

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

Although not a “scored” component of a Body of Evidence Plan during the Peer Review Process, the district overview provides reviewers with a clear understanding of the approach a district has chosen and *why* the adopted approach fits the district philosophy and demographics. **The following sample is an example of a course-based, common assessment approach.**

Section 1: Overview

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

For example, an overview may include the following:

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

Section 1: Overview of Compensatory Course-Based Common Assessment Approach

High School Demographics

Pinedale High School is the only high school in Sublette County School District #1.

The Red Desert Basin where Pinedale is located at the North central edge is active with natural gas development. The employment rate is about 98%. The district is adjusting to a mobile student population with over 25% of the students being new to the district at any given time.

A growing and changing community is reflected in the current educational environment. The district enrollment has grown dramatically, increasing by 32% from 2001 to 2008. The high school student body currently numbers 300 with an increase of 40 students expected for the 2009-2010 school year.

Pinedale High School has a tradition of academic excellence as evidenced by the WyCAS, PAWS and ACT scores of its students. The majority of students are in a college prep or Hathaway Scholarship track. However, there is increasing demand for vocational opportunities.

Graduation Process and Purpose of Body of Evidence, Governed by W.S. 21-2-304.

The purpose of Body of Evidence is to meet one of the requirements of the Elementary and Secondary Education Act of 2000 which calls for each state to create an assessment that ensures that its students are mastering the content and performance standards of that state. Wyoming statute reflects the requirement for a “Body of Evidence” system to ensure students are mastering the state standards and benchmarks. Instead of a single, high stakes test Wyoming chose to develop the Body of Evidence system that allows students to show mastery through an accumulation of different assessments, artifacts, portfolios and other evidence as deemed appropriate by each Wyoming district.

High School Graduation

1. Students graduating from Pinedale High School must meet the content and credit requirements detailed in statute and Board policy and,
2. Minimally, students graduating from Pinedale High School must demonstrate proficiency on the Wyoming Content and Performance Standards in five of nine content areas.

Pinedale High School Students may take a total of 32 different classes during a regular school day over their four years as students. Students must earn at least 28 credits including those required by statute. Students must also meet the requirements of the district’s Body of Evidence Plan which declares the level of student proficiency in each of the nine content areas of the Wyoming state standards and benchmarks.

One of the following three levels of Body of Evidence transcript endorsements must be earned by students graduating from Pinedale High School:

1. **Advanced Endorsement** which requires a student to demonstrate advanced performance in a majority (five) of the nine content areas and proficient performance in all others.
2. **Comprehensive Endorsement** which requires a student to demonstrate proficient performance in all of the nine content areas.
3. **General Endorsement** which requires a student to demonstrate proficient performance in a majority (five) of the nine content areas.

Body of Evidence Plan Approach

Pinedale High School’s Body of Evidence Plan is a compensatory, “common assessment” system. Common Assessments are administered through required courses or “gatekeeper courses” which provide standards based instruction and assessments that enable students to meet the Body of Evidence (BOE) requirements in the content areas of:

1. Language Arts
2. Math
3. Science
4. Social Studies
5. Health
6. Physical Education
7. Career/Vocational Education
8. Fine and Performing Arts
9. Foreign Language

Body of Evidence Assessments

The plan requires students to complete standards based assessments as part of the required or gatekeeper classes. The data from these assessments are used to make the Body of Evidence decisions for Pinedale students. Performance is based on the Wyoming state content area performance descriptors. The results of assessments are aggregated in each content area and used to determine the level of proficiency for each student (Appendix A, BOE record sheet).

- Wyoming Consortium Activities are utilized for assessing math, language arts, science and social studies
- Health and physical education utilize SCASS based assessments
- Fine and performing arts utilize assessments modeled after the assessments initiated by the Arts Consortium.
- Career vocational and foreign language utilizes self developed assessments.

Additional Opportunities to Demonstrate Proficiency

If a student fails to demonstrate proficiency on the established Body of Evidence assessments he/she may retake the course or take a more advanced course aligned to the same or similar standards and benchmarks to demonstrate or improve their level of proficiency on the standards. The high school has and is developing alternate assessment forms to provide additional opportunities for students to demonstrate mastery of standards.

In general, all courses offered at Pinedale High School are aligned to the Wyoming state standards and benchmarks and can provide additional opportunities and evidence if needed, of a student's level of proficiency in the nine content areas. Additional evidence may be obtained from PAWS tests, ACT, MAP assessments and other sources aligned to the Wyoming Content and Performance Standards.

Notification of Progress towards Body of Evidence and Graduation

During the spring the high school counselor meets with each 8th grade student and his/her parents prior to entry into high school. Part of this conference is devoted to explaining the grade, credit and Body of Evidence requirements for high school.

During the spring high school students and their parents are informed of the student's progress toward graduation. The information (Appendix A) includes the potential for earning the various Body of Evidence transcript endorsements and the number and type of credits earned to date.

The guidance counselor meets with students who are off track for graduation. One-on-one or small group sessions are provided to develop appropriate schedules and a plan for graduation including demonstrating Body of Evidence standard's proficiencies (Appendix A.)

Process for Transfer Students

1. Upon transferring to Pinedale High School a student must present his/her transcripts for review by the high school counselor.
2. The transcripts will be reviewed for evidence that the credits and grades reflect the attainment of Wyoming state standards and benchmarks.
3. As needed, the counselor will contact the previous school to verify coursework via syllabi, course outlines or content area curriculum and render a recommendation to the principal that the **course grade** reflects attainment of advanced, proficient, basic or below basic proficiency in a particular content area.
4. As needed, **a panel of content area teachers** will review the course documentation, determine the alignment with Wyoming state standards and benchmarks and render a **recommendation to the principal** that the course grade reflects attainment of advanced, proficient, basic or below basic proficiency in a particular content area.
5. As needed, students may be required to complete one or more of the common assessments related to the content area(s) in question. The score obtained on the assessment(s) will be used to determine the level of student proficiency in the content area.
6. The **high school principal** will make the **final determination** of proficiency on content area standards for transfer students.
7. Students may be required to take coursework that allows them to demonstrate proficiency in one or more content areas.

Appeals Processes for Body of Evidence and Graduation

Credits: If a student is lacking the correct number and type of credit he/she may appeal to have a course grade reexamined for an error in calculation. If it is established that there are no errors the student has no further appeal available regarding credits earned. If an error has been found the student receives the correct grade.

Transcript Endorsement: A student may find themselves in danger of not graduating from high school or graduating with a lower level of transcript endorsement. This student may appeal by issuing a request for an examination of additional evidence to support their claim for graduation or for a higher level of transcript endorsement. The appeal is limited to one content area, not multiple content areas. The burden of proof lies with the student.

Appeals Committee: The appeals committee will be comprised of the PHS Principal, counselor and three certified staff members. The decision of the committee is final.