boardsmanship Review

Board Self-Evaluation

A recent survey of administrators and policymakers revealed that most felt the greatest obstacle to achieving improved teaching and learning was the constant revision of reform plans before they were given adequate time to show progress. Leadership, specifically leadership from the state board of education, can create an atmosphere that allows reform to progress with minimum, yet appropriate, mid-course corrections. Consequently, **a board must govern and discipline itself in a way that ensures a steadfast commitment to its mission and goals.** To provide the appropriate level of leadership, a board must take the time to reflect on its actions over a specified period. To realize its vision and achieve its goals, a board should conduct an annual evaluation in at least the following areas:

- ★ Roles and responsibilities of board members;
- ★ Board operations; and
- ★ Progress toward achieving board goals.

Many state boards conduct annual planning retreats. Yet just as many fail to include a comprehensive self evaluation of the board, its operations, and its success in the implementation of its strategic plan as a focal point of the retreat. Boards are inclined to articulate their accomplishments over the previous year in a disjointed manner. Their resistance to putting their accomplishments in the context of a long-term strategic plan exacts a price in the public arena. The board that does not annually measure its progress and convey its policies as a part of a larger design for school and student improvement is frequently the board that finds itself under attack for ineffectiveness from the legislature, the governor's office, and the public.

Roles and Responsibilities of Board Members

Despite a time of unprecedented change in membership on state boards of education, very little time is spent orienting new board members on their statutory roles and responsibilities. Moreover, many seasoned board members demonstrate a lack of understanding of the role of policymaker in their approach to service on the state board of education. One approach to measuring how well board members understand and execute their roles is an annual evaluation using an instrument that asks board members to:

- ★ Delineate their roles and responsibilities as board members;
- ★ Identify and assess individual and board activities addressed within that role;
- ★ Measure effectiveness and appropriateness of board activities in advancing and achieving the board's goals; and
- ★ Identify voids in state leadership that are areas into which the board can move.

By using this approach, the board is better able to confront actions that adversely affect the effectiveness of the institution. Thus, for example, a board member who operates independently in approaching the legislature will better understand why such actions are inappropriate. In all probability the board's evaluations will reveal that

independent actions are not the role and responsibility of a single board member, nor do such actions result in moving the board closer to achieving its goals. If the board can determine that only a personal agenda was advanced, the board recognizes that it has organizational and operational dilemmas that the members must address.

Board Operations

The competency of individual board members is irrelevant if the board cannot operate in a cohesive and effective manner. Thus, **evaluating the board's operating procedures motivates the board to critically examine its structure and proceedings and to decide if they are actually moving the board toward its desired outcomes.** An evaluation of the board's functions provides a vehicle that measures a board's efficiency and its adeptness at accommodating the diverse issues it confronts. Some topics that should be included in this portion of an evaluation instrument are:

- ★ Agenda development and administration;
- ★ Policymaking procedures;
- ★ Alignment of the board's operations with its strategic plan, mission, and goals; and
- ★ Opportunities for board development.

A carefully constructed evaluation instrument solicits from board members their levels of satisfaction with the way issues are brought before the board both as agenda items and as study topics. If the board's agenda is not aligned with its strategic plan, or if the board meeting is constructed so that important items are not afforded sufficient time for study or debate, a board should make the necessary adjustments to calibrate itself toward better results.

Besides measuring the effectiveness of the overall functions of the board, a good evaluation instrument reveals areas for future board development. Just as learning is a lifelong process, board development should be a continuous practice.

Progress Toward Achieving Board Goals

A regular and methodical evaluation of the board's goals is one of the most critical components of effective boardsmanship. **A board should have both long- and short-term goals driven by data that can be aggregated and used to improve the performance of students and the professionals that work with them.** The board should approve three to five annual short-term goals that are subsets of their long-term objectives. During its annual evaluation process, the board can measure its satisfaction with the achievement of the goals, as well as the appropriateness of the goals with respect to the board's mission.

Finally, every board should develop and distribute an annual report that articulates its mission, goals, and objectives. The report should accurately reflect what the board has accomplished over the previous year and how it intends to use what it has learned and accomplished to keep moving forward on behalf of the students in the state.

NASBE can help state boards develop a comprehensive self-evaluation instrument as part of its technical assistance services. Please contact Brenda Welburn at NASBE headquarters for additional information.

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Boardsmanship Reviews are developed and produced at the National Association of State Boards of Education, 277 South Washington Street, Suite 100, Alexandria, VA 22314 (703) 684-4000. Brenda Lilienthal Welburn, Executive Director; David Kysilko, Editor.

NASBE
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

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Boardsmanship Review

A State Board Check List for the New Year

Across the nation, state boards of education are pursuing aggressive agendas to ensure that all students achieve to high standards. One of the continuing challenges faced by boards is the constantly changing landscape of education partners and constituents that must be informed of the board's work, its goals, and its progress toward achieving those goals.

As the year begins, virtually every board continues to confront changes in the operational environment under which it makes policy. Whether these changes spring from new board members, a new governor, or other alterations in the education environment, a savvy board develops a strategy and time table for interacting with new associates and enhancing the professional growth of the board. To boost the likelihood of ongoing effectiveness, boards should consider the following.

✔ Provide an Orientation for New State Board Members

A comprehensive orientation for newly elected or appointed board members is important to build confidence, trust, and understanding within the board. New individuals bring expertise and commitment to their service on the board, but they are often unfamiliar with the board's accomplishments, aspirations, and procedures. The labyrinth of state education policy development and the roles of various participants frequently leave new members struggling to comprehend the most effective use of their time and position. A new member needs to know:

- **Responsibilities**—A new member needs to know his or her meeting responsibilities, including the regular meeting schedule, participation in hearings, community visits, and accepting invitations to speak and appear at education functions. An effective state board maintains a comprehensive policy manual that addresses the operations of the board and the issues on which the board has adopted policies.
- **What the Board Believes**—A new member should be made aware of the board's vision, mission, goals, and strategies for achieving results. The chair should meet informally with new members on these and other issues that may be of concern. Members should also be made aware of how the board's agenda is developed and how new and emerging issues are addressed by the board.
- **Who Does What**—A new member needs to know who the key personnel within the state education agency (SEA) are, how the SEA is organized, and where and how a board member gets information. Members need to know how the SEA operates and how federal programs fit into the scheme of the board's goals and the SEA's operations.

✔ Conduct a Work Session on Federal Programs

With the passage and implementation of the No Child Left Behind Act, the relationship between state and federal roles in education has blurred. The implications of the law are now more apparent to state policymakers and decisions on policy issues before state boards are influenced and impacted by this law and other federal initiatives. A valuable session on federal programs includes:

- An update of federal programs and budget recommendations, including their potential impact on state board goals;
- A list of federal programs scheduled for reauthorization, with time for the board to articulate what changes would be helpful in the law; and
- Development of a strategy for communicating to Congress the board's views on existing and potential legislation.

✔ Build a Solid Working Relationship with the Governor

The governor is the most visible political figure in the state and he or she is likely to have a vision for education and a legislative package for achieving that vision. Whether the governor is new or not, and whether the board is

appointed by the governor or not, building bridges and reaching consensus whenever possible can aid the board and the governor in achieving their educational goals. Most governors have an education aide, and regular interactions with this individual can influence the relationship between the board and the governor. The board should:

- Develop a structured liaison relationship with the governor's office;
- Ascertain the governor's priorities and determine how those priorities can be achieved and complemented by the work of the board; and
- Keep the governor and his or her staff informed about the work of the board and the ongoing issues being confronted by the board.

✔ Build a Relationship with the Legislature

In 2006, 44 state legislatures will be in session, creating a need for most boards to reach out to members and leaders of both parties to secure the support needed to address their concerns. The National Conference of State Legislatures is predicting that healthcare and education will continue to dominate the agendas of state legislatures. Many state budgets are stronger than in the past few years, so this could be a year for seeking additional funding for board priorities. With 84 percent of legislative seats expiring at the end of 2006, many legislators will view this session as either a last opportunity to promote their issues or a chance to establish a campaign agenda. Boards are in a good position to inform legislative debates and upcoming elections. To do this they must:

- Identify the legislative priorities of the board;
- Meet with and brief key legislators on issues of concern;
- Develop a strategy for sustained communication with key legislators and their staff;
- Transmit information regarding the board's ongoing initiatives, policies, and activities to legislators;
- Become familiar with the legislative priorities of the education committees; and
- Participate in legislative hearings.

✔ Engage the Education Community

All state boards require a plan for engaging the education community in their work. In addition to the traditional practices of hearings, committees, and focus groups, board members should get to know the changing leadership of state education associations. Most board members are familiar with the staffs of these organizations, but do not know the elected leadership, which generally changes on an annual basis. These individuals represent the membership of their respective organizations and bring a perspective that is sometimes different from the association staffs. The board should plan for meaningful interaction with these stakeholders.

✔ Provide for Board Development

Effective boards and board members use every opportunity to grow individually and collectively. To ensure board development:

- Plan and implement an annual planning retreat;
- Hold board work or study sessions on current and emerging issues; and
- Provide for members' participation in state and national conferences to become more familiar with issues and allow for collaborative and networking opportunities with other board members.

Conclusion

Inherent in all of these suggestions is the importance of planing, communication, and implementation. As the new year begins, boards should commit to operating from a strategic design that can move the board forward in its mission and goals. Once committing to a plan, the board must communicate the details of the plan to education stakeholders and policymakers to build a foundation for support. Finally, the board must provide the oversight and evaluative components of implementation that bring the goals to fruition.

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Boardsmanship Review

Building Partnerships with the State Department of Education

The state board and the state department of education should view themselves as partners in a single education policy leadership agency, each of whom boosts the effectiveness of the other. Typically, conflicts between state boards and departments arise over the blurred boundaries separating "policy" and "administration."

Conflict is less likely to surface between the board and the department when the board directs long-range planning, policy review, and evaluation activities. State education departments should provide the necessary support, information, and analyses to back up these processes. The board enhances its effectiveness when it:

- Distinguishes between management and governance;
- Uses staff wisely;
- Has clearly articulated bylaws or policies on working with the department staff;
- Doesn't overload the staff with extraneous issues or personal concerns; and
- Avoids issues that could create real or perceived conflicts.

Working with the Chief

Cultivating a strong and healthy working relationship with the chief state school officer is critical to sound policy development. The relationship between the board and the chief flourishes through open and honest exchanges. If the board hires and evaluates the chief, it must develop measurable goals for the chief to follow and annually evaluate her or him on progress toward achieving those goals. If the governor appoints the chief or if she or he is elected by the public, it is essential that the chief and the board meet early in the relationship. Such a meeting should take place before the first formal board meeting to discuss the board's goals, the chief's goals, issues of mutual concern, and operational styles. The board should address potential conflicts openly. Recognizing that political issues and loyalties are a reality when the board does not hire and evaluate the chief, the board and the chief must try to ensure that politics does not take precedence over good policies for education. The board chair can facilitate the initial interaction with the chief, but hearing the views of a newly elected or appointed chief is useful for the entire board. The chief will also welcome an opportunity to get to know the board on a personal and professional level.

A good board wants a good chief and a good chief wants a good board. The chief should make every attempt to:

- Support the goals and objectives of the board;
- Keep the board informed of emerging issues and concerns;

- Provide for the development of the board collectively and individually; and
- Demand that staff work diligently to support the board's initiatives.

Working with the Department Staff

While the chief works for the board, the governor, or the populace that elected him or her, the department staff works for the chief. In some states the chief requires that all board requests to receive information from department staff be channeled through the chief's office. In other states the chief may feel comfortable with board members dealing directly with staff. Whatever the case, the staff needs clear expectations from the board conveyed and supported by the chief. The board needs to feel that the staff is committed to the goals of the board. To develop a good working relationship with the state department of education staff the board should:

- Have a clearly defined policy on how issues are directed to staff;
- Avoid personnel and personal issues;
- Avoid issues that can be perceived as conflicts of interest;
- Avoid burdening the staff with work unrelated to the board's goals; and
- Direct staff work toward the long range plan of the board.

At the center of the board-staff relationship is the expectation that staff will gather information, analyze and make recommendations to the board and provide alternatives. State department staff should be advisors to the board and should avoid self-serving support for positions and policies. A board should have clear expectations of the department staff:

- The board should expect accurate, focused, and timely information from the staff;
- The board should expect to be regularly informed on current and emerging issues; and
- Board material should be structured toward issues of policy and strategy.

State Board Executives

State board executives across the nation have a wide range of responsibilities, experience, and expertise in working with state boards. Despite the diversity of their responsibilities, they all provide useful and necessary support for boards. Most significantly, they can be a conduit to the chief and the department staff for board issues. In addition, executives frequently organize and direct the work of the board; they are responsible for getting new board members up to speed; and they are responsible for ensuring continuity and responsiveness to the board.

Whether it is the chief, the department staff, or the state board executive, it is the board's responsibility to provide leadership in these relationships. The human equation will always be a factor in managing multiple issues and concerns, but good communication can help resolve even the thorniest issues.

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MOVING FORWARD ON STUDENT PERFORMANCE-BASED ACCOUNTABILITY IN WYOMING

Prepared for
The Wyoming Select School Finance Recalibration Committee

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August 2010

MOVING FORWARD ON STUDENT PERFORMANCE-BASED ACCOUNTABILITY IN WYOMING

INTRODUCTION

This paper is designed to help the Wyoming Select School Finance Recalibration Committee move forward the process of working with the Legislature's Education Committees to design the first phase of a school-based accountability system for Wyoming that is focused exclusively on student performance. We recommend starting with a simple approach to accountability while recognizing that there are a large number of important, value-laden, and complex decisions that must be made even at this beginning stage of developing an accountability system for the state.

What is proposed is very different from the federal AYP. First, it is more straight forward. Second, we believe it is much fairer. Third, it is Wyoming focused; the Wyoming legislature and not the federal government will determine the core indicators and how they are measured. And fourth the intent is to provide real consequences for schools not meeting improvement targets, and not let non-improving schools languish as has happened under AYP.

To move the accountability process forward, the Committee must soon decide on the **core indicators** that will be included in a Phase One accountability program. At its July meeting, the Committee received suggestions about these indicators from both the Wyoming Education Association, the Wyoming School Boards Association, and the Wyoming Association of School Administrators, with perhaps additional testimony at the August meeting. This paper summarizes the suggestions that have been made by all three education groups so far, as well as the suggestions made by the Wyoming State Board of Education, and by Picus and Associates, as well as several issues related to the various proposed indicators.

After deciding on the core indicators, several other key technical decisions must be made. This paper continues the process of helping the Committee move forward the process of making all key decisions necessary to design a Phase One Accountability program to enable state policy makers to track student progress and, over time, hold school districts, their boards, administrators, teachers and other staff accountable for having students meet Wyoming's student learning standards.

This paper identifies six decision categories, the **first of which** is deciding on the **core indicators of student performance**. In some categories multiple decisions may be required. The paper identifies the basic steps needed to develop an initial accountability system and continues to offer a set of recommendations regarding how such a system could operate. All the recommendations contained in this paper are just that, recommendations that can be modified by the Committee, by subsequent legislation and through the regulations developed to implement any legislation that is enacted. We suggest that Wyoming begin its accountability push in simple

but sound ways, and embellish it over time as an accountability culture takes hold and more as well as more sophisticated accountability elements can be included.

The six basic steps to address in developing a performance-based accountability system are:

1. Identifying the core student performance indicators for the system
2. Deciding how to measure those indicators
3. Setting rules for "leveling the playing field"
4. Deciding how to "calculate" change for those measures to show growth or decline
5. Setting targets for desired improved performance
6. Determining consequences for meeting or not meeting targets – rewards and sanctions

Each of these steps is described in detail in separate sections on the pages that follow. Our intent is to lay out the decisions that must be made if Wyoming is to move forward with the development of a comprehensive and sound accountability system. This system should focus initially on what the State wants from its education system– **higher levels of student performance** – having provided large increases in educational funding over the last decade.

The Core of the Issue and Needed Committee Decisions

As the rest of this document indicates, designing even a straight forward accountability system is no simple task. Dozens of decisions must be made. It is easy to get lost in the accountability trees and lose sight of the accountability forest. The report recommends starting with a school-based accountability program. To operationalize that system, the Recalibration Committee needs to make three major decisions, and devolve technical details to a Technical Design Team. The three major decisions are:

1. What are the core indicators? Generally, we suggest multiple rather than just one indicator, and we recommend focusing exclusively on student achievement – reading, writing, math and science, and some college readiness indicators for middle and high schools.
2. How should each indicator be measured? We recommend using a statewide testing system for the achievement indicators, and the only one that exists in Wyoming is PAWS. If PAWS is not used, then implementation of an accountability program will be delayed for 3-4 years while a new state testing system is developed.
3. What are the consequences – rewards and sanctions? This version of the paper does not elaborate on these very much, holding that discussion for September.

Though the paper provides detail on other important technical issues – leveling the playing field, calculating change and setting improvement targets – we believe these issues could be devolved to a Technical Design Team, rather than have the Committee directly address them.

Contextual Comment on an Assessment System

Most accountability systems use state summative measures of student performance, but a comprehensive assessment system should include more than those measures. And at the informal level, Wyoming already has the core elements of a comprehensive assessment system:

a. The most instructionally useful assessments are those that help teachers plan instruction before it is delivered. These assessments include screeners that indicate whether young students are at risk of reading failure, as well as diagnostic and formative assessments that indicate the learning profile of students and which are used to design curriculum units and instructional strategies before they are deployed in classrooms. Wyoming now requires all districts to use reading screeners, and the state has encouraged districts to reduce the number of such screeners to those based on DIEBELS and those available from the NWEA MAP system. Districts also use a variety of diagnostic and formative assessments. These assessments are given often in "short cycles," sometimes weekly or bi-weekly.

b. A second set of assessments are what typically are called interim or benchmark assessments. These are usually given over longer periods of time, such as after the first quarter (nine weeks of instruction), after the second quarter or first semester, and after the third quarter. The data are typically used to determine how well instruction worked over that time period, with the results used to group students as well as slot students into extra help interventions. The NWEA MAP assessments, which all Wyoming districts use, are an example of benchmark assessments (even though they are often called "formative" assessments).

c. Finally, at the end of the year come state summative, or accountability assessments. These test scores indicate the impact of an entire year of instruction, and are typically used to identify "macro" issues, such as student's do well on basic skills but poorly on application and problem solving, as well as used to measure core elements of accountability systems. These tests are also required by the federal No Child Left Behind program.

Though Wyoming has not designated all of the above as a formal part of its overall assessment system, nearly all districts are using all of the above types of assessments. Thus, in an informal way, the state already has in place a comprehensive assessment system, with nearly all elements producing results that can be used for instructional purposes.

Although this informal battery of assessments can be augmented and improved, it nevertheless represents the existence of a relatively full-fledged assessment system, which is the best foundation on which to build an accountability system using the summative measures from that system.

We also should note that as part of the Race to the Top program, the federal government will support consortia of states to create a new or enhanced battery of screener/diagnostic/formative, benchmark and summative assessments that are linked to the emerging common reading and mathematics curriculum standards. As Wyoming has joined one of these consortia, and has adopted the common reading and math curriculum standards, policymakers as well as local educators should know that over the short to medium term enhancements to the current informal, comprehensive assessment system that already exists should emerge as the common math and reading standards are implemented and additional assessments emerge from the state assessment consortia.

1. Identifying Core Student Performance Indicators

This section is divided into two parts. The first part addresses "macro" decisions, i.e., the major decisions that must be made before actually designing the specifics of a school-based accountability system. The second part addresses the issue of selecting the core indicators.

Macro Decisions

There are several "macro" decisions that must be made in developing a school-based accountability system (or any accountability system for that matter).

Just student performance OR student performance and process indicators. The first macro decision is whether to have just student performance indicators (such as student proficiency in reading, math or other subjects), or student performance as well as process indicators (such as attendance or class size). As indicated in our July report, we recommend just student performance indicators at this time to keep the effort focused on what the state most wants – *improvements in student performance and achievement.*

Multiple OR single indicators. The second macro decision is whether to have multiple indicators or just one or two performance indicators. As indicated in our July report, we recommend having multiple indicators. Multiple indicators give more stability to the overall system, as such a system would not rise or fall on just one item or just one measure.

If multiple indicators, how many? If multiple indicators, the third major decision is to determine how many indicators to have. The general principle is to have multiple but a parsimonious number of indicators. The multiplicity makes the system more comprehensive and more stable, but the parsimonious number keeps the system more manageable and understandable. As we note later, teachers, principals, schools and central offices will need to track more indicators than in the accountability system, in order to meet the improvement targets in the accountability system, but the accountability system needs to pick a select few of the most key performance indicators. We have recommended "more than one but less than ten" core indicators.

Which multiple indicators. If the decision is to have multiple indicators, then the next big decision is to identify those multiple indicators, and to identify them separately for elementary, middle and high schools. This section summarizes the indicators that have been suggested so far by various Wyoming educator groups as well as Picus and Associates, and ends with a recommended set of indicators for each of Wyoming's elementary, middle and high schools. Our general recommendation is to use indicators of all subjects tested – reading, writing, math

and science. We also suggest some additional performance indicators for middle and high schools – high school graduation, ACT scores and eligibility for Hathaway Scholarships.

Reporting format. The issue here is whether to use scale scores, performance at various levels, such as below basic, basic, proficient or advanced performance, growth scores, value added or some other format. We suggest for Phase One accountability to use multiple measures of proficiency performance, an aggregated measure of advanced performance, as well as an aggregated measure of the achievement gap. We suggest using more complex, as well as perhaps more sophisticated approaches, such as growth scores or value added, at some point in the future.

School wide or grade level. The last macro issue is whether to use measures that are school wide or disaggregated into grade levels, such as reading in grades 3, 4 and 5, or a school wide measure of reading. Both in order to keep the number of indicators under ten, and to have stable measures, we recommend using school wide measures when possible.

The first four macro decision areas are addressed in this section and the last two macro decisions are addressed in the next section, all of which should be addressed by the Committee during its August meeting.

Selecting the Core Indicators

Table 1 indicates the core student performance indicators that have been recommended so far for a Wyoming accountability system that is school-based and uses student performance. As best we have been able to glean from written documents and testimony, the table includes the indicators suggested by the Wyoming Education Association, the Wyoming School Boards Association, the Wyoming Association of School Administrators, the Wyoming State Board of Education, and Picus and Associates.

At one level the table indicates that there is considerable disagreement among the various groups, but there is more agreement than is apparent.

First, the WEA, WSBA, WASA and the Strategic Plan from the State Board of Education, as well as Picus and Associates, suggest that an accountability system should at least initially be focused on student performance.

Second, all parties suggest using the four year high school graduation rate.

Table 1
Suggested Core Student Performance Accountability Indicators

	Wyoming Education Association	Wyoming School Boards Association	Wyoming School Administrators	Wyoming State Board of Education	Picus and Associates
Core Indicator					
Reading Proficiency – Grade 3, PAWS	Not clear	Not clear	Yes	Yes	
Reading Proficiency – Grade 8, PAWS				Yes	
Reading proficiency across Grades 3-5, across Grades 6-8, in Grade 11, PAWS					Yes
Writing proficiency across Grades 3-5, across Grades 6-8, in Grade 11, PAWS					Yes
Math proficiency across Grades 3-5, across Grades 6-8, in Grade 11, PAWS					Yes
Science proficiency in Grade 5, 8 and 11, PAWS					Yes
Advanced across subjects and Grades 3-5, 6-8 and 11, PAWS					Yes
Achievement Gap across subjects and Grades 3-5, 6-8 and 11, PAWS					Yes
Growth Model, MAP	Yes	Yes	Yes		No
Growth Model, PAWS					Yes, over time
ACT – grade 11	Yes	Yes			Yes, added from July
Use MAP scores	Yes	Yes		No	No
Attendance Rate	Yes			Yes	No
4-Year High School Graduation Rate	Implied, but with a rigorous diploma		Yes	Yes	Yes
9th Grade Failure Rate			Yes		
Percent Hathaway Scholarship Eligible				Yes	Yes
% Advanced or Comprehensive Diplomas				Yes	Use Hathaway eligibility instead
Bullying Rates				Yes	No

Third, the State Board and Picus and Associates both suggest using percent of high school students eligible for Hathaway Scholarships, an indicator of college readiness. Both also suggested an indicator on taking advanced classes in high school, but Picus and Associates now feels that indicator is similar to Hathaway eligibility so would drop that indicator (to keep the overall number of indicators less than ten).

Fourth, the WEA and WSBA suggest using ACT scores, and Picus and Associates concludes that is a good suggestion. This kind of indicator not only would allow Wyoming to compare itself to a nationally normed test, but also to a national measure that over time will become more aligned to the emerging common reading and math standards as states adopt those standards. We would more specifically suggest a Grade 8 ACT Explore score and a Grade 11 ACT score.

Fifth, and interestingly, no group except Picus and Associates suggest a subject area achievement indicator other than reading. Yet, across the country, policymakers have been criticized for designing accountability systems that focused on just two (reading and math), let alone just one subject (reading). The fact is that what gets measured and put into accountability systems gets more attention. We believe Wyoming does not want local educators to focus just on reading, even though reading is foundational and obviously very important. Thus, Picus and Associates recommends, for a school-based accountability system, that in addition to reading, Wyoming also have a proficiency indicator for writing, mathematics and science (again where there are sufficient numbers of students at that one grade that is tested for science). This not only signals that these other subjects are important, but also gives the overall accountability system "multiple indicators," which itself makes the system more robust.

We note that there has been discussion of developing "end of course" examinations for courses in high school, such as for Algebra 1 and 2, Geometry, Chemistry, Biology, U.S. History, English 9 or 10, etc. Performance on those measures would be prime candidates to use at the high school level, should they be adopted and used in Wyoming in the future.

Sixth, Picus and Associates also recommend indicators for performance at the advanced levels, as well as an indicator for the achievement gap. To keep the number of indicators below ten, we recommend that the advanced indicator be calculated by aggregating the number of students scoring at the advanced levels across all four subjects as well as across grades 3-5 in elementary schools, grades 6-8 in middle schools and grade 11 in high school. For the achievement gap indicator, we recommend a measure that compares the scores of Wyoming's at-risk[1] students (which are the non-duplicated count of students eligible for free and reduced price lunch and ELL students in elementary and middle schools, and the same plus mobile students in high schools) to students who are not at-risk, again aggregated over all four subject areas and the appropriate grade levels for elementary, middle and high schools.

[1] Using the definition of *at-risk* students as it is used in the Wyoming Funding Model.

Seventh, the WEA, WSBA and WASA suggest using a "growth model" for student performance. We also agree with that recommendation but suggest the state incorporate that indicator in Phase 2 of the system. Moreover, individual student "growth scores" can be and most typically are calculated from the state summative tests – PAWS in Wyoming, which is the approach all other states have taken. Growth models do not depend on having and do not have to be calculated from "benchmark" assessments such as those from MAP or "short cycle" assessments given, say, every month.

Eight, in their July testimony on core indicators, both the WEA and WSBA addressed what we would call "system issues" that went beyond core indicators, such as having a comprehensive assessment system, enhancing the rigor of the high school diploma, strengthening teacher and principal licensure, developing a teacher and leader evaluation system, and supporting and strengthening the state's accreditation process. At a general level, Picus and Associates agrees with those suggestions, but they go beyond identifying a set of "core indicators" for an accountability system. Moreover, as mentioned earlier, Wyoming already has a relatively comprehensive assessment system when all the existing elements are recognized, even though all elements are not formally defined as being part of comprehensive state assessment system.

Ninth, though the WEA and State Board recommended an attendance indicator, and good attendance is linked to better performance, Picus and Associates recommends not using that indicator in the accountability system, following the basic principle of using only student performance/achievement indicators.

Tenth, and finally, we note that the core indicators in a school-based accountability system are not the only measures that local educators, principals and teachers should monitor. Teachers should track individual student performance over time in all subjects, and at intervals of 2-3 weeks at a time. Principals should monitor student performance at all performance levels (below basic, basic, proficient and advanced), in all subjects and at all grade levels, as well as the achievement gap also in all grades and subjects, to ensure that each individual student and the school as a whole are moving forward, raising overall performance and closing any achievement gaps. A parsimonious set of accountability indicators simply takes some of the most critical indicators and gives them prominence, but teacher, principal, school and management must track many, many more outcome indicators, as well as multiple process indicators in order to do the job of raising the scores of the core accountability indicators.

In sum, the student performance indicators we recommend are:

1a. Elementary Schools (K-5 or K-6)

1. School level (grades 3-5) proficiency in reading
2. School level (grades 3-5) proficiency in writing
3. School level (grades 3-5) proficiency in mathematics
4. School level (grades 3-5) proficiency in science
5. An indicator of the "achievement gap," which would be test scores for at-risk children compared to those of non-at-risk children.
6. A school wide and cross subject area indicator of advanced performance.

1b. Middle Schools (Generally grades 6-8)

1. School level (grades 6-8) proficiency in reading
2. School level (grades 6-8) proficiency in writing
3. School level (grades 6-8) proficiency in mathematics
4. School level (grades 6-8) proficiency in science
5. An indicator of the "achievement gap," which would be test scores for at-risk children compared to those of non-at-risk children.
6. A school wide and cross subject area indicator of advanced performance.
7. ACT Explore score in Grade 8.

1c. Grade 9-12 (high schools)

1. School level (grade 11) proficiency in reading
2. School level (grade 11) proficiency in writing
3. School level (grade 11) proficiency in mathematics
4. School level (grade 11) proficiency in science
5. An indicator of the "achievement gap," which would be test scores for at-risk children compared to those of non-at-risk children.
6. A school wide and cross subject area indicator of advanced performance.
7. ACT scores for all students in Grade 11
8. Four year high school graduation rate
9. Percent of students who qualify for Hathaway Scholarships

In short, we recommend 6 core indicators for elementary schools, 7 core indicators for middle schools and 9 core indicators for high schools, thus keeping the number of core indicators for any school under ten.

In the future, we also would suggest adding a "growth score" indicator for each school (by aggregating each individual student's growth score from PAWS) but not addressing this issue for the Phase One accountability program.

Finally, we see no problem for the State Board to track the overall student attendance rate in Wyoming, as well as the incidence of bullying, but we would not recommend including those measures in the school-based accountability system, as they are process and not results indicators.

2. Deciding How to Measure the Student Performance Indicators

There are three major issues related to determining how the student performance indicators should be measured:

a. Determining what instrument to use to measure each indicator
b. Identifying the appropriate "scale" or reporting format/score to use for each measure
c. Ensuring that the state has "stable" measures of each indicator (i.e., whether to "aggregate" scores across grades because of small sample sizes).[2]

This assumes, of course, that the assessments themselves have content or core validity, i.e., are tightly connected to and aligned with the state's content standards, measure the key concepts in each content area, and return test results for all key concepts in each subject tested to teachers for each individual student. These issues have been addressed by the outside advisory committee that the Wyoming Department of Education has used to construct and administer the PAWS testing system.

2a. Determining what instrument to use to measure each indicator:

Wyoming needs a reliable and valid measure of achievement across all students, schools and districts. Currently, the only such measure for student achievement is PAWS (recognizing the problems created in the administration of PAWS in 2010). Appropriately administered, PAWS is a test suitable for use in accountability systems; it is linked to state content standards, is instructionally sensitive and instructionally informative (to the degree a state summative test can be) and is complemented by other tests, locally administered, that are more benchmark and formative oriented.

The other option is to use scores on the MAP tests. However, to use MAP scores as a consistent state-wide measure of student performance, Wyoming would need each district to:

1. Use the same unique student identifier as is used for PAWS
2. Use the same unique teacher identifier as is used for PAWS
3. Administer the exact same MAP test for each student and each subject and grade level in each subject (reading, mathematics and science, (there is no MAP test for writing)
4. Administer the MAP in exactly the same way across all schools and districts

[2] Stability in this instance refers to ensuring that the scores reflect the general performance of students at each school from year to year without tremendous fluctuations resulting from measurement errors due to small sample sizes. The major threat to stability is having fewer than 20-25 students in a grade, which could very well be the case in schools that have only one or fewer sections per grade.

5. Submit the student test scores and the teacher links to the state at approximately the same time, and
6. Have the entire system "audited" to ensure correct identification of the teacher of record.

In other words, MAP would need to be turned into a formal, state structured benchmark testing system. Moreover, MAP would need to be altered to qualify for use in accountability systems, both state and federal. Further, using MAP scores – either the end of year score or the quarterly MAP scores – in addition to PAWS, would mainly add complexity but not necessarily depth or comprehensiveness to the accountability system. We see no gain in substituting MAP for state PAWS and many challenges to doing so if there were gains in using MAP scores.

Further, the NWEA, the organization that operates the MAP testing system, has sent a letter to the Wyoming Department of Education stating that as currently administered, MAP cannot be used for a state summative test of student achievement.

Thus, <u>we do not recommend using MAP in a state accountability system</u>; state accountability systems can only use official and formal state tests, and that is PAWS for Wyoming.

However, and to be clear, we strongly recommend that districts continue to administer MAP as benchmark assessments, using the results to assess the impact of curriculum and instruction, to group students and slot students into interventions, and as indicators of whether each individual student is on track to score at or above the proficient level on the end-of-the year state summative, PAWS tests.

For performance indicators other than achievement, the state would need to formalize standard ways to calculate:

- Grade 9-12 four year high school graduation rates
- Number and percent of students who qualify for Hathaway Scholarships
- Number and percent of students taking the ACT Explore and ACT in grade 11.

2b. Identifying the appropriate "scale" or reporting format/score to use for each measure

Assuming the PAWS test is used to measure student performance, a determination of what PAWS measure to use needs to be made. Options include: the scale score, a percentile equivalent, the percent of students at or above proficiency, the percent of students at advanced, and/or a growth or value-added score for students.

We suggest using the PAWS test to report:

a. Percent of students at or above proficient on each PAWS subject measure
b. Percent of students meeting the advanced standard of PAWS, and
c. The achievement gap between at-risk and non at-risk students.

In future years, we recommend that Wyoming investigate the possibility of calculating a "growth score" for individual students, which would be aggregated across appropriate grades, and could be aggregated across subjects or calculated separately for each of reading, writing, mathematics and science.

2c. Ensuring that the state has "stable" measures of each indicator

The major issue in ensuring that there are "stable" achievement scores for schools revolves around the small number of students in each grade in Wyoming. Given the large number of small schools in the state, our judgment is that there are insufficient numbers of students in each grade to use grade level scores for all schools in a school-based accountability system.

We therefore suggest "aggregating" the percent of students scoring at or above proficiency across grades to get stable school level scores. This means that each of reading, writing, mathematics and science proficiency scores would be aggregated across grades 3, 4 and 5 in K-5 elementary schools and across grades 6, 7 and 8 in Grade 6-8 middles schools. This would provide a proficiency score for reading, writing, mathematics and science for each school – 4 subject area proficiency performance indicators.

We also note that if scores were not aggregated across grades, then the system, for elementary and middle schools, would have 4 subject scores for each of 3 grades which would produce 12 performance indicators, and an additional 12 performance indicators if the results for advanced performance were also used. We believe 24 indicators are too many.

We recommend calculating the achievement gap indicator by comparing the percent of non at-risk students scoring at or above proficiency in all subject areas and at all grades tested to the percent of at-risk[3] students scoring at or above the proficiency level, so this indicator would be a proficiency achievement gap measure.

We also suggest aggregating scores across grades as well as subjects (at least for reading, mathematics and science) to produce a school wide measure of the percent who are at the

[3] Again, we purposively use the phrase "at-risk" students to indicate that pupil count used in the Wyoming Funding Formula.

advanced level. This provides an indicator of advanced performance but, as well be seen below, also keeps the total number of indicators manageable.

High schools provide a different challenge. First, there is only one grade that is tested in high schools, thus aggregating across grades is not possible. On the other hand, high schools are larger so the number of students might be sufficient in most high schools to produce stable scores. WDE staff will need to determine whether stable individual subject scores can be produced for all WY high schools, but we expect that stable scores can be calculated for all high schools that have more than 20-25 students in each grade. If not, then we would suggest aggregating first across two subjects: reading together with writing, and mathematics together with science. If that did not produce stable scores for small high schools, then we would recommend aggregating across all four subjects.

The state already has determined the process for calculating the four year high school graduation rate, which should be the number of students graduating, compared to the number of students in that graduating class who began grade 9 together, adjusted for students who moved out of the district.

If ACT scores are used, the state needs to insure that all grade 8 students take the ACT Explore test and that all grade 11 students take the regular ACT test, at state expense. Currently, Wyoming *allows* all Grade 11 high school students to take the ACT, with the state paying the costs; this recommendation would *require* all high school juniors to take the ACT, again with the state covering the costs. Further, it would be helpful for overall accountability if Wyoming's colleges and universities used the ACT score as one indicator for admission and/or placement; that would mean the ACT score would have some additional significance for all students taking it.

3. Setting Rules for "Leveling the Playing Field"

This issue addresses how to deal with the "rules" for calculating school scores and how to address mobility, presence of ELL students, students with disabilities and the percentage of all students needed to take the test.

We will not suggest specific solutions to these issues, but give examples of the kind of issues that need to be addressed and resolved. The Committee does not have to take a position on these issues and might better devolve them to be addressed and resolved through regulations proposed by a Technical Design Team after legislation is enacted. Each issue is described below.

Mobility

For mobility, the issue is to determine if the student was in the school long enough to be "counted." Currently, Wyoming terms a student a "mobile" student if he or she enters a school system after October 1, but more fine-tuning of the mobility issue is needed for a school-based accountability system. Systems usually set minimum number of days for such students to have been in the school, like 100 out of a 180 day school year. The other issue, of course, is the need for both a pre-test (or the previous spring test) and a post-test (or the current spring test) because both are needed to calculate a change score for each student. Sometimes, education systems give such tests when a mobile students enters the system and when they exit the system, though the latter is often not possible.

ELL Students

For ELL students, the issue is whether to allow the student to take the test in the native language, and at what point to require the test be taken in English and to be counted. Typically students are required to take the reading tests in English when they reach some minimum level of English proficiency, or after they have been in the Wyoming education system for a minimum (3-4) years. This approach reduces the initial scores but allows for more growth over time. However, some argue for longer periods of testing in the native language on the basis of appropriateness and fairness.

Students with Disabilities

For students with disabilities the issues are whether to provide those students accommodations and at what point not to include their scores, for examples for students with moderate mental retardation, severe retardation, and/or severe and profound disabilities.

Minimum Percentage of Eligible Students Taking The Test

Another issue is the minimum percentage of eligible students actually taking the test. One way to "inflate" school scores is to have lower performing students be absent on test day. A related issue is to ensure that the school score reflects the achievement of the students in the school. The solution to each of these issues is to set a minimum percentage of students that must take the test; of course, this must be followed by having "make up" days for the test for those legitimately absent, as well as a different form for the make-up test.

These are all "tricky" issues; there is no one right answer for any of them. In the final design of the accountability system, a group will need to convene and discuss each issue and decide on the rules that will apply. Given that there are no single ways to address these issues, process is very important: identifying these issues and working through a thoughtful approach to resolving them. Such a process signals that the state is aware of the above (and perhaps other) issues that need to be addressed in "leveling the playing field" for the accountability system to ensure that different compositions of students do not advantage or disadvantage any school.

4. Deciding How to "Calculate" Change for Those Measures to Show Growth or Decline

There are several possible ways to calculate change, some more statistically elegant than others, but the more statistically elegant designs tend to be more complex in implementation and analysis of results.

An initial issue is whether to use the scores of all students and show performance growth over time, or to compare each grade's performance from year to year – e.g., this year's fourth graders versus last year's fourth graders. Since all students are tested in grades 3-8 and 11, we strongly suggest using the scores of all students and showing change (hopefully growth) over time.

The first way to calculate change is a simple difference: this year's score minus last year's score. This is the approach taken for the proposed balanced scorecard below. It is the simplest and most easily understood and we believe it is adequate for Phase 1 accountability in Wyoming.

A second way to calculate change is change to a standard. Let's say the goal is to have 90% of students at or above proficiency. Assume also that the school's current score is 50% at or above proficiency. The difference is 40 percentile points. So a target could be to reduce the difference between current status and the goal by 20 percent, which in this case would translate to 8 points (.2 times 40), or an increase from 50 to 58 percent at or above proficiency. A version of this approach has been used for the calculation of Adequate Yearly Progress (AYP) under the federal No Child Left Behind program.

A variation of this second approach has been used in Kentucky. That state's goal was to have each school reach a score of 100. Each student's score was "weighted." Those scoring at just Basic were weighted 60 percent; those at proficiency 100 percent; and those at the advanced level at 120 percent. This approach allowed the higher scoring students to offset -- to some degree – the lower scoring students, which gave each school a reasonable chance to get a score of 100 (unlike the current AYP that requires EVERY student to be at or above proficient by 2014, unless the law is changed).

A third approach would be to calculate a "value added" for each school. This has become quite popular across the country, but there are multiple issues to be addressed in value added. Further, most "value added" models compare results to the average, so a positive value added score only means the school produced more gains than the average school and a negative value added score only means the school produced less gains than the average school. Of course, the average improvement could be quite modest, making even a positive value added less meaningful.

There are many variations of the above approaches, but they represent the three basic choices. We recommend that Wyoming use the simple difference approach for Phase 1 accountability.

As we mentioned earlier, over time the state could calculate a "growth score" for each student. Typically, such a growth score would be the student's scale score on PAWS in one year, minus the scale score in the previous year. Growth scores pick up all increments of student growth, even if the growth is not sufficient to move the student from one performance category to the next (such as from basic to proficient, or proficient to advanced). We suggest postponing the use of growth scores until Phase One accountability is firmly in place and the state can move on to more sophisticated indicators as well as accountability indicators for individual teachers and principals and other staff.

5. Setting Targets for Desired Improved Performance

Having calculated change, the next decision concerns setting targets for improved performance; setting such targets is as much art as science. The general principle is to set "stretch" targets, but targets that are reachable, i.e., seem possible to attain. We do that for the balanced score card below.

As we reported earlier, in our studies of schools and districts in other states that have dramatically improved student performance, we found many targets that were "bold" and "eye popping" – to get 95% of students at or above proficiency, to double student achievement levels, to increase performance at the advanced levels, to be the best school or district in the state or country. Below we recommend the initial, Wyoming school-based accountability system establish "stretch" goals. It may be better if the state or school districts (rather than individual schools) set "bolder" goals like, as the State Board has stated, to be the best education system in the country.

Another principle in setting improvement targets is that the target should be larger than "measurement" error, otherwise meeting the target could be a random event rather than a statistically meaningful event. And "measurement" error quickly gets complicated. We will simply note some issues; WDE assessment staff will need to determine the details. First, the measurement error for each individual student can be large. But measurement error gets reduced the larger the number of students in the school and we believe that once there are scores for at least 20-25 students the threat of measurement error has been addressed. For this discussion, let's take a score of % advanced. Assume we have the school score, aggregated over several grades, for mathematics; let's further assume the measurement error is 1.5 percentage points. When one takes this year's score minus last year's score, the measurement error would apply to each year and thus needs to be added together meaning that measurement error for the change score is now 3.0 percentage points. That means any target for improvement would need to be more than 3.0 points to be larger than measurement error. In other words if the improvement goal were only two percent more students reaching the advanced level, and the school achieved that goal, it would not be clear if they did so because of improved student performance or simply a random result due to measurement error. Although we give many specifics in the example below, each will need to be reviewed by WDE assessment staff to ensure that whatever system is finally designed has improvement targets that are larger than measurement error.

5A. A PROPOSED BALANCED SCORECARD

For the initial effort at accountability, we propose that there NOT be rewards or sanctions for teachers, principals or students. For subsequent years, we recommend that the state consider such individually focused rewards and sanctions. Indeed, the WEA in their July testimony discussed several issues related to teacher evaluation; we leave those important and complex issues for a future discussion.

We see Phase 1 accountability as the first step toward dramatic change in the state and thus recommend starting carefully and slowly. Below we also recommend a design for the use of a balanced scorecard. Chart 1 below shows a possible Elementary School Scorecard. Similar scorecards would need to be developed for middle schools, which we recommend have 7 core indicators, and for high schools, which we recommend have 9 core indicators.

Column 1 of Chart 1 shows the key performance indicators – proficiency in mathematics, reading, writing, and science, the achievement gap and performance at the advanced level. These represent six key student performance indicators. A general rule is to have a limited number of indicators so that the scorecard does not get too complex, and the message about what performance to emphasize is clear to all stakeholders. For example, if there were an achievement gap for each subject area, there would be 4 achievement gap indicators; if there were an advanced achievement score for each subject area, there would be 4 advanced achievement indicators. Though Wyoming might want to have a 12 element scorecard or accountability system, the scorecard example in Chart 1 includes just six key indicators by aggregating the Achievement Gap and Advanced Achievement indicators across all four subjects as well as across grades.

Second, the example scorecard also shows that a "weight" needs to be given to each indicator; each could be equally weighted but that also would be a conscious decision. The example score card weights the subject scores of percent at least proficient at 20 percent each, and then weights the achievement gap and advanced achievement indicators at 10 percent each.

Wyoming could choose alternative weights as these are just presented as suggestions. Indeed, the Committee might want to have a considerable discussion of the weights for each indicator. As proposed, the Scorecard signals that the most important goals are student proficiency in each of the four subject areas, and that some attention should be focused on the Achievement Gap as well as Advanced Performance. But the Scorecard could weight the subject area proficiencies lower, say at 10% each, and then weight each of the Achievement Gap and Advanced indicators at 30 percent, sending the signal that advanced performance and closing the achievement gap are the most important.

Chart 1

A Balanced Elementary School Scorecard

1	2	3	4	5	6	7	8	9	10
Core Indicator	Performance Level PAWS	Weight of Core Indicator	Prior Year Actual	Below Threshold	Threshold - maintain	50% of Target	Target Stretch Goal	125% of Target	Percent Accomplishment
							100%		
Grade 3-5 Mathematics	Proficiency	20%	60		60	62.5	65	66.25	
Grade 3-5 Reading	Proficiency	20%	70		70	72	74	75	
Grade 3-5 Writing	Proficiency	20%	75		75	78	81	82.5	
Grade 3-5 Science	Proficiency	20%	50		50	53	56	57.5	
Grade 3-5 – all subjects	Achievement Gap	10%	40		40	37.5	35	33.75	
Grade 3-5 – all subjects	Advanced Achievement	10%	30		30	35	40	42.5	
Totals		100%							

With weights for various levels of rewards:

1	2	3	4	5	6	7	8	9	10
Core Indicator	Performance Level PAWS	Weight of Core Indicator	Prior Year Actual	Below Threshold	Threshold - maintain	50% of Target	100% of Target Stretch Goal	125% of Target	Percent Accomplishment
				0 %	25%	50%	100%	125%	
Grade 3-5 Mathematics	Proficiency	20%	60		60			66.25	25%
Grade 3-5 Reading	Proficiency	20%	70		70		74		20%
Grade 3-5 Writing	Proficiency	20%	75		75		81		20%
Grade 3-5 Science	Proficiency	20%	50	44	50				0
Grade 3-5 – all subjects	Achievement Gap	10%	40	42	40				0
Grade 3-5 – all subjects	Advanced Achievement	10%	30		30	35			5%
Totals		100%							70%

The example scorecard also has multiple performance targets, ranging from a desired "target" stretch goal improvement (column 8), to just 50% of the target (column 7), to simple maintenance of past performance (column 6), and then to 125% or more above the target gain (column 9). These design elements are included to indicate that some improvement will be recognized even if it is not the target improvement, and that improvement beyond the target or stretch goal will also be recognized.

This approach is very different from the AYP calculations under the federal No Child Left Behind Program. For AYP, every improvement target must be met for every student group (which is very difficult) or the school misses AYP completely (too often the case). We believe that is too harsh an approach and that the balanced scorecard approach is, if you will, more "balanced" and "nuanced," recognizing that some improvement is better than no improvement at all.

Column 8 of the example score card shows the "stretch goal" or "target" improvement for each performance indicator: 5 percentile points increase for math, 4 percentile points increase for reading, 6 percentile points increase for writing, 6 percentile points increase for science, a 5 percentile point reduction in the achievement gap, and a 10 percentile point increase in advanced achievement. Again, these numbers are all just suggestions. Wyoming would need to decide on the target changes for each indicator.

As just mentioned, the example scorecard not only has columns for desired or "target" improvement hoped for (column 8), but also the ability to recognize partial improvement (50% of target in column 7) and more than target improvement (125% of target in column 9). These two additional elements further complicate the system but provide for a more "nuanced" school score, where advanced performance on one indicator could offset below target performance on another. Again, these are all possible design parameters.

The "threshold" improvement (column 6) is maintenance of current performance. This is a design suggestion. While improvement is desired, maintenance of performance is at least better than performance loss. Column 6 recognizes this reality. The state could decide to retain or eliminate a "threshold" or maintenance element for the scorecard.

Finally, the scorecard in the bottom half of the above Chart 1 shows a school's actual scores (shaded in green) and then uses the weights in column 3 times the percentages earned in columns 5-9 to get a final school example score of 70 percent. This shows substantial improvements but short of the target improvement.

Finally, for this example scorecard, Wyoming would need to decide what final percentile score would indicate a "passing" score for accountability and what score would trigger what kind of intervention.

[We note that this kind of scorecard also could be used to provide monetary awards, with the percentage applied to a dollar amount for each teacher in the school, for example, but going this direction is far away and for future discussions, if a decision is made in the future to tie financial rewards to the accountability system.]

5. DETERMINING CONSEQUENCES FOR MEETING OR NOT MEETING TARGETS – REWARDS AND SANCTIONS

These issues will be addressed beginning in the September meeting. But generally, we will summarize the various rewards and sanctions recommended by the Wyoming education community (WEA, WSBA, WASA and State Board) and recommend that the primary "reward" be non-interference from the state and the primary "sanction" be some combination of restrictions on use of block grant dollars (e.g., use of tutoring dollars just for teacher tutors) and/or technical assistance from the state to help the school and district improve, that could or could not be linked to the state's accreditation process.

Tab I

ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION

DATE: September 21, 2010

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the June 16, 2010 State Board of Vocational Education Meeting held at Fremont County School District #25 Board Room, Riverton, Wyoming.

SUPPORTING INFORMATION ATTACHED:

- Minutes from June 16, 2010

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

Wyoming State Board of Vocational Education Minutes
June 16, 2010
Fremont County School District #25 Board Room

Wyoming State Board of Vocational Education members present: Phil Orton, Norine Kasperik, Jan Torres, Bill Anthony, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Joe Reichardt, and Mary Kay Hill, WDE (designee for Jim McBride)

Wyoming State Board of Vocational Education members absent: Matt Garland, Larry McGarvin, Jim Rose, and Jim McBride

Also present: Joe Simpson, Wyoming Department of Education (WDE); Teresa Canjar, WDE; Alan Moore, WDE; Margie Simineo, WDE; Dianne Frazer WDE; Teri Wigert, WDE; Tom Martin, WDE; Joy Mockelmann, WDE; and John Shumway, Attorney General's Office (AG)

CALL TO ORDER

Chairwoman Sandra Barton called the meeting to order at 1:00 p.m.

Roll call was conducted and it was determined there was a quorum.

APPROVAL OF MINUTES

Minutes from the April 16, 2010, State Board of Vocational Education meeting held at the Goshen County School District #1 Board Room in Torrington were presented for approval.

Norine Kasperik moved that the minutes be approved, seconded by Joe Reichardt, motion carried.

INTRODUCTION

Teri Wigert, Career Technical Education State Director, introduced Tom Martin, Section Supervisor for Career Technical Education and Assistant State Director.

UPDATE ON CTE STRATEGIC PLAN

Teri said today's presentation is a broad view of where career technical education is going and what the vision is. She referenced a tornado: the widest part is the national vision and as it narrows down it reflects the State of Wyoming strategic plan, down even further it would be career technical education activities, and then when it touches the ground reflects the impact in classrooms and labs.

The second slide entitled Reflect, Transform, Lead: A New Vision for Career Technical Education lists the five principles that collectively form our national vision for CTE which was just released. This vision fits nicely in where Wyoming has projected to go. It looks at how the work force is prepared in the United States. It is aimed at retaining the United States as a leader in the dynamic global economy. The paper is broken up into three chunks. The first is to reflect on how we got to where we are today; the second is to examine and decide the role of career technical education in the United States; and third is action and suggests the nation is at

a critical juncture and CTE has also reached a critical juncture. They complete the article by suggesting the dichotomous silos of academics versus CTE must be eliminated and their supporting infrastructures must be re-imagined to meet the needs of the economy. As the economies blur, so must the lines that currently separate CTE and academic education. This aligns with things we are accomplishing in Wyoming. Teri reiterated how they need the support and involved activity of the Board in this area of articulations. It has been done in varied ways and we don't have an equitable distribution, so this consensus group requires that we get to equity and affordable access for every single student.

Tom Martin explained slide three, the Strategic Plan Objectives. As you think about the 10 objectives, you will realize this is a huge plan. We don't have enough time today to look at these in detail.

Slide four, the Five Essential Steps toward Accomplishing the Plan. These steps are covered in more detail on pages 62-63 in your book entitled "New Directions for High School Career and Technical Education in Wyoming. The steering committee emphasizes the development of career pathways, business and industry involvement, curriculum development, assessment development, the whole package. This is a competitive program for school districts in harmony with community colleges and business and industry can apply for a grant to fund their project for two years provided they meet the guidelines. These three entities work together and this a cutting edge scenario for CTE in the future. We currently have 3 big projects. There is a career pathways sheet on our website that can be used, so the students can flow through the program. We have an appointed steering committee and Guy Jackson has met with them. The CTE demonstration project did not get funded for the next biennial cycle, but we have money to continue the CTE projects. The steering committee was eliminated because of lack of legislation for the new biennium. Tom Martin proposed the State Board of Vocational Education be the Statewide Steering Committee to guide pathways adoption. He feels the Board would do a great job. Guy Jackson would come to your meetings and ask for advice on CTE projects. Need to make sure we have the right people at the table. We should partner with others and use their expertise in this field. Sandy thinks this is a good idea and is excited to take this on. Talk about this more at the retreat. There are funds available to cover travel expenses.

Joe Simpson suggested as the charter is developed on how you want to approach the CTE Committee and as you rotate your meetings in the state open up the meetings and ask certain core groups to come such as Workforce Services, Outreach Offices, someone connected to business and industry, etc.

The next round of demonstration projects will be in healthcare, manufacturing, information technology, and construction trades. The emphasis will be on healthcare because that is the number one need in Wyoming.

Teri asked the group to think of the demonstration projects as three wagon wheels and the demonstration project is the center of the wheel. One wheel is called energy, another hospitality, and another hospitality tourism. These demonstration projects involve a business and industry that's helped identify what the skills and knowledge need to be; it involved a post secondary institution and it involves a school district (this is the hub). The spokes are all of the other districts that join in with that demonstration project. Now we are going to add three more wheels or maybe four in manufacturing, healthcare, construction and maybe IT. We are looking for a school district or districts, a community college or other post secondary entity, and business and industry who have to come together and agree on what's going to comprise that particular certificate and then we pilot it out in a school connected to a college, apprenticeship or

whatever that post secondary entity is going to be. As each one of these are developed with state funds, anyone interested in these 6/8 areas that we are going to develop over time; we already have a proven model that other school districts can join into. I hope this helps describe what the demonstration pilots are.

The next step is to strengthen core CTE programs and curriculum. Vocational concepts of the past are dead or dying; we don't want to go back to that. This is the purpose of the demonstration project; we want our students to really experience an industry concept. We will be working with teachers, principals, and superintendents to get the vision changed. Our role in the future is to listen to the educators and provide what they want and I think we are doing that across the State. We have employed a new concept and I think it has really worked well for us. We contract with LCCC to provide all the logistics for the summer conference and our WDE conference. We also conduct CTE professional development at all of the other community colleges. Another key component is our assessment development this year. We have to implement by the end of this five year plan a statewide CTE assessment. We have contracted with Dr. Mariam Azin of PresAssociates, Inc. to help develop that assessment. Districts submit to WDE annually the course sequences for approval. They are reviewed and there are some courses we will not accept. The statute is clear for course approvals.

The next bullet is strengthen professional development and teacher preparation programs. Briefly mentioned professional development and we can spend more time on that later. We will be concentration more on this next year by conducting critical conversations between post secondary teachers to align curriculum. That is what teacher's want to do and thanks to the assessment development process; we would have never known that. The aligned curriculum would be what a secondary teacher teaches in relation to what the post secondary teaches in a program study area. Not going to go into detail on Teacher preparation programs right now, we are moving forward. Having the Boards support will really help us.

Lastly, how do we evaluate improvements to CTE instruction and delivery? The CTE demonstration project came through. Guy Jackson in harmony with MPR Associates has developed an evaluation instrument that is outstanding. We can walk into any high school today with that rubric and get an estimate of how deep the career clusters are imbedded and how well they are really doing in their programs. We are going to evaluate the demonstration projects in the fall.

There needs to be teacher preparation programs developed for these areas. Our community colleges are technical oriented. Who is better prepared to teach technical aspects of an area? Have them do some of the technical work then jump them to UW for the teaching block and then have a degree. We need to have a more harmonious relationship between the community colleges and our only university in the state; otherwise, people are going to leave and go elsewhere to get their CTE degree. There are ways to address this licensing issue through our connections at the department.

The Update on Policy Study was tabled until the next meeting.

The general consensus was we should change our name from the Wyoming State Board of Vocational Education to the Wyoming State Board of Career Technical Education. Mary Kay Hill will be responsible for moving this forward. Also, we need to see if we can meet as a single board on these issues instead of two different ones.

The meeting adjourned at 2:30 p.m.

Tab J

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: September 22, 2010

ISSUE: The State Board of Vocational Education will determine where to focus its future effort in the area of Career Technical Education as related to the national CTE vision, the WDE statewide goals, the Wyoming CTE strategic plan, and required Perkins IV oversight.

BACKGROUND: The State Board of Vocational Education made the decision at its June 16, 2010 meeting to provide support and leadership for the CTE strategic plan. The Board will decide at the September 22, 2010 meeting where to focus its effort.

SUGGESTED MOTION/RECOMMENDATION: Action of the Board will be determined as a result of discussion of Agenda Item #6. The CTE team recommends that the State Board pursue the following goals: 1) Policy/legislation which will permit integrated courses to count as academic credit, 2) Policy/legislation to improve career guidance, and 3) Policy/legislation to improve secondary teacher certification.

Motion: I move to approve the recommended goals of the CTE team.

SUPPORTING INFORMATION ATTACHED:

Please refer to Tab J.

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

CTE STRATEGIC GOAL ALIGNMENT

State Board Retreat – September 21-22, 2010

WYOMING CAREER TECHNICAL EDUCATION
Pathways to a Bright Future

National Vision	State Focus Areas	CTE Strategic Plan	State Board Perkins IV Responsibilities	State Board of VE Goals and Roles
•Ensure global competitiveness	•Increase % of advanced and comprehensive diplomas awarded •Increase AYP #'s	•Legisiative Alignment •Content Standards •Finance		
•Partner to design and provide high-quality and dynamic programs	•Improve system capacity •Reduce alcohol and chemical use rates	•Teacher Preparation •Content Standards	•Consult with the Governor and appropriate agencies, groups and individuals	
•Preparation for education and careers (college and career ready)	•Improve 3rd grade reading proficiency •Improve 8th grade math proficiency •Improve graduation rate •Improve attendance rate •Reduce bullying	•Delivery Systems •Articulation •Plans of Study •Curriculum •Legislative Alignment	•Adopt procedures necessary to implement state-level coordination in administering the plan	•Pursue policy or legislation that permits integrated courses to count as academic credit •Provide recommendations to improve career guidance statewide via policy or legislation
•Deliver programs of study aligned to Career Clusters Framework		•Articulation •Content Standards •Curriculum	•Coordinate development, submission, and implementation of State Plan	•Partnership with WDE, the PTSB, UW and WCCC to consider new methods of secondary certification
•Embrace accountability and data-driven decisions	•Improve NCA average score •Improve customer service •Improve SPED indicator results	•Accountability •Assessment	•Convene and meet as an eligible agency four times annually or within a program year	

Wyoming State Board of Vocational Education

Tab K

Tab L

Wyoming Department of Education

WYOMING CAREER TECHNICAL EDUCATION

Pathways to a Bright Future

Career Technical Education Demonstration Project Grant Program 2008-2011

Wyoming Department of Education

Dr. Jim McBride

Wyoming Superintendent of Public Instruction

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OPPORTUNITY FOR HEARING

An applicant whose application is recommended for disapproval may request a hearing before the State Superintendent of Public Instruction or designee. Formal written notification requesting such a hearing must be submitted within thirty (30) calendar days of receipt of notice that the application is recommended for disapproval to:

Dr. Jim McBride
State Superintendent of Public Instruction
Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

Hearings will be held in accordance with the Wyoming Administrative Procedure Act, W.S. 16-3-101 through 16-3-115, and Section 425 of the General Education Provisions Act.

Wyoming Department of Education
2300 Capitol Ave, Hathaway Building, Second Floor
Cheyenne, WY 82002-0050

http://www.k12.wy.us/grants.asp

2008 - 2011 CTE DEMONSTRATION PROJECTS

The Wyoming Department of Education invited state school districts and community colleges to propose career technical education demonstration projects to create postsecondary options for Wyoming high school students under the requirements of W.S. 21-12-105. The career cluster areas of the selected demonstration project grants were Hospitality and Tourism (Restaurants and Food/Beverage Services, and Lodging) and Agriculture, Food and Natural Resources (Power, Structural and Technical Systems).

Nine CTE demonstration project proposals were rated by a group of readers consisting of representatives from the Wyoming Department of Workforce Services, the Wyoming Community College Commission, the University of Wyoming and MPR Associates, Incorporated. The following projects were the three highest-ranking applications that were selected for funding. Applicants were limited to a two-year maximum (project total) of $ 350,000.00. State funding ended June 30, 2010. Year three activities will be funded by the project consortia partners.

HOSPITALITY AND TOURISM

Demonstration project title: Hospitality and Tourism Demonstration Grant

Total grant: $ 350,000.00

Consortium partners: Northern Community College District, Campbell County School District #1, Campbell County High School, local Board of Cooperative Higher Education Services, and local hospitality and tourism business/industry partners.

Project highlights:

The project's purpose is to create an Academy of Hospitality and Tourism at Campbell County High School.

Demonstration project title: Hospitality School to Industry Connection

Total grant: $ 338,520.00

Consortium partners: Central Wyoming College, Sheridan College, Casper College, Teton County School District #1, Jackson Hole High School, the Wyoming Lodging and Restaurant Association Education Foundation, and local hospitality and tourism business/industry partners.

Project highlights:

The project's goal is to create a seamless continuum of educational and career opportunities in the hospitality industry for Wyoming high school students by assessment of the needs and concerns of students, educators, career-guidance professionals, and industry members. The project will also work to raise the awareness of certificated programs, foster collaboration between programs, and disseminate project model strategies to other school districts and community colleges in Wyoming.

AGRICULTURE, FOOD AND NATURAL RESOURCES (POWER, STRUCTURAL AND TECHNICAL SYSTEMS)

Demonstration project title: Systemic Development of Wind Energy Programs of Study

Total request: $ 320,944.00

Consortium partners: Laramie County Community College, Laramie County School District #1, Laramie County School District #2, South High School, Triumph High School, and TMA Global Wind Energy.

Project highlights:

The key objectives of the project are to develop and implement wind energy programs of study with concurrent/dual enrollment options, a Summer Bridge Program in Wind Energy, wind energy curriculum modules for career exploration and to use the Kuder Career Planning System for career guidance.

ADDITIONAL SCHOOL/SCHOOL DISTRICT PARTNERS:

The CTE Demonstration Project Grant Program encourages other schools and districts to join existing consortia in its effort to replicate new CTE models and strategies. Additional partners to the 2008 – 2011 CTE Demonstration Project consortia were:

Hospitality and Tourism – Encampment High School, HEM High School, Natrona High School, Riverton High School, Saratoga High School, and Wyoming Indian High School.

Agriculture, Food and Natural Resources (Wind Energy) - Cody High School, Rock Springs High School, South High School, and Triumph High School.

CTE DEMONSTRATION PROJECT ASSESSMENT AND EVALUATION:

The demonstration projects completed a Wyoming Department of Education CTE Demonstration Project Grant Self-Assessment rubric in September of 2009. The purpose of the rubric was to provide an objective view of project progress towards their desired outcomes. The assessment activity highlighted project strengths, weaknesses and opportunities for improvement.

At the core of this assessment was a rubric of 13 fundamental performance components developed by the Statewide CTE Steering Committee:

- Career Guidance (promotion and development)
- Career Cluster/Pathway Model (implementation, promotion, and innovation)
- Core Academic and Technical Instruction (Integration and Collaboration)
- Local/State Workforce and Economy Support
- National Benchmarking and Networking
- Development and Integration of Content, Standards, Curricula, and Assessment

- National Industry Certification Integration (if available)
- Articulation and Concurrent/Dual Enrollment
- Teacher Preparation and Professional Development
- Student School-based, Work-based, and Community-based Learning Opportunities
- Budgetary Planning, Activity and Reporting
- Outcome Performance Measurement and Improvement
- Innovative Strategies and Activities

Respondents rated their project progress in each of the areas above as Not Yet, Progressing, Proficient, or Advanced. Respondents were also asked to write a narrative describing the project's progress in each of those areas. Formal demonstration project evaluation in these areas will be conducted by the department at the end of the third year of the project.

Wyoming Department of Education

WYOMING CAREER TECHNICAL EDUCATION

Pathways to a Bright Future

Career Technical Education Demonstration Project Grant Program 2010-2013

Wyoming Department of Education

Dr. Jim McBride

Wyoming Superintendent of Public Instruction

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OPPORTUNITY FOR HEARING

An applicant whose application is recommended for disapproval may request a hearing before the State Superintendent of Public Instruction or designee. Formal written notification requesting such a hearing must be submitted within thirty (30) calendar days of receipt of notice that the application is recommended for disapproval to:

Dr. Jim McBride
State Superintendent of Public Instruction
Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

Hearings will be held in accordance with the Wyoming Administrative Procedure Act, W.S. 16-3-101 through 16-3-115, and Section 425 of the General Education Provisions Act.

Wyoming Department of Education
2300 Capitol Ave, Hathaway Building, Second Floor
Cheyenne, WY 82002-0050

http://www.k12.wy.us/grants.asp

2010 - 2013 CTE DEMONSTRATION PROJECT SELECTIONS

Based on state economic development recommendations of the Wyoming Department of Workforce Services, the three career cluster areas of Architecture and Construction, Health Science, and Manufacturing were selected for the 2010 – 2013 demonstration project grants.

Six CTE demonstration project proposals were rated by a group of readers consisting of representatives from the Wyoming Department of Workforce Services, the Wyoming Community College Commission and the CTE section of the Wyoming Department of Education. The following projects were the three highest-ranking applications that were selected for funding. Applicants were limited to a two-year maximum (project total) of $ 100,000.00. State funding will end June 30, 2012. Year three activities will be funded by project consortia partners.

ARCHITECTURE AND CONSTRUCTION

Demonstration project title: Sheridan High School Architecture and Construction Academy

Total request: $ 83,790.00

Consortium partners: Sheridan College, Sheridan County School District #2, Sheridan High School, and JBD, Incorporated.

Application highlights:

After failing to meet AYP for a second year, Sheridan High School "embarked on a serious strategy to create the kind of relevant coursework needed to attract students to stay in school" by using the career academy concept in the areas of healthcare, agriculture and communications and would like to create an architecture and construction academy. This new academy will integrate academics with job skills in a sequential, articulated series of courses. Students will not only be able to complete the requirements for the first course of Sheridan College's Associate Degree program in Construction but will have the opportunity to earn two credits for an additional course in the degree program. Industry skills standards from the International Society for Technology in Education (ISTE), the Architectural Woodwork Institute, and the Architectural Woodwork Association of Canada will be incorporated into the program.

HEALTH SCIENCE

Demonstration project title: Health Occupations Consortium Project

Total request: $ 92,745.49

Consortium partners: Western Wyoming Community College, Sweetwater County School District #1, Rock Springs High School, and the Memorial Hospital of Sweetwater County.

Application highlights:

The purpose of the Health Occupations Consortium Project is to establish programs of study for the health career cluster in order to prepare high school students for postsecondary options and support the needs of Sweetwater County and the state of Wyoming. Using their energy career academy model, Rock Springs High School will continue development of a healthcare career academy with funds from this grant. The program will provide job shadowing opportunities for juniors and internship opportunities for seniors. Another goal of the academy is to expand the number of courses in which students can earn college credit for their high school work. The program will develop six-year programs of study for the health care career pathways, curriculum maps for courses and mentorship opportunities for students. Students will also have the ability to earn industry-recognized certificates in CPR, First Aid, Certified Nursing Assistant and Phlebotomy.

MANUFACTURING

Demonstration project title: Creating a Manufacturing Cluster for College-bound and Industry-Entry Students through Developing Academic and Technical Career Pathways in Welding, Machine Tool Technology and Pre-Engineering.

Total request: $ 99,680.00

Consortium partners: Western Wyoming Community College, Sublette County School District #9, Big Piney High School, White Mountain Drilling Company, Scott's Welding/Fabrication, and EOG Resources.

Application highlights:

The CTE manufacturing career cluster at Big Piney High School is self-described as "traditional" and has not been redeveloped to meet current student and workforce needs. The proposed CTE demonstration project will plan, develop, and implement an improved and expanded manufacturing career cluster. Three pathways will be developed including precision production trades, machine tool technology, and pre-engineering. These industry-aligned pathways will prepare industry-entry students for industry certification examinations and offer concurrent credit for college-bound students at Western Wyoming Community College. The program will offer concurrent college credit for 11 courses to high school students when completed. Integration of academic and technical learning is also a focus of the project.

The high school is also working on developing a professional learning community where instructors from both disciplines will have common planning time to align their units of instruction. The teacher of the CTE manufacturing courses has worked in a professional learning community to learn Marzano's research-based classroom instructional strategies and will pass that knowledge on to collaborating teachers in the new professional learning community at Big Piney High School.

DEMONSTRATION PROJECT ASSESSMENT AND EVALUATION:

The 2010 -2013 demonstration projects will complete a Wyoming Department of Education CTE Demonstration Project Grant Self-Assessment rubric at the beginning of the project's second year. The purpose of the rubric is to provide an objective view of project progress towards their desired outcomes. The assessment activity will highlight project strengths, weaknesses and opportunities for improvement.

At the core of this assessment is a rubric of 13 fundamental performance components developed by the Statewide CTE Steering Committee:

- Career Guidance (promotion and development)
- Career Cluster/Pathway Model (implementation, promotion, and innovation)
- Core Academic and Technical Instruction (Integration and Collaboration)
- Local/State Workforce and Economy Support
- National Benchmarking and Networking
- Development and Integration of Content, Standards, Curricula, and Assessment
- National Industry Certification Integration (if available)
- Articulation and Concurrent/Dual Enrollment
- Teacher Preparation and Professional Development
- Student School-based, Work-based, and Community-based Learning Opportunities
- Budgetary Planning, Activity and Reporting
- Outcome Performance Measurement and Improvement
- Innovative Strategies and Activities

Respondents will rate their project progress in each of the areas above as Not Yet, Progressing, Proficient, or Advanced. Respondents will also be asked to write a narrative describing the project's progress in each of those areas. Formal demonstration project evaluation in these areas will be conducted by the department at the end of the third year of the project.

Tab M

CTE PROFESSIONAL DEVELOPMENT 2008 - 2011

WDE

WYOMING CAREER TECHNICAL EDUCATION
Pathways to a Bright Future

State Board of Vocational Education
September 22, 2010

Professional Development Goals for Secondary and Postsecondary CTE:

- Provide awareness and technical assistance for implementation of career clusters and career pathways through education, workforce and the economy
- Assist educators with awareness and implementation of career guidance models through completion of the Career Pathways Leadership Certification training
- Provide technical assistance and support for the implementation of a statewide CTE assessment system for secondary and postsecondary educators
- Provide CTE educators with professional development activities at the annual Wyoming Association of Career Technical Education and throughout the course of each school year that is based on need, CAR data analysis and key economic trends (green economy, etc.)

CTE Professional Development: 2008

- Career Pathways Leadership Certification
- WACTE Summer Conference – Torrington
    1. Leadership in the Classroom: (Situational Leadership, Conflict Resolution)
    2. Career Pathways for the Emerging Economy
- Technical Skills Assessment: Manufacturing, Architecture and Construction, and Agriculture, Food and Natural Resources

CTE Professional Development: 2009

- Career Pathways Leadership Certification
- Career Pathway Development and Implementation
- WACTE Summer Conference – Rock Springs
    1. Leadership in the Classroom: (Situational Leadership, Conflict Resolution)
    2. Career Pathways Leadership Certification
    3. Project-Based Learning – Career Pathway Integration

- Technical Skills Assessment: Manufacturing, Architecture and Construction, Agriculture-Food and Natural Resources, Information Technology, Arts-Audio Visual Technology - Communications, Business, and Family & Consumer Science

CTE Professional Development: 2010

- Career Pathways Leadership Certification
- Career Pathway Development and Implementation
- Career Academies and Small Learning Communities
- Project-Based Learning – Career Pathway Integration
- Programs of Study
- WACTE Summer Conference – Buffalo
    1. Leadership in the Classroom: (Situational Leadership, Trust, Creative Economy)
    2. Non-Traditional Education and Diversity
- Technical Skills Assessment: Information Technology, Arts and Audio Visual Technology - Communications, Business, and Family Consumer Science

CTE Professional Development: 2011 [Tentative]

- Integration (Loveland High School combination of Geometry and Building Trades)
- Technical Skills Assessment (Follow-up on online testing with all cluster areas developed to this point)
- Certification programs for CTE teachers in areas identified in assessment development and review session in September 2010
- WACTE Summer Conference – Laramie
    1. Legal Aspects of Perkins IV (Brustein)
    2. Integration Best Practices (Loveland H.S.)
    3. Career Academies and Small Learning Communities (Rock Springs H.S.)
    4. Technical Skill Assessment Update (Azin)

Tab N

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: September 21, 2010

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the June 16, 2010 State Board of Education meeting held at the Fremont County School District #25 Board Room, Riverton, Wyoming.

SUPPORTING INFORMATION ATTACHED:

- Minutes from June 16, 2010

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION MINUTES
June 16, 2010
Fremont County School District #25 Board Room
Riverton, Wyoming

Wyoming State Board members present: Phil Orton, Bill Anthony, Norine Kasperik, Jan Torres, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Mary Kay Hill, WDE (designee for Jim McBride), and Joe Reichardt

Wyoming State Board members absent: Matt Garland, Larry McGarvin, and Jim McBride

Also present: Joe Simpson, Wyoming Department of Education (WDE); Teresa Canjar, WDE; Alan Moore, WDE; Margie Simineo, WDE; Dianne Frazer WDE; Teri Wigert, WDE; Tom Martin, WDE; Joy Mockelmann, WDE; Tim Lockwood, WDE; and John Shumway, Attorney General's Office (AG)

Members of the Press and Public Present: Mike Bowman, Albany County School District #1; Sarah King, Occupational Therapy Association; Kathy Scheurman, Wyoming Education Association; Jean Peterson, Washakie County School District #2; Larry Reznicek, Campbell County School District #1; Teresa Chaulk, Lincoln County School District #1; Pam Shea, Teton County School District #1; Shawn Powell, Wyoming School Psychology Association; Dr. Bob Bayuk, Wyoming School Psychology Association; Joe Palladino, Wyoming School Psychology Association; Kathleen McKinley, Governor's Office; Michelle Hoffman, Fremont County School District #14; Gene Meier, Ft. Washakie Charter High School; Shad Hamilton, Ft. Washakie Charter High School; June Shakespeare, Fremont County School District #38 School Board; Rick Landblad, Fremont County School District #38; and Barney Lacock, Fremont County School District #38.

CALL TO ORDER

Chairwomen Sandra Barton called the meeting to order at 8:30 a.m.

Teresa Canjar conducted roll call and established that a quorum was present.

APPROVAL OF MINUTES

Mike Hejtmanek moved that the minutes from the April 16, 2010 meeting held at the Goshen County School District #1 Board Room in Torrington be approved as presented, seconded by Jan Torres, motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer Jan Torres presented the treasurer's report ending May 31, 2010 with an ending balance of $54,761.31.

Jan Torres moved that the Treasurer's Report be approved as presented, seconded by Bill Anthony, motion carried.

BOARD UPDATES

Task Force on Rural and Frontier Education Issues – Norine Kasperik
I have been attending the NASBE Task Force on Rural and Frontier Education Issues and looking at the school improvement options for the states. This concern came to our attention at the NASBE Legislative Conference in Washington. There seems to be a lot of discussion about rural states that really didn't address the concerns and issues of frontier states such as Wyoming, Montana, South Dakota, Idaho and several others. Senators Enzi and Baucus are very concerned that frontier states be addressed in any legislation. There have been three conference calls and we are very close to a final draft of our product. As soon as it is available, I will send it to all Board members. Concerns identified were the different models for school improvements that are proposed by the Department of Education. There are little options for rural/frontier schools related to recruitment and employment of qualified teachers/principals. There needs to be more leeway at looking at ways to turn schools around. They are collecting best practices from different states and if we want to send anything in; let her know.
Dana Mann-Tavegia wants it reflected in the minutes that this group originated from Norine and the Wyoming State Board. We should be very proud. There are many western states that are thrilled we are doing this.

For the Common Good Study Group – Dana Mann-Tavegia
Our final report will be done soon. It will be presented at the October National Conference. Our policy recommendations include data management and assessments, counselor and educator training and education programming, certification and course credits. She encouraged everyone to look at www.march2success.com. We will be hearing more about a study called TAPUS from the US Army Research Institute and Behavioral and Social Sciences.

Governmental Affairs Committee – Joe Reichardt
There were two things on the forefront: 1) the possibility of re-authorization of the ESEA and what happens if it doesn't get authorized. There is no legislation in place at this point so this will be the main focus on figuring out how to continue with federal funding under the guidelines that exist. If federal funding does continue legislative changes need to be made which allows for waivers; and 2) the common core standards assessment is a concern for all states. Most states are happy with the standards, they are better than most state's present standards. There are some major concerns about their passage which generally focus around what the federal government will do with the standards once they are passed. There will have to be a method in place in assessing how the states are doing with the standards.

State BOE Committee – Sandra Barton
Alan Moore has put together a study group to go over BOE. It has been interesting compiling the history. Alan and the committee are putting together recommendations that will come before the State Board at the retreat in September. Tomorrow is the next meeting at Sinks Canyon. Scott Marion will be available via telephone at July meeting. Do the two consultants on this committee come to the meetings? Mike Hejtmanek feels it would be beneficial to have them involved. It would be up to the committee, if they choose to do that; Alan will invite them.

Drop Out Media Campaign – Mike Hejtmanek, Phil Orton, and Joe Reichardt
The contract is at the Attorney General's Office for approval. The next step would be to line out exactly what the committee will do for this at the retreat.

Skills and Standards Team – Bill Anthony

Bill participated in a meeting were recommendations/ideas on updating the common core of skills were discussed. Curriculum coordinators from around the state were involved. The Framework for 21st Century Learning was discussed. This would be a good basis for rewriting the skills. Bill recommended the Board agree to direct WDE to begin working on a proposal to update these skills. He emphasized that the curriculum coordinators be involved in the rewrite. Alan's intention is to move forward, but will we have legislation ready for this year or next. We will discuss further at the retreat.

At-Risk Legislation – Jan Torres
Met informally with Representative Craft regarding the re-introduction of the At-Risk Legislation. Joe Simpson has been very helpful with the items that concerned the Legislators. Senator Sessions is willing to co-sponsor; she is waiting for direction from us as to specific language changes. We are moving forward slowly.

Perkins Program Monitoring Team – Sandra Barton, Dana Mann-Tavegia, and Mike Hejtmanek
We have met on this and have put together some recommendations. Sandy will get them out to the Board for review. We will look at them in detail at the retreat.

Recalibration – Mary Kay Hill
Mary Kay brought the Board up to speed on the Legislators Recalibration activities. Every five years the Legislators look at recalibration. Legislators are concerned about why we are not seeing the results at our schools at the levels we want to see them. In one major arena they are looking at various components of the model. This effort is secondary to what is emerging which is accountability efforts on the part of the committee. She is very eager for the Board to be aware of what is going on. She senses the committee is moving into an area where the Legislature wants to be in setting benchmarks (like the strategic plan). They will want to hear from the Board on the accountability efforts you are undertaking in regard to common core standards, accreditation, and accountability; please put this on your radar. It is possible to move money around to pay for travel expenses. The next meeting is June 24 in Casper and there is a meeting July 21 and 22 in Lander.

PUBLIC COMMENT – CHAPTER 29 RULES

The Board opened the floor for public comment. Each person was given the opportunity to speak for 3-5 minutes regarding Chapter 29 Rules.

Mike Bowman, Assistant Superintendent, Albany County School District #1
Sarah King, President, Occupational Therapy Association
Kathy Scheurman, Director of Professional Issues, Wyoming Education Association

ACCREDITATION

Joe Simpson stated each year at this time the Department prepares recommendations for accreditation. Chapter 6 addresses the work the Board does relative to accreditation. There are 5 levels of accreditation: full accreditation, accreditation will follow-up, accreditation with deficiencies, conditional accreditation, and non-accreditation. Each district and institutional program was given the opportunity to speak for 3-5 minutes regarding their accreditation status.

Bill Anthony moved the following school districts receive full accreditation, seconded by Dana Mann-Tavegia, Mike Hejtmanek abstained, motion carried.

Albany CSD #1	Fremont CSD #14	Lincoln CSD #2	Sheridan CSD #2
Big Horn CSD #1	Fremont CSD #21	Natrona CSD #1	Sheridan CSD #3
Big Horn CSD #2	Fremont CSD #24	Park CSD #1	Uinta CSD #1
Big Horn CSD #3	Goshen CSD #1	Park CSD #6	Uinta CSD #4
Converse CSD #2	Hot Springs CSD #1	Park CSD #16	Washakie CSD #1
Crook CSD #1	Johnson CSD #1	Platte CSD #1	Weston CSD #1
Fremont CSD #1	Laramie CSD #1	Platte CSD #2	Weston CSD #7
Fremont CSD #6	Laramie CSD #2	Sheridan CSD #1	

Jan Torres moved the following school districts receive accreditation with follow up, seconded by Norine Kasperik, motion carried.

Big Horn CSD #4	Sublette CSD #9
Carbon CSD #2	Sweetwater CSD #1
Fremont CSD #2	Sweetwater CSD #2
Fremont CSD #38	Teton CSD #1
Lincoln CSD #1	Uinta CSD #6
Sublette CSD #1	Washakie CSD #2

Mike Hejtmanek moved the following schools districts receive accreditation with deficiencies, seconded by Bill Anthony, motion carried.

Campbell CSD #1
Carbon CSD #1
Converse CSD #1
Fremont CSD #25
Niobrara CSD #1

Institutional Programs
Jan Torres moved the following institutions receive full accreditation, seconded by Mike Hejtmanek, motion carried.

Attention Homes, Inc.
Big Horn Basin Children's Center (Northwest BOCES)
Colter High School (Wyoming Boys' School)
Mae Olson Education Center (Cathedral Home for Children)
Powder River Basin Children's Center (Northeast BOCES)
Red Top Meadows
St. Joseph's Children's Home
Wyoming Girls' School

Norine Kasperik moved the following institutions receive accreditation with follow-up, seconded by Joe Reichardt, motion carried.

C-V Ranch (Region V BOCES)
Normative Services
Wyoming Behavioral Institute
Youth Emergency Services, Inc.

Bill Anthony moved the following institutions receive conditional accreditation, seconded by Joe Reichardt, motion carried.

Jeffrey C. Wardle Academy (Cornerstone Programs)

EDUCATIONAL COMMENDATIONS

Joe Simpson thanked the Board for starting this commendation process. These districts have demonstrated they have met these standards with high commitment and drive. Sandra Barton awarded certificates to districts that were present. Dana Mann-Tavegia moved to commend the following districts on their accreditation status, seconded by Norine Kasperik, Mike Hejtmanek abstained, motion carried.

Staffing	Body of Evidence
Carbon CSD #2	Big Horn CSD #1
Fremont CSD #1	Fremont CSD #1
Fremont CSD #24	Fremont CSD #38
Goshen CSD #1	Laramie CSD #1
Laramie CSD #2	Sublette CSD #1
Platte CSD #2	Sweetwater CSD #1
Sheridan CSD #2	
Washakie CSD #1	
Weston CSD #7	

Bill Anthony moved to amend the agenda by moving Alternative School Schedules and Approval of Restructuring Plans, seconded by Dana Mann-Tavegia, motion carried.

ALTERNATIVE SCHOOL SCHEDULES

Dianne Frazer, WDE, presented the requests for alternative school schedules. The schools must meet the minimum statutory requirements for student/teacher time. The plans are presented to the public, WDE, and the State Board for approval.

Eleven districts are requesting alternative schedules and ten are requesting continuation of their approved plans from last year. Currently we have 21 out of 48 districts on alternative schedules.

Mike Hejtmanek moved that alternative school schedules be approved for the schools listed for the 2010-2011 and 2011-2012 school years, seconded by Joe Reichardt, motion carried.

The following school districts have provided letters stating they intend to continue with their approved Alternative Schedules for the 2011-2012 school year:

Campbell CSD #1	Park CSD #16
Carbon CSD #2	Sheridan CSD #1
Johnson CSD #1	Sheridan CSD #3
Lincoln CSD #2	Sweetwater CSD #1
Natrona CSD #1	Weston CSD #7

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	YEARS APPROVED
1) Carbon CSD #1 (Rawlins – Little Snake River Valley School and Cooperative High School)	150 day schedule for Little Snake River Valley School and Cooperative High School (4 day week)	2010-2011 2011-2012
2) Converse CSD #1 (Douglas – four Rural Schools)	153 day schedule for four Rural Schools (White, Moss Agate, Shawnee, and Dry Creek Rural Schools)(4 day week)	2010-2011 2011-2012
3) Crook CSD #1 (Sundance)	167 day schedule	2010-2011 2011-2012
4) Fremont CSD #2 (Dubois)	159 day schedule for Dubois High School and 172 day schedule for Dubois Elementary/Middle School	2010-2011 2011-2012
5) Fremont CSD #6 (Pavillion)	155 day schedule (4 day week)	2010-2011 2011-2012
6) Fremont CSD #14 (Ethete)	174 day schedule	2010-2011 2011-2012
7) Fremont CSD #24 (Shoshoni)	172 day schedule for grades 7-12 169 day schedule for grades K-6	2010-2011 2011-2012
8) Laramie CSD #2 (Pine Bluffs)	169 day schedule	2010-2011
9) Lincoln CSD #1 (Diamondville)	163 day schedule	2010-2011 2011-2012
10) Uinta CSD #4 (Mountain View)	165 day schedule	2010-2011 2011-2012
11) Uinta CSD #6 (Lyman)	148 day schedule (4 day week)	2010-2011 2011-2012

APPROVAL OF RESTRUCTING PLANS

Fremont County School District #14 and Fremont County School District #38 are being recommended for approval of their restructuring plans. Both schools have appeared before the board at all of their meetings over the last year to present what they are doing to improve.

Bill Anthony moved that Fremont County School District #14 restructuring plan be approved as presented, seconded by Dana Mann-Tavegia, motion carried.

Phil Orton moved that Fremont County School District #38 restructuring plan be approved as presented, seconded by Joe Reichardt, motion carried.

COMMON CORE STANDARDS

Dana Mann-Tavegia moved the Board approve the adoption of the common core state standards in English Language Arts and Mathematics in the next revision of the Wyoming Content Performance Standards to be completed by December, 2011. The common core state standards will comprise at least 85% of the revised Wyoming Content Performance Standards in each of these two content areas, seconded by Mike Hejtmanek, motion carried.

Dana Mann-Tavegia amended the motion to state: The Board approves the adoption of 100% of the common core state standards in English Language Arts and Mathematics in the next revision of the Wyoming Content Performance Standards to be completed by December, 2011. The common core state standards will comprise at least 85% of the revised Wyoming Content Performance Standards in each of these two content areas, seconded by Mike Hejtmanek, motion carried.

CHAPTER 29 RULES – CERTIFIED EVALUATION SYSTEMS

Shawn Powell, Wyoming School Psychology Association commented on the Chapter 29 Rules. The Association would like to be a part of the ongoing efforts in the fall.

Margie Simineo is very cognizant of some of the concerns that have been raised about Chapter 29. She asked the Board to remember their charge was for all certified staff to look at data as part of their evaluation.

Margie recommended the following changes:

Section 5, Item g: Includes student performance growth data specific to each employee's position and how it is used by the certified staff member to improve teaching and learning.

Section 6, Item g: Identification of the types of student performance growth data specific to each employee's position that is used in the evaluation process.

Sandy Barton suggested we table the Chapter 29 Rules and direct Margie to adjust the language specific to the individual positions; then open the public comment period again to work on those details. This would be a way to change things to meet the concerns.

Jan Torres moved that we table the Chapter 29 Rules as originally presented, make the language changes and re-address in September. She believes there needs to be more clarification and that everyone in a school is accountable for student success.

Mary Kay Hill moved that we amend Chapter 29 Rules to include the language as recommended by the Department; that we give the Department further authority to provide clarifying language if necessary and move the rules back out for public comment; then bring them back at the next meeting.

Mary Kay Hill amended the motion to say: we amend Chapter 29 rules to reflect the additional language proposed by Margie and to give the Department additional authority related to clarification around the evaluation of certified personnel who are not teachers or Administrators and that the Department put the rules back out for public comment and return back to this Board at the end of the comment period, Jan Torres accepted the amendment to the motion, seconded by Bill Anthony, motion carried with one opposed.

Norine Kasperik moved that the Board adopt the timeline of May 2012 for final submission of revised evaluation systems by the district, seconded by Jan Torres, motion carried.

FREMONT COUNTY DISTRICT BOUNDARY BOARD

Jan Torres moved the Board approve the recommended redistricting request proposed by Fremont County District Boundary Board for an overlapping area in Fremont County School District #2 and Fremont County School District #6, seconded by Bill Anthony, motion carried.

Jan Torres asked that Board Packets be available to the public. Board Packets will be posted on the website. It was recommended this be mentioned on the agenda and in the press release.

The Board observed a moment of silence for Larry McGarvin's grandson.

Dana Mann-Tavegia moved to adjourn as the State Board of Education, seconded by Norine Kasperik, motion carried.

Adjourned as State Board of Education at 12:40 p.m.

Tab O

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: September 21, 2010

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board biennium budget for the period ending July 31, 2010 shows a balance of $48,724.01. The new biennium started August 1, 2010 and the budget for the period ending August 31, 2010 shows a balance of $200,100.46.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary through July 31, 2010
- State Board Budget Summary through August 31, 2010
- State Board Budget Expense Report June 1, 2010 through July 31, 2010
- State Board Budget Expense Report August 1, 2010 through August 31, 2010

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

State Board of Education Expenditures
August 1, 2010 through August 31, 2010

DATE	DESCRIPTION OF EXPENSES	AMOUNT
8/16/2010	Fed Ex	$17.35
8/16/2010	Staples/Office Supplies	$57.06
8/13/2010	Motorpool charges	$228.00
8/27/2010	Telephone Charges	$71.13

TOTAL EXPENDITURES $373.54

$200,474.00	Balance 8/1/10
$200,100.46	Balance 8/31/10
$373.54	TOTAL EXPENDITURES

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY09 Biennium Budget
July 1, 2010 thru August 31, 2010

DESCRIPTION	BUDGETED	EXPENDED	REMAINING BALANCE
Supportive Services (200 series)			
Communications (204)	7,625.00	17.35	7,607.65
Professional Development & Training (207)	34,258.00	0.00	34,258.00
Advertising (208)	2,000.00	0.00	2,000.00
State Employee In-State Travel Reimbursement (221)	51,127.00	228.00	50,899.00
State Employee Out-of-State Travel Reimbursement (222)	28,474.00	0.00	28,474.00
Supplies (230-239)	2,083.00	57.06	2,025.94
Awards, Prizes (271)	2,384.00	0.00	2,384.00
Data Processing Charges (400 series)			
Data Processing (400-440)	1,432.00	71.13	1,360.87
Professional Services (900 series)			
Professional & Consulting Services (901)	71,091.00	0.00	71,091.00
TOTAL	**200,474.00**	**373.54**	**200,100.46**

State Board of Education Expenditures
June 1, 2010 - July 31, 2010

DATE	DESCRIPTION OF EXPENSES	AMOUNT
6/14/2010	WY Trophy & Engraving/Name Tags L McGarvin	$9.50
6/21/2010	Riverton Mileage/Bill Anthony	$120.00
6/21/2010	Riverton/Phil Orton	$455.40
6/21/2010	Riverton/John Shumway	$229.40
6/21/2010	Riverton/Jan Torres	$371.40
6/21/2010	Riverton/Dana Mann Tavegia	$532.40
6/21/2010	Riverton/Joe Reichardt	$458.40
6/21/2010	Riverton/Norine Kasperik	$476.40
6/21/2010	Washington DC/Joe Reichardt	$726.04
6/21/2010	Riverton/Mike Hejtmanek	$317.40
6/21/2010	Riverton/Teresa Canjar	$229.40
6/23/2010	Holiday Inn Catering/SBE Meeting	$303.97
6/23/2010	The Bull/SBE Dinner Reception	$345.00
6/29/2010	2011 NASBE Dues 2% Increase	$383.00
6/30/2010	Lander Mileage/Joe Reichardt	$266.66
6/30/2010	The Breadboard/SBE Lunch	$117.16
6/30/2010	Staples/Office Supplies	$83.02
6/30/2010	Lander Mileage/Jan Torres	$117.00
6/30/2010	Walmart/Food for SBE	$63.64
6/30/2010	Lander Mileage/Bill Anthony	$75.00
6/30/2010	Telecommunications Year End Credit	-$133.36
7/15/2010	Vee Bar Guest Ranch Deposit	$400.00
8/16/2010	Office Depot/Office Supplies	$90.47

TOTAL EXPENDITURES $6,037.30

$54,761.31	Balance 5/31/10
$48,724.01	Balance 7/31/10
$6,037.30	TOTAL EXPENDITURES

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY09 Biennium Budget
July 1, 2008 thru June 30, 2010

DESCRIPTION	BUDGETED	EXPENDED	REMAINING BALANCE
Supportive Services (200 series)			
Utilities (203)	1,600.00	761.66	838.34
Communications (204)	4,025.00	331.19	3,693.81
Professional Development & Training (207)	55,795.00	55,677.59	117.41
Advertising (208)	846.00	831.96	14.04
State Employee In-State Travel Reimbursement (221)	12,000.00	3,868.34	8,131.66
State Employee Out-of-State Travel Reimbursement (222)	6,600.00	5,149.73	1,450.27
Board Member In-State Travel Reimbursement (227)	31,071.00	31,028.79	42.21
Board Member Out-of-State Travel Reimbursement (227)	17,030.00	16,851.77	178.23
Supplies (230-239)	6,186.00	6,165.96	20.04
Office Equipment & Furnishings (241)	189.00	67.00	122.00
Data Processing & Computer Equipment (242)	1,000.00	965.76	34.24
Educational, Recreational & Technical Equipment (246)	100.00	0.00	100.00
Room & Building Rental (251)	2,600.00	2,248.00	352.00
Awards & Prizes (257)	100.00	47.62	52.38
Maintenance Agreements (292)	100.00	39.99	60.01
Data Processing Charges (400 series)			
Data Processing (400-440)	1,792.00	914.72	877.28
Professional Services (900 series)			
Professional & Consulting Services (901)	68,016.00	35,375.91	32,640.09
TOTAL	**209,050.00**	**160,325.99**	**48,724.01**

Tab P

CERTIFIED PERSONNEL EVALUATION TASK FORCE
RECOMMENDED TIMELINES FOR CHAPTER 29

(Note: The following timeline allows districts up to two years to develop or revise their Evaluation Systems to align with Chapter 29 Rules.)

June, 2010 – May, 2012 Development Phase – Districts work on developing and/or revising their Evaluation Systems for all certified personnel.

June, 2011 Progress Check – Districts report progress on their Evaluation Systems work to WDE.

Summer, 2011 Partner Roundtables – Districts meet for roundtable sharing and discussion regarding Chapter 29 progress and ideas.

May, 2011 – May, 2012 Submission – Districts submit new or revised Evaluation Systems to WDE.

Summer, 2011 or Summer, 2012 Review and Approval – Peer Review Panels review district Evaluation Systems and recommend approval or revisions.

Summer, 2011 or Summer, 2012 – In-depth training of district evaluators to ensure consistency.

Fall, 2011 – Fall, 2012 Corrections and Revisions – Districts make necessary corrections or revisions to Evaluation Systems.

Fall, 2011 or Fall, 2012 – Awareness training of all district staff to be evaluated according to new Evaluation System.

2011-2012 or 2012-2013 Implementation Phase – Districts implement new or revised Personnel Evaluation Systems.

Tab Q