WISE Data System

WYOMING DEPARTMENT OF EDUCATION

WDE684 - WISE Teacher/Course/Student Enrollment through the 2013-14 School Year

Data Collection Guidebook

WYOMING DEPARTMENT OF EDUCATION

WDE684 Data Collection Guidebook

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Table of Contents

Introduction....3
WDE684 Authority....3
Instructions....4
Data Compilation....4
Student File....5
Section Enrollment File....19
Special Education File....25
Collection Schedule....37
Data Correction Process....39
Exit Type Codes, Definitions, and Requirements....40
Extended Absences....46
No-Shows....46
How to Report Graduates....46
How to Report Non-Graduates....47
Modifications to StudentExitType....48
Special Education (SPED) Reporting on the WDE684....49
Distance Education and WDE684 Reporting....50
Data Upload....51
Accessing the WDE684 in Fusion....51
Errors in Data....54
Send to WDE....54
Cross District Duplicates....54
Downloading Data and Reports....54
Frequently Asked Questions....56
Data Base Maintenance Best Practices....58
Appendix A: SIF Input Formats....59
Appendix C: Sample SRM Reports....61
Appendix D: Policies on Extended Absences and No-shows ....**Error! Bookmark not defined.**
Appendix E: Policies on Institutional Students....67
Index....76

Introduction

The WDE684 is the authoritative collection of student-level demographics and course information.

This guidebook serves as the definitive instruction set for the data contained within the WDE684 Data Collection.

School Districts are required to submit a variety of data collections each year. The data collected by the Wyoming Department of Education (WDE) is critical and essential to the continual growth of Wyoming's education system. WDE684 data are utilized in identification of At-Risk students for use in the Wyoming Education Resource Block Grant Model, National Assessment of Educational Progress (NAEP), Adequate Yearly Progress (AYP) determinations, and Student to Teacher Ratio. It is widely agreed upon that you need quality and timely data to inform the work of stakeholders such as students, teachers, administrators, parents and policy makers to most appropriately impact the teaching and learning process. The data from the WDE684 Collection is made available in a clear and useful way through public report cards such as Every Student Counts.

WDE684 Authority

There are several authorities that allow the WDE to collect data for the WDE684 collection they are listed below:

Enrolled Act #50

W.S. 21-2-304(a) (v)

W.S. 21-2-203

W.S. 21-20-201

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB).

Important Change to the 2014 End-Of-Year WDE684

New Accountability Date – April 23, 2014

The 2014 End-Of-Year WDE684 contains a new accountability date, used by ACT, Plan, and Explore. See Appendix F for a description of how the End-of-Year WDE684 affects accountability.

Instructions

The WDE684 is the official collection for student-level demographic and course information. This report includes vital and social statistics on students in Wyoming schools.

Data Compilation

Prior to submission, each district must compile their data. Districts have two uploading options for the WDE684 collection, which greatly impact the data compilation method.

The first option is to upload using a Schools Interoperability Framework (SIF) agent. This agent is configured to export the data from a district's Student Information System (SIS) by mapping the fields needed to fulfill the data collection requirements. The WDE684 supports SIF 2.3. Appendix A describes the SIF objects and fields that an SIS must publish in order to participate in a SIF data collection in Wyoming. When a SIF agent is used, a district must review and certify the exported data before it is sent to the WDE.

The second option is to upload using Comma Separated Value (CSV) files. Data will be entered in to three spreadsheet files that include the appropriate data elements for this collection. The first is the Student file; the second is the Section Enrollment file; the third is the Special Education (SPED) file. Once compiled, each spreadsheet must be saved as a Comma Separated Value file (.CSV).

The data elements and SIF formats are fully defined within this document. The Data Element document on the WISE website http://portals.edu.wyoming.gov/wise/ contains brief definitions of each required element, proper layouts for CSV submissions, and SIF input formats. All WDE684 Data Elements are explained below in detail.

Student File

The first file is the Student File. The purpose of this file is to submit demographic information for each student. It contains 39 elements.

- WISERID
- StudentLastName
- StudentFirstName
- StudentMiddleName
- StudentGradeLevel
- StudentDateOfBirth
- StudentGender
- SchoolID
- DistrictID
- StudentNameSuffix
- HispanicEthnicity
- AsianRace
- BlackRace
- IndianRace
- PacificIslanderRace
- WhiteRace
- StudentIDEA
- StudentELL
- StudentELLMonitoring
- StudentSection504
- StudentTitle1
- StudentMigrant
- StudentImmigrant
- CountryOfBirth
- NumberOfEducationYearsIn US
- StudentHomeless
- HomelessNighttimeResidence
- StudentGiftedTalented
- StudentLunch
- HomeLanguage
- StudentEntryDate
- StudentConcurrentEnrollment
- StudentHomeSchooled
- StudentNationalScholarship
- StudentStateScholarship
- StudentExitDate
- StudentExitType
- StateAssessmentSpecialForms
- StateALTAssessment

WISERID

This is the WDE 8-digit state assigned student record identifier for the student. The WISER ID will be validated at the point of submission to ensure it is an active identification number. It will be verified against the State Registration System (SRS).

StudentLastName

Please use the student's legal last name as it appears on their Birth Date and/or Legal Presence documents.

Accepted values are letters, spaces, hyphens, apostrophes, and the number "3".

The Student's last name will be verified against the State Registration System (SRS).

More details on Name Entry Standards can be found in the Wyoming Student Legal Name Entry Guidebook.

State Registration System (SRS)
The SRS is an application for securely assigning and obtaining unique ID numbers for both students and school district staff members. It is available within the Wyoming Education Fusion portal. This application is inaccessible to the general public.

This is a required element.

StudentFirstName

Please use the student's legal first name as it appears on their Birth Date and/or Legal Presence documents.

Accepted values are letters, spaces, hyphens, apostrophes, and the number "3".

The Student's first name will be verified against the (SRS).

More details on Name Entry Standards can be found in the Wyoming Student Legal Name Entry Guidebook.

This is a required element.

StudentMiddleName

Please use the student's legal middle name as it appears on their Birth Date and/or Legal Presence documents. This element is optional.

Accepted values are letters, spaces, hyphens, apostrophes, and the number "3".

More details on Name Entry Standards can be found in the Wyoming Student Legal Name Entry Guidebook.

This is an optional element.

StudentGradeLevel

Report students based on their current grade level placement. It must be two digits.

For Adequate Yearly Progress (AYP) inclusion the grade reported must match the reported grade tested by the assessment vendor.

- PK-Pre Kindergarten
- KG-Full day Kindergarten
- HK-Half day Kindergarten
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12

This is a required element.

StudentDateOfBirth

The student's date of birth should be entered in the format: YYYYMMDD.

Student Date of Birth will be verified against the (SRS).

This is a required element.

StudentGender

The student's gender is a one digit value: "M" for Male, "F" for Female.

Student Gender will be verified against the (SRS).

This is a required element.

SchoolID

The WDE 7-digit ID for the school of the student's enrollment.

This is a required element.

DistrictID

The WDE 7-digit ID for the district of the student's enrollment.

This is a required element.

StudentNameSuffix

This is a generation indicator such as "Jr" or "III".

The only allowable characters are letters and periods.

More details on Name Entry Standards can be found in the Wyoming Student Legal Name Entry Guidebook.

This is a optional element.

Ethnicity and Race Reporting Guidance

In October of 2007, the US Department of Education (USED) released new guidance on collecting and reporting racial and ethnic data. The guidance took effect on December 3, 2007, and full implementation is required no later than the 2010-2011 school year.

The Wyoming Department of Education (WDE) will require school districts and accredited institutions to start collecting and reporting under the new race and ethnicity guidelines for all data collections in the 2009-10 school year.

What does this mean for schools and accredited institutions?

The new federal collection standards mandate that organizations must provide ALL STUDENTS AND STAFF the opportunity to re-identify their race/ethnicity via the adjacent guidance provided by the USED. Staff and parents should be informed that race/ethnicity information is collected for the purpose of monitoring, accountability and to ensure that schools are receiving the proper educational programs and services they need.

HispanicEthnicity
AsianRace
BlackRace
IndianRace
PacificIslanderRace
WhiteRace

These six fields are used to report a student's Race and Ethnicity. When collecting a person's race/ethnicity:

- Organizations must ask respondent in a two-part question format.
- The first question is about ethnicity.
  - Reported in the HispanicEthnicity data field.
- The second question is about race.
  - Reported in the five race data fields.

Valid values for all six fields are: Y or N (Y = Yes, N = No)

None of these fields can be left blank. If HispanicEthnicity = Y (Yes), at least one of the race data fields must also be Y (Yes). All race fields cannot be reported as N (No). If more than one race field is reported as Y (Yes), then the student is reported as Two or More Races.

Federal Guidance:
http://www.ed.gov/policy/rschstat/guid/raceethnicity/index.html
Managing an Identity Crisis from the National Forum on Education Statistics:
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008802

StudentIDEA

Is the student on an active Individual Education Plan (IEP) under IDEA? On this report only students on an active IEP are reported.

Y – Yes, the student is on an active IEP under IDEA on October 1, 2013.
*R – No students will be reported with "R" on this report.
*I – No students will be reported with "I" on this report.
N – No, the student is not on an active IEP under IDEA on October 1, 2013.

* The "R" and "I" responses are not reported on the October 1, 2013 WDE684. These students will be reported on the End-Of-Year WDE684.

Please see Appendix B for decision process regarding this element.

Students who are identified as IDEA = Y, R, or I will be reported on the End-of-Year WDE684 as Y, R, or I, respectively. The End-of-Year WDE684 is a cumulative report which covers the entire school year, so if a student is IDEA = Y at any time during the year, that student will be reported as IDEA = Y on the End-of-Year WDE684. This is also true for an R or I response.

This is a required element.

StudentELL

Is this student an English Language Learner? (Y) Yes, (N) No, or (R) Refused.

The definition of an ELL student is as follows:
Any student who:

1. Is newly enrolled in the district or enrolled in the district after the state annual ELP assessment, ACCESS for ELLs was given in the prior school year; **and** has been identified and evaluated by the district as being an Active ELL through the use of an ELP screening assessment; **or**
2. Is returning to the district from the previous school year; **and** took the state's annual ELP assessment in the prior school year and has not yet achieved the "proficiency" level.
3. A student who meets the above qualifications, but whose parent/guardian refuses services should be reported as "R". The value "R" should only be used for students who have been identified as needing services; it should not be used for students who have not yet been evaluated.
4. Determination of Immigrant status and ELL status are NOT RELATED. A student can be an immigrant student without need for ELL services, and conversely can require ELL services without having immigrated to the United States from another country.

For AYP purposes and state funding purposes, the "ELL subgroup" includes the count of student records with a value of Y in StudentELL or values of 1 or 2 in the StudentELLMonitoring field (year 1 and 2 monitored former ELL students).

This is a required element.

StudentELLMonitoring

Is this student in year 1 or year 2 ELL Monitor Status? Once an Active ELL student has achieved English proficiency on the ACCESS for ELLs, they are required to be entered into Monitor Status for 2 years.

1 - former ELL student, year 1 Monitor Status
2 - former ELL student, year 2 Monitor Status

In keeping with the Active ELL definition for federal funding and reporting, students are no longer "Active ELL students" for these primary purposes once they reach the

proficiency on the ACCESS for ELLs. It follows from this federal definition and the wording of the WDE684 form that if StudentELLMonitoring is submitted with a value of 1 or 2 (the only allowable values), the StudentELL field must be N for this same student.

This is a conditional element.

StudentSection504

Is this student on a 504 accommodation plan? Yes or No.

If the enrollment spans the snapshot date, report the value the student had on the snapshot date. If a student has exited, report the value the student had on their last day.

When a specific accommodation is necessary for a student to have access to his or her regular education, such an accommodation may be documented on a separate Section 504 accommodation plan and/or the IEP.

This is a required element.

StudentTitle1

Is this student a Title I student? Yes or No.

Note: All students in a school-wide Title I school are Title I students.

This is a required element.

StudentMigrant

Was this student eligible to participate or did this student participate in a summer Migrant Education Program in any of the prior three years? Yes or No.

The federal definition (Title I-C) for a 'migratory child' is as follows:

> "Migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural or fishing work:
>
> A. has moved from one school district to another;
> B. in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
> C. resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

This is a required element.

StudentImmigrant

Is this student an immigrant? Yes or No. Immigrant status is defined in section 3301(6) of the Elementary and Secondary Education Act (ESEA).

To be counted as an immigrant a student must meet the following criteria:

1. Student is age 3 through 21.
2. Student was not born in any state within the United States (states include Puerto Rico and Washington D.C.).
3. Student has not attended one or more schools in the United States for more than three full academic years.

Criterion "3" is to be interpreted literally. If the student immigrated into any state within the United States, regardless of age of immigration into the country, they are to be reported as an Immigrant Student until they have attended three full years (cumulative) of school (grades K-12) in the United States.

Children born overseas to U.S. military personnel, because they were not born in a State, fall within the ESEA definition of "immigrant child and youth" if they meet all of the other criteria.

NOTE: Foreign Exchange students are considered immigrants. This is a change from previous collections.

Determination of Immigrant status and ELL status are NOT RELATED. A student can be an immigrant student without need for ELL services, and conversely can require ELL services without having immigrated to the United States from another country.

WDE will do any number of checks on this field to validate the accuracy of reporting a student's immigrant status. When a student is reported as StudentImmigrant = "N" , previous collections will be checked to see if that student has ever been reported as StudentImmigrant="Y". When a student is reported as StudentImmigrant = "Y", previous collections will be checked to see if that student was reported as StudentImmigrant = "N", CountryOfBirth will be checked to make sure it is not reported as the United States, and NumberOfEducationYearsInUS will be checked make sure it is correctly reported. Also, if CountryOfBirth is not the U.S. and NumberOfEducationYearsInUS = 0, 1, or 2, StudentImmigrant will be checked to make sure it is reported as "Y". Once NumberOfEducationYearsInUS = 3, StudentImmigrant will be checked to make sure it is reported as "N".

This is a required element.

CountryOfBirth

Only report this field if StudentImmigrant = "Y".
Report the country of the Student's birth.
Must be one of the ISO 3166-1 Codes:
http://www.iso.org/iso/country_codes/iso_3166_code_lists.htm

This is a conditional element..

NumberOfEducationYearsInUS

Only report this field if StudentImmigrant = "Y".
Report the number of education years this Student has completed in the United States. A school year is defined by W.S. 21-4-301 to be 175 days, however if your school/district has an approved alternate school year, please use the alternate number of days to define your school year :

0 – Less than 1 year
1 – 1 to less than 2 years
2 – 2 to less than 3 years
3 – 3 or more years

This is a conditional element.

StudentHomeless

Is this student homeless? Yes or No.

If a student is determined to be homeless at any time during the school year, that student is to be reported as homeless for the remainder of that school year, even if the student acquires a home. (e.g. A student is reported as homeless on the Fall 684 – that student would be reported as homeless on the Spring and End-of-Year 684, even if the student finds a home during that time.)

The federal definition (Title X-C) is as follows:

1) The terms 'enroll' and 'enrollment' include attending classes and participating fully in school activities.
2) The term homeless children and youths' —
   - means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
   - includes —
     i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
     ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
     iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

3) The terms 'local educational agency' and 'State educational agency' have the meanings given such terms in section 9101 of the Elementary and Secondary Education Act of 1965.
4) The term 'Secretary' means the Secretary of Education.
5) The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico
6) The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

This is a required element.

HomelessNighttimeResidence

Only report this field if StudentHomeless = "Y"
At the time this Student was identified as homeless, what was the primary nighttime residence of this Student?

This is a conditional element.

CS – Crisis Shelter

A facility that provides a temporary place to stay for individuals who are unable to return to their own residences due to sexual assault, domestic violence or other problems.

DS – Disaster Shelter

A facility that provides temporary shelter for individuals whose residences have been made uninhabitable by fire, flood, earthquake, or other major disaster.

FR – Family Residence

A residence in which an individual lives alone, with his or her birth, adoptive, sponsoring, or guardian family (including relatives), or with roommates.

FH – Foster Home

A residence in which an individual is placed in an alternative living arrangement in an agency-supervised private home that is licensed to provide foster care.

RH – Rooming House

A residence in which one or more individuals or families occupy rooms, generally without meals being provided (e.g., a hotel, motel).

TS – Transient Shelter

A facility that provides a temporary place to stay for travelers, newcomers or homeless people in the community.

NH – No Home

An instance in which an individual is without a dwelling.

OD – Other Dormitory (Hotel/Motel)

A facility not under school supervision (e.g., migrant camps, orphanages).

OS – Other Shelter

StudentGiftedTalented

Is this student identified as "Gifted/Talented" according to your district's identification method? Yes or No.

If the enrollment spans the snapshot date, report the value the student had on the snapshot date. If a student has exited, report the value the student had on their last day.

This is a required element.

StudentLunch

What is this student's US Department of Agriculture - National School Lunch Program (NSLP) status? If the enrollment spans the snapshot date, report the value the student had on the snapshot date. If a student has exited, report the value the student had on their last day.

The free and reduced applications or the direct certification information that is used to determine the free and reduced data on the WDE 684 must be:

- obtained from Income eligibility applications that are approved within 10 days of the parent's (adult member of the household) signature.
- obtained from applications that are approved as of October 1st.
- obtained from approved applications only from the current school year.
- obtained from information that shows that a student is directly certified for free meals. This information must be from the current school year.

This data element consists of a single character, with the responses listed below:

F- Free Lunch Eligible
N- Not Eligible for free or reduced lunches
R- Reduced Price Lunch Eligible
S- School provides all students free lunches (under Provision 2 or Provision 3 of the USDA NSLP regulations)
X- School does not participate in the National School Lunch Program

This is a required element.

HomeLanguage

What is this student's home language? Home language is the language spoken in the student's home as reported on the Home Language Survey (HLS).

This is a three digit code. Valid values must come from the ISO-639-2 code list.
http://www.loc.gov/standards/iso639-2/php/code_list.php
This element is required for all students.

This is a required element.

StudentConcurrentEnrollment

This data element is for the reporting of K-12 concurrent enrollments and is NOT utilized for the reporting of college concurrent/dual enrollments.

Is the student concurrently enrolled in the reporting district and school? If the enrollment spans the snapshot date, report the value the student had on the snapshot date.

Concurrent enrollment in the reporting district or school = 'Y'
Primary enrollment within the reporting district or school = 'N'
Dual Enrollment at a community college or the University of Wyoming = 'N'

Please see the section "Distance Education and WDE684 Reporting" for information on how to report students involved in distance learning programs.

A student may not have more than one primary (non-concurrent) enrollment during any span of time.

If a student is enrolled at two schools within the reporting district, the boundary school should report "N" and the service school should report "Y".

For public reporting and AYP determinations, a student will be counted at the school marked with StudentConcurrentEnrollment = "N".

This is a required element.

StudentHomeSchooled

Is this student receiving their primary educational instruction in a home environment for reasons other than health and attending public school 50% or less of the school day? Yes or No.

> For any student who meets the above criteria, you must not leave this field blank.
>
> If the enrollment spans the snapshot date, report the value the student had on the snapshot date.

This is a required element.

StudentEntryDate

What is the most recent date this student enrolled in the school in the current school year? Date should be entered in the format: YYYYMMDD

A new record (with a current StudentEntryDate) should be created when:

- grade level changes
- concurrent enrollment status changes
- homeschool status changes
- the student has a documented transfer to another school within the same district
- the student has a break in school services
- any change to Full-Time or Part-Time status

For changes to other fields, please do not create a new enrollment record. Report the value the student had during the period bounded by their Entry and Exit dates. If the last day of school falls in between, report the value the student had on the snapshot.

This is a required element.

The WDE recognizes variance in the way SIS vendors process exit dates. Please review the WDE684 Business Rules to ensure accuracy of student exit date reporting.

StudentExitDate

What is the date the student exited the school?

Date should be entered in the format: YYYYMMDD

StudentExitDate and StudentExitType must both be provided or both be absent.

This is a conditional element.

StudentExitType

What is this student's Exit Type? Exit Type Codes are three digits.

> StudentExitDate and StudentExitType must both be provided or both be absent.
>
> Some Exit Types are valid for mid-year exiting; some Exit Types are valid for End-of-Year exiting. Please see "Exit Type Codes, Definitions, and Requirements" later in this document for full definitions of each code.
>
> After the last day of school, all students are expected to have an Exit Type.

Summer school enrollments do not need to be reported.

This is a conditional element.

StudentStateScholarship

Did the diploma recipient receive at least one scholarship that is defined to be:

A. limited to a specific college or colleges OR
B. limited to graduates in a given district or in the State of Wyoming?

This includes the Hathaway Scholarship.

This field is required if the StudentExitType is **108** (Graduated with a Wyoming "regular high school diploma" AND completed district defined college-bound course of study) or **124** (Graduated with a Wyoming "regular high school diploma" BUT WITHOUT having completed the district defined college-bound course of study).

This is a conditional element.

StudentNationalScholarship

Did the diploma recipient receive at least one scholarship that is defined to be:

A. applicable to any college AND

B. open to any student in the United States (eligibility is not based on geographic location)?

This field is required if the StudentExitType is **108** (Graduated with a Wyoming "regular high school diploma" AND completed district defined college-bound course of study) or **124** (Graduated with a Wyoming "regular high school diploma" BUT WITHOUT having completed the district defined college-bound course of study).

This is a conditional element.

StateAssessmentSpecialForms

Does this Student require a Braille, Large Print, or Audio accommodation?
If "Y", please indicate which form is needed (Braille, Large Print, or Audio).
If "N", please leave the space blank.

A student whose Individual Education Program or 504 Plan documents that a Braille, Large Print, or Audio (taped human reader) accommodation is to be administered during the general assessment must request a Special Form by completing this field.

This is a conditional element.

StateALTAssessment

Has this Student been identified to participate in the Proficiency Assessments for Wyoming Students – Alternate test (PAWS-ALT)? (Y)es, (N)o

If this field is marked "Y" then the StudentIDEA field must also be marked "Y".

Participation in PAWS-ALT must be determined and documented in the student's Individual Education Program (IEP) and be consistent with the Requirements for Participation in Wyoming's Alternate Assessment for Students with the Most Significant Cognitive Disabilities and Chapter 7 Rules governing services for Children with Disabilities. Students must participate in the general assessment (PAWS) if they receive instruction on the regular Wyoming Content and Performance Standards, regardless of where the instruction takes place. The decision for participation in the PAWS-ALT is not based on program setting, category of disability, percentage of time a Student spends in a general or special education setting, and is determined by the Individualized Education Program Team. The decision must meet the provision of a Free Appropriate Public Education (FAPE).

This is a required element.

Section Enrollment File

The second file is the Section Enrollment File. The purpose of this file is to submit information for each course for each student. It contains 12 elements.

- LocalSectionID
- WISERID
- ProviderID
- LocalCourseId
- LocalCourseName
- MediumOfInstruction
- InstructionLevel
- Milestones
- Milestones Complete
- WISEStaffID
- TeacherLastName
- TeacherFirstName
- TeacherMiddleName
- SchoolID
- DistrictID
- SectionEntryDate
- SectionExitDate

LocalSectionID

What is the locally used identification number for this section?

This field can be up to 32 characters long.

This is a required element.

WISERID

What is the WISER ID for the student taking the course?

This is the WDE 8-digit state assigned student record identifier for the student.

This is a required element.

ProviderID

What is the WDE 7-digit state assigned school/institution ID for the school or institution providing the course?

All college concurrent and dual courses will report the college ID as the ProviderID.

This is a required element.

LocalCourseId

What is the locally used identification number for this course?

This field can be up to 38 characters long.

This is a required element.

LocalCourseName

What is the name of this course?

This field can be up to 50 characters long.

This is a required element.

MediumOfInstruction

What is the media through which the teacher provides this course to the student, and through which they communicate regarding instructional matters?

This is a required element.

TB Technology-based instruction in the classroom

Instruction based on student response to educational software or other computer program-based materials in the classroom. The teacher is not separated from the student by time and/or location.

CI Correspondence instruction

Instruction which provides for the systematic exchange of materials between teacher and student by mail. Correspondence Instruction is considered part of the Distance Education program and will require Milestones.

FF Face-to-face instruction

Instruction by one or more teachers physically present (e.g., by a single teacher or by a team of two or more teachers).

DE Distance Education

Instruction in which students and teachers are separated by time and/or location and interact through the use of computers and/or telecommunications technologies. This includes web-based interactive telecommunications and interactive videoconferencing. Distance Education will require Milestones to be reported.

CB Center-based instruction

Instruction provided through a set of self-teaching materials generally focused on a single objective completed by a student or group of students in a specified location usually inside the classroom.

IS Independent Study

Self-study, under the guidance of one or more teachers and involving a variety of resources both inside and outside of the classroom, in which the student has a role in selecting what is studied.

IN Internship

Instruction provided through direct supervised participation in an occupation in which the student gains practical work-related experience.

InstructionLevel

What is the general nature and difficulty of this course?

This is a required element.

RM Remedial

A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned.

SE Special Education

A course that adopts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, developmental delay, and other health impairments.

BA Basic

A course focusing primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history.

GE General

A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.

HL Honors Level

An advanced level course designed for students who have earned honors status according to educational requirements.

GT Gifted & Talented

An advanced level course designed primarily for students who have qualified for and enrolled in a school, educational institution, or district gifted and talented program.

IB International Baccalaureate

A program of study, sponsored and designed by the International Baccalaureate Organization (IBO), that leads to examinations and meets the needs of secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates elements of several. The program is available in English, French and Spanish. In addition to the diploma program mentioned above, the IBO also offers programs for students between the age of 3 and the age of 16.

AP Advanced Placement

An advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.

CL College Level

A course, often taken at or in conjunction with a postsecondary institution, which contains instruction equivalent to a college-level course and for which a student may get college credit(s). College level course taught at a secondary school, and taught by a secondary school teacher.
Courses taught by a high school teacher in which the student is receiving both college and high school credit are considered "Concurrent Enrollment" college courses and are reported as InstructionLevel = 'CL' on the WDE684. Keep in mind that the data element StudentConcurrentEnrollment in the Student File is not used in any way to report these courses.

EL English Language Learner

An instruction course in which a limited English proficient child is paced for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient

children if such course is designed to enable all participating children to become proficient in English and a second language.

HS Accepted as a high school equivalent

A secondary-level course offered at an education institution other than a secondary school (such as adult learning center or a community college) or through correspondence or distance learning. College level course taught at a college by a college teacher, and which a student receives secondary credit for the course.
Courses taught by a college teacher in which the student is receiving both college and high school credit are considered "Dual Enrollment" courses and are reported as InstructionLevel = 'HS' on the WDE684.

Milestones

What are the number of Milestones for this course?
Only complete this element if MediumOfInstruction is DE or CI.

This is a 4-digit number between 1 and 9999.

This is a conditional element.

MilestonesComplete

What are the number of Milestones this student has completed for this course?
Only complete this element if Milestones has a value.

If the course spans the snapshot date, report the value the student had on the snapshot date. If a student has exited, report the value the student had on their last day.

This is a 4-digit number between 1 and 9999.

This is a conditional element.

WISEStaffID

What is the WISE Staff ID for the teacher of this section?

This is the WDE 7-digit assigned staff record identifier.

This is a required element.

TeacherLastName

What is the legal last name for the teacher of this section?

This is a required element.

TeacherFirstName
What is the legal first name for the teacher of this section?

This is a required element.

TeacherMiddleName
What is the legal middle name for the teacher of this section?

This is an optional element.

SchoolID
What is the 7-digit ID for the school where this course is taught?

This is a required element.

DistrictID
What is the 7-digit ID for the district where this course is taught?

This is a required element.

SectionEntryDate
What is the date this section enrollment began?

> Date should be entered in the format: YYYYMMDD.

This is a required element.

SectionExitDate
What is the date this section enrollment ended?

> Date should be entered in the format: YYYYMMDD.

If this field is left blank, it will be interpreted that the section is currently active.

This is a conditional element.

Special Education File

The third file is the Special Education File. The purpose of this file is to submit Special Education information for each student on an Individualized Educational Program (IEP). It contains 24 elements.

- WISERID
- StudentLastName
- StudentFirstName
- StudentDateOfInitialConsent
- StudentDateEvaluationComplete
- StudentDateOfInitialIEP
- StudentServiceStartDate
- ResidentSchoolID
- ServiceSchoolID
- StudentPrimaryDisability
- StudentAT
- StudentRelatedService1
- StudentRelatedService2
- StudentRelatedService3
- StudentRelatedService4
- StudentRelatedService5
- StudentSpecialEducation1
- StudentSpecialEducation2
- StudentSpecialEducation3
- StudentSpecialEducation4
- StudentESY
- StudentEnvironment
- SpecialEducationAssessment
- ProgramExitDate
- ProgramExitReason
- StudentOutOfStateTransfer

WISERID

What is the WISER ID for the student on the IEP?

This is the WDE 8-digit state assigned student record identifier for the student.

This is a required element.

StudentLastName

Please use the student's legal last name as it appears on their IEP.

Accepted values are letters, spaces, hyphens, apostrophes, and the number "3".

The Student's last name will be verified against the Student File.

This is a required element.

More details on Name Entry Standards can be found in the Wyoming Student Legal Name Entry Guidebook.

StudentFirstName

Please use the student's legal first name as it appears on their Birth Date and/or Legal Presence documents.

Accepted values are letters, spaces, hyphens, apostrophes, and the number "3".

The Student's first name will be verified against the Student File.

This is a required element.

More details on Name Entry Standards can be found in the Wyoming Student Legal Name Entry Guidebook.

StudentDateOfInitialConsent

On what date was initial consent received for the student to be evaluated?

This element is not required for the Fall WDE684. This element can be submitted, but the data will not be used.

> Date should be entered in the format: YYYYMMDD.

StudentDateEvaluationComplete

What date was the student determined to be a student with a disability and the educational needs are determined?

This element is not required for the Fall WDE684. This element can be submitted, but the data will not be used.

> Date should be entered in the format: YYYYMMDD.
>
> If StudentIDEA = "I" or "R", then StudentDateEvaluationComplete is required.

StudentDateOfInitialIEP

What date was the initial Individualized Educational Program meeting held?

This element is not required for the Fall WDE684. This element can be submitted, but the data will not be used.

> If StudentDateEvaluationComplete is not blank and StudentIDEA = "Y", then StudentDateOfInitialIEP is required.
>
> Date should be entered in the format: YYYYMMDD.

StudentServiceStartDate

What date did the student begin receiving IEP services in this district?

This is a required element.

> Date should be entered in the format: YYYYMMDD.

ResidentSchoolID

What is the 7-digit ID for the school responsible for the student's IEP? For students placed in residential settings, this is the school where the parent/guardian resides or where the student would attend school if not placed in the residential setting.

For a student who is a ward of the state, the resident school would be the school the child was attending when the child was taken into Department of Family Services (DFS) custody.

Valid ResidentSchool IDs can be found by contacting Brian Wuerth, 307-777-6748, brian.wuerth@wyo.gov

This is a required element.

ServiceSchoolID

What is the 7-digit ID for the school responsible for providing the services listed on the student's IEP?

The service school for a home school student would be either where the child comes to receive special education services or the school where the child would receive services if enrolled in the district.

Valid ServiceSchool IDs can be found by contacting Brian Wuerth, 307-777-6748, brian.wuerth@wyo.gov

This is a required element.

StudentPrimaryDisability

What is the student's primary disability?

The definition for each disability has been taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities. These definitions are available online at:
http://soswy.state.wy.us/RULES/rules/6641.pdf Part 1, Section 2(e).

This is a required element.

AT Autism

Developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

BI Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. TBI applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. TBI does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

CD Cognitive Disability

Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

DD Developmental Delay

A child with a disability ages three (3) through nine (9) who is determined, through appropriate diagnostic instruments and procedures, to be experiencing delays in the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who, by reason thereof, needs special education and related services. Developmental Delay students must be 8 years-old or younger at the beginning of school.

ED Emotional Disability

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational

performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances; (D) A general, pervasive mood of unhappiness or depression; (E) A tendency to develop physical symptoms or fears associated with personal or school problems; (F) The term includes schizophrenia, but does not apply to children who are socially maladjusted, unless they have an emotional disability as defined in these rules.

HI Hearing Impairment (including Deafness)

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this subsection.

"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

HL Other Health Impairment

A condition exhibiting limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.

LD Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal br ain dysfunction, dyslexia, and developmental aphasia. SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of cognitive disabilities; of emotional disability; or of environmental, cultural or economic disadvantage.

MU Multiple Disabilities

Concomitant impairments (such as cognitive disability-blindness, cognitive disability-orthopedic impairment, and cognitive disability-deafness, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in

special education programs solely for one of the impairments, except the term does not include deaf-blindness.

OI Orthopedic Impairment

A severe orthopedic impair ent that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

SL Speech/Language Impairment

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

VI Visual Impairment (including Blindness)

Impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes partial sight and blindness.

StudentAT
Does the student use Assistive Technology (AT) equipment or receive AT services? (Y)es, (N)o

Assistive Technology is defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Exception: The term does not include a medical device that is surgically implanted or the replacement of such a device.

This is a required element.

StudentRelatedService1
StudentRelatedService2
StudentRelatedService3
StudentRelatedService4
StudentRelatedService5

The definition for each service has been taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities. These definitions are available online at:
http://soswy.state.wy.us/RULES/rules/6641.pdf Part 1, Section 2(cc).

This is a conditional element.

A Related Service field must be blank if previous Related Service fields are blank. StudentRelatedService2 cannot contain a value unless StudentRelatedService1 contains a value. Enter up to five (5) Related Service codes in order, without leaving blanks between fields.

AU Audiological Services

Identification of children with hearing loss; Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the rehabilitation of hearing; Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; Creation and administration of programs for prevention of hearing loss; Counseling and guidance of children, parents, and teachers regarding hearing loss; and Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

CS Counseling (for students)

Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

EI Educational Interpreting

The following when used with respect to children who are deaf or hearing impaired: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as Communication Access Real-Time Translation (CART), C-Print, and Type Well; and special interpreting services for children who are deaf-blind.

LS Speech/Language Services

Identification of children with speech or language impairments; Diagnosis and appraisal of specific speech or language impairments; Referral for medical or other professional attention necessary for the habilitation of speech or language impairments; Provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.

MS Medical Services (for diagnosis and evaluation)

Services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.

OM Orientation and Mobility

Services provided to blind or visually impaired children by qualified personnel to enable those children to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching children the following, as appropriate: Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; To understand and use remaining vision and distance low-vision aids; and other concepts, techniques and tools.

OT Occupational Therapy

Services provided by a qualified occupational therapist that include: Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; Improving the ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.

OY Other Related service other than those specifically listed

PS Psychological Services

Administering psychological and educational tests and other assessment procedures; Interpreting assessment results; obtaining, integrating, and interpreting information about the child's behavior and conditions related to learning; Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations; Planning and managing a program of psychological services, including psychological counseling for children and parents; and Assisting in developing positive behavioral intervention strategies.

PT Physical Therapy

Services provided by a qualified physical therapist.

RC Rehabilitation Counseling

Services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, the achievement of independence, and the integration into the workplace and community of a child with a disability. The term also includes vocational rehabilitation services provided to a child with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

RE Recreation (including Therapeutic Recreation)

Assessment of leisure function; Therapeutic recreation services; Recreation programs in schools and community agencies; and Leisure education.

SH School Health Services

Health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School health services are services that may be provided by either a qualified school nurse or other qualified person.

SN School Nurse

Health services that are designed to enable a child with a disability to receive FAPE as described on the child's IEP. School nurse services are services provided by a qualified school nurse.

SW Social Work Services

Services that prepare a social or developmental history on a child with a disability; group and individual counseling with the child and family; working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and assisting in developing positive behavioral intervention strategies.

TR Special Transportation

Travel to and from school and between schools; Travel in and around school buildings; and Specialized equipment (such as special or adapted buses, lifts, and ramps), if required, to provide special transportation for a child with a disability.

StudentSpecialEducation1
StudentSpecialEducation2
StudentSpecialEducation3
StudentSpecialEducation4

The definition for each special education service has been taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities. These definitions are available online at:

http://soswy.state.wy.us/RULES/rules/6641.pdf Part I, Section 2(hh).

This is a conditional element.

A Special Education field must be blank if previous Special Education fields are blank.StudentSpecialEducation2 cannot contain a value unless StudentSpecialEducation1 contains a value. Enter up to four (4) Special Education codes in order, without leaving blanks between fields.

IN Instruction

Specially designed Instruction – Means adapting, as appropriate to the needs of an eligible child under this part the content methodology or delivery of instruction.

PE Physical Education

Physical Education – The development of physical and motor fitness; fundamental motor skills and patterns; and skill in aquatics dance and individual and group games and sports (including intramural and lifetime sports; and includes special physical education, adapted physical education, movement education and motor development.

SS Speech

Speech-language pathology services – If the service is considered special education rather than a related service under State standards.

TT Travel Training

Travel Training – Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require instruction to enable them to develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment.

VE Vocational Education

Vocational Education – Organized education programs that are directly related to the preparation of individuals for paid and unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

StudentESY

Is this student eligible for Extended School Year (ESY) services? (Y) Yes, (N) No

This is a required element.

Extended School Year (ESY) means special education and related services that are provided to a child with a disability beyond the normal school year of the school

district or public agency, in accordance with the child's IEP, and at no cost to the parents of the child.

StudentEnvironment

The setting and circumstance in which the student is served. (e.g., the educational placement of the student).

This is a required element.

CF – Correctional Facility
CP – Court Placed
HH – Homebound or Hospital Setting
PH – Homeschool
PP – Parentally placed in private school
RE – Inside regular class 80% or more of the day
RF – Residential Facility
RR – Inside regular class 40% - 79% of the day
SC – Inside regular class less than 40% of the day
SS – Separate School

SpecialEducationAssessment

Which PAWS assessment test will the student be taking?

RO – Regular assessment without Accomodations
RA – Regular Assessment with Accomodations
AA – Alternate Assessment

This is a required element.

If a student is identified as "AA" then StudentIDEA must be "Y" and StateALTAssessment must also be "Y".

Note: Be sure to accurately identify which PAWS assessment test the student will be participating in, as this will affect PAWS Scoring, Participation Rates, AYP, etc.

ProgramExitDate

The date the student exited the program. This value must be during the current school year unless the district is reporting a student who did not return from the previous school year. If the student did not return from last year the last day of school from the previous school year needs to be reported. Leave the value blank to signify that the student is still enrolled. It should be the student's last day of school or the day on which the student graduates (matriculates) or returns to regular program.

This element must be blank for the Fall WDE684, as the student must be on an active IEP.

Date should be entered in the format: YYYYMMDD.

ProgramExitReason

The documented or assumed reason a student is no longer being served by a special education program.

This element must be blank for the Fall WDE684, as the student must be on an active IEP.

DE – Deceased
DO – Dropped out (Ages 16-21 only)
GC – Graduated with other certificate or diploma - The student received a certificate or diploma, other than a high school diploma.
GD – Graduated with regular diploma
MA – Reached maximum age for services. No diploma or certificate received (Ages 20 and 21 only).
NM – Normal Matriculation
RP – Returned to Regular Program
TO – Transferred to another educational setting outside the district
PE – Parental Exit

StudentOutOfStateTransfer

Did the student transfer to the district from a district outside of Wyoming?
(Y) Yes, (N) No

This is a required element.

Collection Schedule

On each of the three WDE684 collections, all 2013-14 student enrollment records between the beginning of the school year and the collection date are to be submitted, including records for students exiting prior to a collection date. As a result, it will be likely for multiple records per student to be reported.

Education agencies nationwide are tasked with the responsibility to accurately and efficiently account for every student. All enrolled or previously enrolled students will be accounted for, at any point in time, because of this three-step cycle. The WDE607 WISE Dropout Statistics Data Collection has been eliminated. Non-Graduates will now be reported on the WDE684. For specific information on how to report these students, please see "How to Report Non-Graduates" on page 47.

This schedule will achieve the goals of determining the enrollment status of students and tracking students who transfer, graduate, drop out, or exit. Submission of the WDE684 in June 2010 replaced the WDE670 WISE Graduates and Completer Statistics Data collection. Graduates will now be reported on the WDE684. For specific information on how to report graduates, please see "How to Report Graduates" on page 46.

Wyoming has chosen to adopt this practice for reasons that are aligned with our Vision Statement and also allow us to meet federal education standards. Specific benefits to Wyoming include:

- Equitable distribution of funds through the School Foundation Program
- Accurate and reliable calculation of graduation rates
- Decisions influencing student achievement based upon uniform data
- Fair determination of participation rates on standardized assessments.
- Detailed report cards on school and district performance provided to parents and public stakeholders.

Vision Statement: Wyoming has a nationally recognized education data system that is uniform, trusted, effective, efficient, and user-friendly; it reflects and advances Wyoming values, assists a wide variety of policy leaders to make fully informed decisions, and helps provide a remarkable, high quality and equitable education for all Wyoming students.

It is highly recommended that each school district load data early and leave adequate time to resolve errors prior to staff leaving for the summer (see Appendix F). This will ensure that data can be validated and errors can be corrected before the due date. School district personnel may upload data and submit files at any time on any day of the collection window.

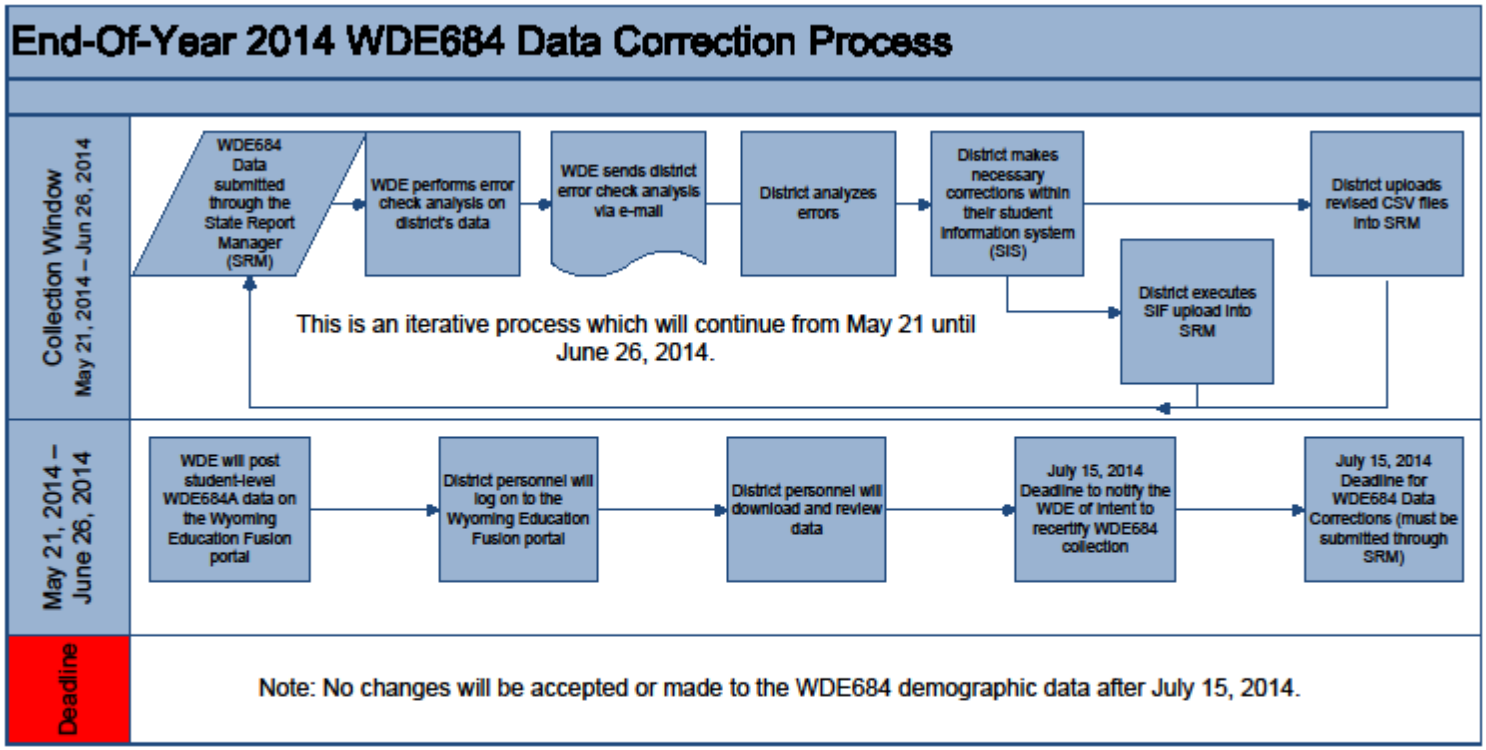
Collection Window:
5/21/14 – 6/26/14

The enclosed flowchart identifies a set of dates to provide a firm schedule for making any necessary changes to the End-Of-Year 2014 WDE684 data. School districts have opportunities to make corrections between May 21st and July 15th, 2014. No changes to the WDE684 demographic data will be made after July 15th, 2014.

The WDE684 data will be available through the Wyoming Education Fusion Portal beginning May 21st, 2014. District personnel directly responsible for collecting and reporting the data have been granted access to download and review the reports. If there are additional personnel within your district who should have access, please contact your Fusion administrator.

Beginning May 21st, 2014, Acceptance Letters will be available for district Superintendents to sign-off on verifying that their districts WDE684 data is accurate and correct to the best of their knowledge. The Acceptance Letters must be completed by July 15th, 2014.

Data Correction Process



Last revised on May 12, 2014

Exit Type Codes, Definitions, and Requirements

Each of the valid Exit Type Codes are defined below along with federal requirements for valid use of specific types.

108 Graduated with a Wyoming "regular high school diploma" AND completed district defined college-bound course of study

This code shall be used when a student has:

1) Graduated with a Wyoming "regular high school diploma" as defined through Wyoming Statute and Rules and Regulations, Ch. 31 - Graduation Requirements, http://soswy.state.wy.us/Rules/RULES/5218.pdf; AND

2) Completed the district defined college-bound course of study.

Federal guidance: Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

124 Graduated with a Wyoming "regular high school diploma" BUT WITHOUT having completed the district defined college-bound course of study

This code shall be used when a student has:

1) Graduated with a Wyoming "regular high school diploma" as defined through Wyoming Statute and Rules and Regulations, Ch. 31 - Graduation Requirements, http://soswy.state.wy.us/Rules/RULES/5218.pdf;

2) BUT WITHOUT having completed the district defined college-bound course of study.

Federal guidance: Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

132 Completed school and received an "other" credential (other than a "regular high school diploma")

This code shall be used when a student has completed school with an "other" credential (e.g., Certificate of Completion, Certificate of Attendance, etc). This student DID NOT receive a Wyoming "high school diploma" as defined through Wyoming Statute and Rules and Regulations, Ch. 31 - Graduation Requirements, http://soswy.state.wy.us/Rules/RULES/5218.pdf.

140 Dropped out, status unknown, or transfer not fully documented per federal requirements

This code shall be used when a student has stopped attending school and is known to have dropped out, status cannot be determined, or transfer cannot be confirmed to include full documentation required by federal guidance. Documentation required to be obtained by districts to validate use of any of the "transfer" exit type codes is listed under each of the "transfer" exit type descriptions, below.

159 Discontinued schooling to participate in a GED or other education or training program that does not grant a "regular high school diploma"

This code is used to report a student who discontinued schooling to participate in a program that does not grant a "regular high school diploma". Included are a GED program, the Wyoming Youth Challenge Program, a postsecondary early admission program (prior to graduating from high school), and all other education or training programs that do not grant a "regular high school diploma".

167 Expelled or involuntarily withdrawn without continuation of educational services

This code is for students expelled or involuntarily withdrawn without continuation of educational services.

175 Reached maximum age for services

Use this code for a student who left school because he or she has reached the maximum age until which a free, appropriate public education must be provided as indicated by federal, state, or local laws.

183 Withdrawn due to significant illness

This code is used for a student who has left school due to a long-term medical condition, or who is in a drug treatment or rehabilitative center, that prevents them from receiving services, but who is eligible to return to school.

205 Permanent incapacitation

This code is used when a student is permanently incapacitated, either physically or mentally, and is not expected to reenter K12 education due to this condition.

213 Deceased

This code is only used for a student who is deceased. Federal guidance: A school or LEA must have written confirmation that a student is deceased to validate this reporting option (34 C.F.R. §200.19(b) (1) (ii) (B)). A letter from a parent or an obituary is sufficient documentation. Official written documentation of a student's death, such as a death certificate, is not necessary.

248 Enrolled in a foreign exchange program; student expected to return

This code shall be used for a United States student enrolled in a foreign exchange program; the student is expected to return to the United States upon completion of the exchange program.

256 Foreign student returned to home country following completion of foreign exchange program in the United States

This code is to be used to report foreign exchange students from other countries who enroll in programs in the United States when they depart to finish school or receive a diploma in their home country. Foreign Exchange Students from outside the United States expected to return to their home country are not eligible to be counted as having received a Wyoming diploma. Conversely, nor should these students be counted as dropouts when they return to their home country.

264 Emigrated to another country

This code is to be used for a student who has emigrated to another country. Federal guidance: A school or district must have written confirmation that a student has emigrated to another country (34 C.F.R. §200.19(b) (1) (ii) (B)), but need not obtain official written documentation. For example, if a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student's file. The regulations do not require written documentation to be "official" for a student who emigrates to another country because the WDE recognizes that it may be difficult, if not impossible, to obtain transcripts or other official documentation from another country confirming that the student is enrolled in school.

280 Mid-year change in the same school to grade level, concurrent enrollment status, full/part time status, or home school status

This code is used for a mid-year (any time other than end-of-year) change in the same school to grade level, concurrent enrollment status, home school status (meaning less than half-time enrolled in public school and home schooled 50% or more of the school day), any change to full-time or part-time status. Use of this exiting type implies that enrollment records exist for this student at this school before and after the exiting event.

302 End of a concurrent or home school enrollment at a school at any time during the year, including end of year

This code is used to denote the end of an enrollment for a student flagged as concurrently enrolled or home schooled (meaning less than half-time enrolled in public school and home schooled 50% or more of the school day) immediately prior to exiting the school.

310 Attendance through end-of-year; grade level advanced

This code is used for a student who attended through end-of-year, having advanced a grade level. It is assumed the student will attend school in the same district in the following year; either in same school or moving onto a new school in the district following natural progression, e.g., moving from elementary school to middle school or junior high school.

329 Attendance through end-of-year; retained in grade level

This code is used for a student who attended through end-of-year, having been retained in the same grade level. It is assumed the student will attend school in the same district in the following year.

345 Transferred mid-year to a different public school in the same Wyoming district

This code is used for a student who left his or her school and enrolled in a different public school that is located within the administrative boundaries of the same local education agency. This exit code is not intended to be used to indicate an end-of-year natural progression of a student, e.g., moving from middle school to junior high school. The transfer will then only be acknowledged as valid when the WDE receives a subsequent WDE684 enrollment record from another school within the district.

361 Transferred to a public school in a different Wyoming district

This code is used for a student who transferred to a "regular high school diploma" granting public school that is not located within the administrative boundaries of the same local education agency but is in the same state. Federal guidance: To confirm that a student transferred out, a school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes: a request for student records from a receiving public high school or a written record of a response from an official in the receiving school acknowledging the student's enrollment. In the case of a student who moves to another public school within the State, that transfer will then only be acknowledged as valid when the WDE receives a subsequent WDE684 enrollment record from another public Wyoming district.

396 Transferred to a public school in a different state

This code is used for a student who transferred to a "regular high school diploma" granting public school that is located in another state or to a United States overseas dependents school. Federal guidance: To confirm that a student transferred out, a school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes: a request for student records from a receiving public or private high school or an educational program (that culminates in a regular high school diploma); or a written record of a response from an official in the receiving school or program acknowledging the student's enrollment.

418 Transferred to a private school in Wyoming

This code is used for a student who transferred to a "regular high school diploma" granting private school in Wyoming. Federal guidance: To confirm that a student transferred out, a school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes: a request for student records from a receiving public or private high school or an educational program (that culminates in a regular high school diploma); or a written record of a response from an official in the receiving school or program acknowledging the student's enrollment.

426 Transferred to a private school in a different state

This code is used for a student who transferred to a "regular high school diploma" granting private school that is located in another state or to a United States overseas dependents school. Federal guidance: To confirm that a student transferred out, a school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes: a request for student records from a receiving public or private high school or an educational program (that culminates in a regular high school diploma); or a written record of a response from an official in the receiving school or program acknowledging the student's enrollment.

450 Transferred to home schooling as the primary educational setting

This code is used for a student who transferred to home schooling as the primary educational setting (student is home schooled 50% or more of the school day) for reasons other than health <homebound students receiving educational services from the district must retain public school enrollment status>.

Federal guidance: A student who leaves a public school to be home schooled would be considered to be a transfer if the home school meets the State's requirements for compulsory attendance or other State laws or policies applicable to home schools. Official written documentation may include, for example, a letter of withdrawal or

other written confirmation from the parent or guardian; any documentation that meets the home school notification or compulsory attendance requirements in the State; or any other written documentation accepted in the State to verify a child is home schooled. A conversation with a parent or neighbor of a student, for instance, would not be considered official written documentation of a transfer.

469 Transferred to an institution that has an educational program

Only a student transferring to a "regular high school diploma" granting institution may be reported with this code. Organizations that may meet this criterion include, but are not limited to, mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities. Federal guidance: Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. Refer to: Wyoming Rules & Regulations Chapter 31 Graduation Requirements, http://soswy.state.wy.us/Rules/RULES/5218.pdf.

The above criterion applies to all placement types including, but not limited to, district placements, incarceration, parental placements, and court-ordered-placements.

Refer to the following memorandum regarding students placed outside of their resident district: http://www.k12.wy.us/A/supt_memos/2008/2008_131.pdf

If the institution does not grant a regular high school diploma but the student continues to receive educational services provided by the institution, the student's resident district, or the public school district in which the institution is physically located, then the resident district must continue to report a primary (non-concurrent) enrollment record for the student and remains accountable for the student.

Extended Absences

Students with extended absences must be reported as such on the WDE684 data collection. Consistent with the Chapter 8 Rules and Regulations, Section 10(c) (ii), "All Wyoming schools shall not include in their membership those students for whom the school district is no longer actively or prospectively providing appropriate instructional services." Consecutive absences of more than ten (10) school calendar days shall not be included in the calculation of membership. This includes situations where a student is absent from school for more than the allowable ten days and does not meet the criteria of W.S. 21-4-402, regardless of whether or not the student takes homework with them. Per an Attorney General's opinion, students who are not in school are considered absent.

Policies regarding extended absences and no-shows are available in Appendix D

Students with extended absences will likely have multiple records on the WDE684. The student's record will have a StudentExitDate on the 11th consecutive day of absence. The record will have the appropriate StudentExitType. Refer to the section of this document titled "Exit Type Codes, Definitions, and Requirements" for full information on Exit Type Codes. If the student returns, create a new record with the StudentEntryDate reflecting the first date the student has attendance after the absence.

No-Shows

Per Chapter 8 rules and regulations, Section 10(c) (iii), students who do not attend a school in a Wyoming school district cannot be included in membership. For example, a student who pre-enrolls for a new school year and does not attend cannot be counted. A student must be in attendance before he/she is considered a student for that year. A No-Show student should not have a record on the WDE684 data collection.

How to Report Graduates

The StudentExitType field will be used for reporting Graduates. Full definitions for and usage criteria for all Exit Type Codes can be found in section "Exit Type Codes, Definitions, and Requirements," above. Additionally, an Exit Type Code list with abbreviated definitions is included within the WDE684 Data Elements document.

Students who graduate with a Wyoming "regular high school diploma" as defined through Wyoming Statute and Rules and Regulations, Ch. 31 - Graduation Requirements are considered Graduates. If the student completes the district defined college-bound course of study, use Exit Type Code 108. If the student receives a Wyoming "regular high school diploma" as defined through Wyoming Statute and Rules and Regulations, but does not complete the district defined college-bound course of study, use Exit Type Code 124.

Students who earn a regular Wyoming diploma must not be reported as having graduated until after the diploma is actually earned. For federal reporting and accountability purposes, students earning diplomas at the end of summer school are included as graduating in the same school year as those students graduating in May, despite reporting not taking place until the fall data collection cycle. When reporting graduates, the StudentExitDate should reflect the date the diploma was granted.

Students who graduate earlier than their cohort should be reported with an exit date reflecting the actual date the diploma was granted. These students will be counted as on-time graduates with their cohort.

How to Report Non-Graduates

The StudentExitType field will be used for reporting Non-Graduates. For purposes of this document, non-graduate reporting refers to exiting events for any reason other than graduation as described above. Full definitions of the Exit Type Codes can be found in section "Exit Type Codes, Definitions, and Requirements," above. Additionally, an Exit Type Code list with abbreviated definitions is included within the WDE684 Data Elements document.

Graduation and Dropout Rates

Per federal regulation, only students reported on the WDE684 with an Exit Type Code of 108 or 124 will be used in both the numerator and denominator of the uniform graduation rate calculation. Students reported as having transferred or emigrated (reporting of either exit type must meet federal documentation requirements), or as deceased, are the only students removed from this cohort and calculation. All other students are included only in the denominator of the equation. In December of 2008, the USDE released detailed guidance for implementation of the uniform graduation rate across the nation:

Press Release:
http://www.ed.gov/news/pressreleases/2008/12/12232008.html

High School Graduation Rate guidance:
http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf

The following formula provides an example of the uniform graduation rate for the cohort entering 9th grade for the first time in the fall of the 2008-2009 school year and graduating by the end of the 2011-2012 school year.

$$\textit{Four-year adjusted cohort graduation rate} = \frac{\textit{Number of cohort members who earned a regular high school diploma by the end of the 2011- 2012 school year}}{\textit{Number of first-time 9th graders in fall 2008 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012}}$$

Dropout rates are based on a single year of data while graduation rates are high school cohort rates, or based on four years of data.

While Non-Graduate data is used in the calculation of graduation rates, students may dropout multiple times so are included multiple times in school, district, and state dropout rates while only being counted once as a dropout, on-time graduate, or non-on-time graduate in graduation rate calculations. There is a relationship between the two rates, but the relationship is complex meaning neither rate is derived from the other (they are not directly comparable).

Modifications to StudentExitType

The WDE684 has evolved to become the reporting mechanism for updating student exit types reported in previous years. In this role, the WDE684 replaces and expands upon the WDE670 Completer and WDE607 Dropout collections. As such, diligent WDE684 reporting and re-reporting will directly affect the accuracy of graduation rate calculations for your schools, your district, and the state.

In cases where previously submitted StudentExitType needs to be updated for a student, do not attempt to modify a previously submitted WDE684. Use the next available collection window. Within that collection, create a single entry for the student using all previously submitted data element values from your district's most recent prior WDE684 reporting of the student (including StudentEntryDate, and StudentExitDate). Use the previously submitted demographic information for the student. It is highly recommended that each district keep at least one copy of the WDE684 data from each collection window for auditing and exit type modification purposes.

There is a single exception to this rule where both StudentExitType and StudentExitDate should be modified:

- Where a student graduates with a regular Wyoming diploma after end-of-year reporting is completed (graduating after summer school will be the most common occurrence), both StudentExitType and StudentExitDate should be modified to the most current values. If a student has not earned a regular Wyoming diploma by the end of the regular school year but is expected to graduate during the summer, they must NOT be reported as having graduated until after the diploma is actually earned. For federal reporting and accountability purposes, students earning diplomas at the end of summer

school are included as graduating in the same school year as those students graduating in May, despite reporting not taking place until the fall data collection cycle.

For all other changes in exit reason, only the StudentExitType field value should be modified from the most recent prior reporting of this student. Examples of when a student record containing a modified StudentExitType should be submitted:

- When a student previously reported with an exit reason of "dropped out", "unknown", or other non-transfer, non-regular-diploma-recipient reason is later discovered to have transferred (and required USDE documentation obtained), a student record should be submitted in which the only change to previously submitted values is the StudentExitType.

- When a student previously reported as a continuing student at the end of the year (indicated either by lack of exit date and type or by reported exit type of "changed grade level") does not return to attend classes in the district the following fall, a new record should be created where StudentExitType reflects the most up-to-date student exit type. This may be "unknown", one of several "transferred" options, "dropout", or any other applicable exit type option.

    - By default, the reporting district retains responsibility for the on-time graduation of these students where an updated student record is not provided and the student is never reported as enrolling in another Wyoming district.

Do not provide section enrollments for records submitted solely to update a previously reported exit type.

Dual/Concurrent College Courses

Courses offered by colleges in which K-12 students can receive both college and K-12 credit.

Dual Enrollment college courses are taught by a college teacher and are often offered as a Distance Education course. These courses will be reported on the WDE684 Section File with as follows:

- If there is no separation between the teacher and student, as defined above in the WSN Resident District Handbook (http://www.wyomingswitchboard.net/Docs/WSNRDHB.pdf), then the student will be reported – MediumOfInstruction = "FF", ProviderID = *[college id]*, InstructionLevel = "HS", and Milestones and MilestonesComplete are not populated.

- If there is separation between the teacher and student, as defined above in the WSN Resident District Handbook

(http://www.wyomingswitchboard.net/Docs/WSNRDHB.pdf), then the student will be reported – MediumOfInstruction = "DE", ProviderID = *[college id]*, InstructionLevel = "HS", and Milestones and MilestonesComplete are populated.

Special Education (SPED) Reporting on the WDE684

The Special Education (SPED) file, previously reported as the WDE425 and WDE427, will now be reported on the WDE684. In the Fall 2013 WDE684 districts will report students who are on an active IEP on October 1, 2013 in the SPED file portion of the WDE684. The Student and Section file portions of the WDE684 will be reporting all student activity from July 1, 2013 up to, and including, October 1, 2013, but the SPED file will only contain students who were on an active IEP on October 1, 2013.

Distance Education and WDE684 Reporting

Identification of the Resident and Nonresident Districts for students enrolled part-time or full-time in distance education is established per guidance in Distance Education Rules & Regulations and program administration documents. This determination is made on a student by student basis. Please refer to those program documents to determine status for each student.

Distance Education guidance documents:

- WSN Resident District Handbook - http://www.wyomingswitchboard.net/Docs/WSNRDHB.pdf
- Chapter 41 Rules for Distance Education - http://soswy.state.wy.us/Rules/RULES/7334.pdf
- WS 21-2-202(a)(xxxi), WS 21-13-330 - http://legisweb.state.wy.us/statutes/dlstatutes.htm

An important note in referencing the WSN Resident District Handbook, Appendix A: Enrollment Flowchart: In the rare cases where the Fulltime 'Transfer' Model is employed, the district in which the student lives no longer retains any accountability for, or involvement in, the student's education. The district providing distance education to the student therefore becomes the Resident District and assumes all accountability for the student, including reporting responsibilities and the student's inclusion in school and district AYP determinations.

Once these determinations are made, WDE684 reporting for the student is as follows:

- Resident District: Responsible to report a non-concurrent (primary) enrollment record for the student on the WDE684 as associated with the student's resident school within the district. Where a student is enrolled full-

time in distance education provided by a Nonresident District and the Resident District employs an open enrollment policy within their district, the Resident District is responsible to assign the student to one of its schools for accountability purposes (ADM, AYP, the WDE684, and all other relevant reporting responsibilities).

- Nonresident District: Responsible to report a concurrent enrollment record for the student. Students should be reported as concurrently enrolled in the public brick-and-mortar school associated with the distance education program providing the courses.

Data Upload

The WDE684 is submitted to the WDE via the SRM. The SRM is used because it is secure. The SRM infrastructure allows school districts to submit data more effectively and efficiently. Once logged-in to the secure SRM website, the user will click the on the orange "New Trial" button. Then select the method to send your data.

State Report Manager (SRM)
Each school district has one SRM contact person. This person knows the unique URL, username, and password. It will be necessary to work together to submit data.

If uploading via spreadsheet text files, the Student file and the Section Enrollment file must be saved in the Comma Separated Value (CSV) format prior to uploading. The Student file must be named "student.csv". The Section Enrollment file must be named "sectionenrollment.csv". The district SRM user will upload these files into the SRM.

- In the next screen, click the "Browse" button and locate the two CSV files.
- Then click "Import" to upload the files.
- While the files are uploaded, the SRM checks the data for errors.
- The two files must be uploaded together.

Accessing the WDE684 in Fusion

In addition to the traditional way of accessing the SRM districts are now able to access the WDE684 through the Wyoming Department of Education Fusion portal with a single sign-on feature.

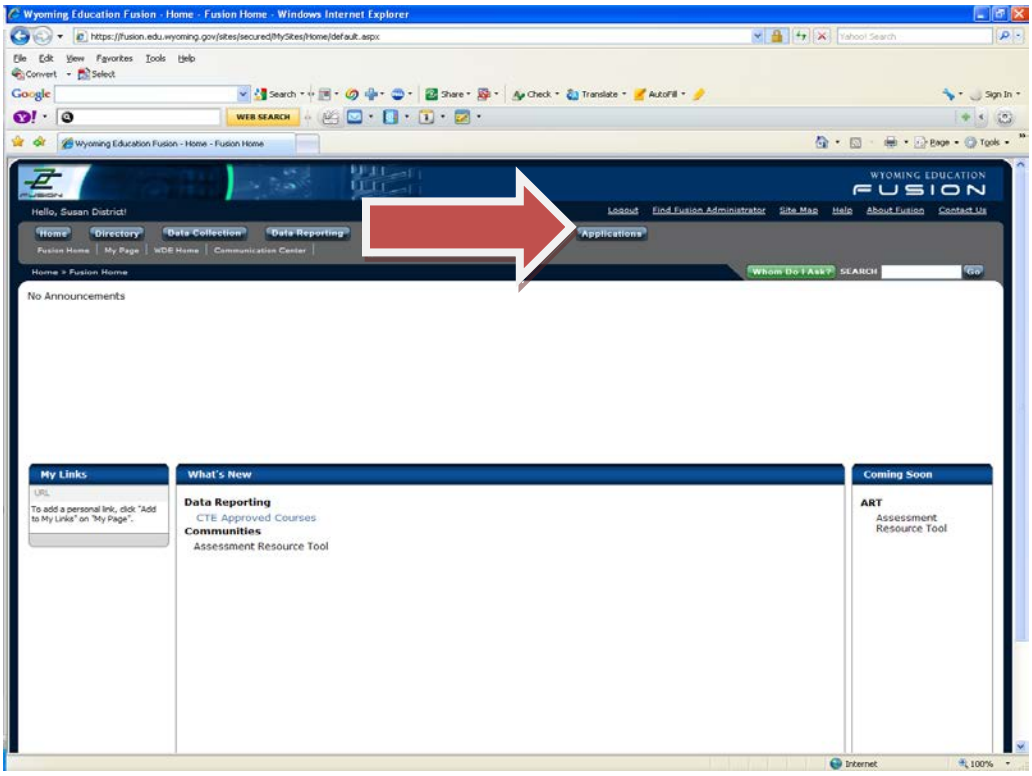
First check with your district's Fusion Administrator and make sure you have the appropriate rights:

WDE684 Certify – You will be able to log into the State Report Manager via Fusion and upload, edit information and certify. Date is certified by clicking on the blue **Send to WDE** link.

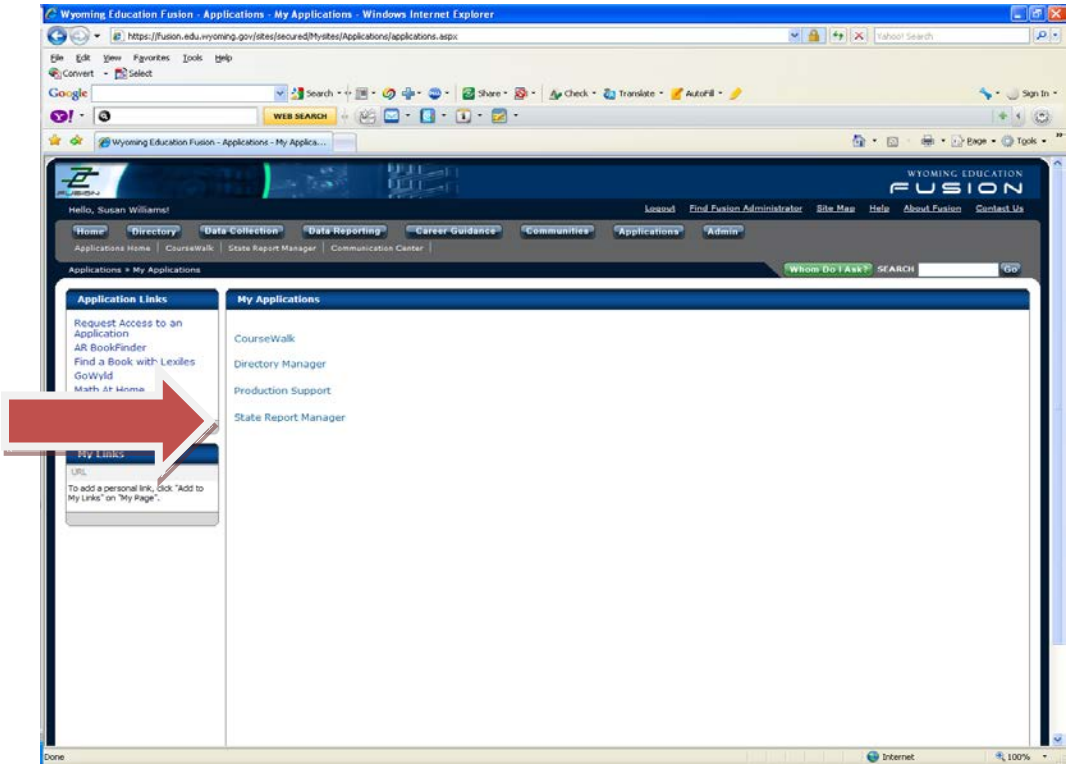
WDE684 Edit –Rights will allow you to log into the State Report Manager via Fusion and upload and edit information but you cannot send it to the WDE.

WDE684 Read – You can access WDE684 information the WDE reports back to districts after data has been submitted and cleaned of all errors.

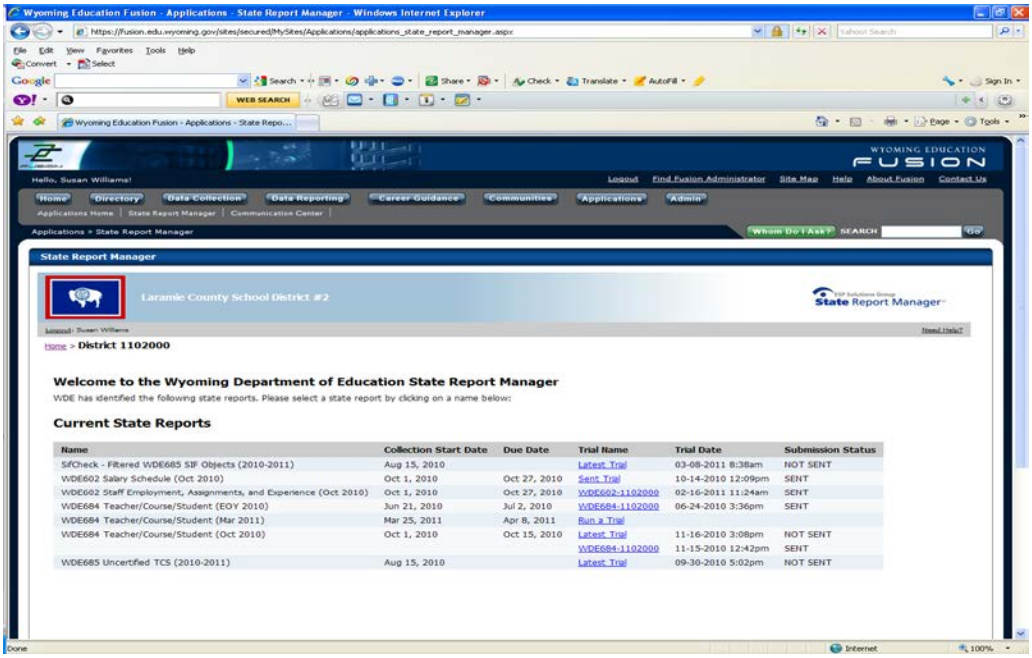
Access the Fusion website by logging into Fusion, http://fusion.edu.wyoming.gov using your user name and password.



Click on the blue **Applications** link.



Click on the **State Report Manager** link.



You will be taken to the SRM. You will only see the links to the collections for which you have rights. In this example the user has WDE684/685 Certify rights and WDE602 Certify Rights.

Errors in Data

Whether submitting via SIF or spreadsheet files, the next step is to resolve errors and warnings. There are two levels of alerts within the SRM, Warnings and Errors. A Warning is a cautionary notification. Errors are fatal exceptions and the file cannot be submitted. The SRM provides these errors in an attempt to provide cleaner data to WDE and the school districts. Any errors must be corrected before the SRM will allow the user to send the file to WDE. The user must make corrections in their Student Information System, submit a corrected version.

Send to WDE

Once all errors have been corrected and warnings have been reviewed, the user is ready to send the data to WDE. The "Send to WDE" button will turn blue. After clicking the "Send to WDE" button, the trial report page will list "Report Sent to Report Authority" as the Send Status. This is the confirmation that your data was delivered to WDE.

Cross District Duplicates

When the WDE identifies students who show enrollment in more than one district in the current semester, the following rules will determine where the student is placed for reporting purposes:

- The student will be placed in the district that shows the most recent Entry Date.
    - If Entry Dates are the same, then the student will be placed in the district where the student was enrolled during the prior semester.

Downloading Data and Reports

The submitted files can be downloaded from the SRM. One copy should always be saved in a secure location for auditing purposes. These files may also prove useful to reconcile any questions that may arise with the Data Collection Steward. The reports are useful tools for sharing and analyzing.

The SRM has the ability to generate reports from the submitted data files. From the SRM main menu:

- Click on the "Sent Trial" link for the WDE684.
- Click on the "Reports" link on the right side of the window that corresponds with the Submitted data.
- All available reports are listed on the right side of the window. Click the desired report.

- If your report is PDF format, it will open in a new browser window. Click "File" and "Save As" to save to your computer.
- If your report is MS Excel format, a dialog box will provide a choice to "Save" or "Open".
- Please keep at least one copy of each report in a secure location.

Sample SRM Reports are available in Appendix C.

Frequently Asked Questions

WHOM DO I CONTACT REGARDING WDE684 CONTENT QUESTIONS?

Brian Wuerth– 307-777-6748 or brian.wuerth@wyo.gov

WHOM DO I CONTACT REGARDING SUBMISSION QUESTIONS OR PROBLEMS?

Brian Wuerth– 307-777-6748 or brian.wuerth@wyo.gov

WHOM DO I CONTACT REGARDING USERNAME AND PASSWORDS FOR THE STATE REPORT MANAGER?

Your district's Fusion Administrator.

WHOM DO I CONTACT REGARDING THE WISE PROJECT AS A WHOLE?

Leslie Zimmerschied – 307-777-3656 or leslie.zimmerschied@wyo.gov

WHOM DO I CONTACT IF I NEED A WISERID?

Your district's WISE Coordinator.

WHOM DO I CONTACT FOR MORE INFORMATION ON DISTANCE EDUCATION?

Scott Bullock - 777-7418 or scott.bullock@wyo.gov
Or
Lachelle Brant - 777-3679 or lachelle.brant@wyo.gov

WHOM DO I CONTACT FOR MORE INFORMATION ON SPECIAL EDUCATION?

Shannon Cranmore (Shannon.cranmore@wyo.gov), 777-6245

WHICH SPED STUDENTS DO I REPORT ON THE OCTOBER 1, 2013 WDE684?

Only the students who are on an active IEP on October 1, 2013 will be reported on the Fall WDE684.

HOW DO I DETERMINE WHO THE "RESIDENT" DISTRICT IS FOR A SPED STUDENT RECEIVING ALL OF THEIR INSTRUCTION FROM A FACILITY OR INSTITUTION?

Most of these students are Court Order placed Students, in which case the court order determines the district where the student resides.

HOW DO I REPORT COLLEGE DUAL/CONCURRENT ENROLLMENTS? AND, HOW DO I DETERMINE IF THESE CLASSES ARE DISTANCE EDUCATION?

College courses are only reported on the WDE684 when students are receiving both college and high school credit. Concurrent courses are taught by a high school teacher and each section is reported as Instruction_Level = "CL" in the Section File of the WDE684. Dual

courses are taught by a college teacher and each section is reported as Instruction_Level = "HS" in the Section File of the WDE684.

WHEN DOES THE WDE684 OPEN?

The Fall 2013 WDE684 will open October 1, 2013.

WHEN DOES THE WDE684 CLOSE?

The Fall 2013 WDE684 will close October 15, 2013.

HOW LONG DO I HAVE TO MAKE CORRECTIONS?

The correction window for the Fall 2013 WDE684 will close November 11, 2013. After November 11th no changes will be allowed to the collection.

SHOULD DISTANCE EDUCATION STUDENTS BE IDENTIFIED AS HOME SCHOOLED STUDENTS?

No, if a student is leaving your district to participate in one of the state approved Distance Education programs, then you will transfer that student to the Wyoming district hosting the program. For more detailed guidance please refer to the documentation located on the Switchboard Network (http://www.wyomingswitchboard.net).

Data Base Maintenance Best Practices

SUBMIT YOUR COLLECTIONS EARLY.

Submitting, or running a trial, early in the collection window gives districts and the WDE time to identify errors and make corrections. There is no benefit to waiting until the last minute to submit the WDE684.

CONSTANTLY MAINTAIN THE INTEGRITY OF YOUR DATABASE.

Constant maintenance of your database will increase accuracy, integrity, and overall usefulness of the data. This will also lighten district's data burden during collection cycles – if the data are already clean and organized, compiling those data are much easier.

ENTER DATA IMMEDIATELY INTO THE SIS.

By entering data directly into the SIS when it is received, questions can be answered immediately regarding the accuracy and integrity of said data.

FOSTER A TEAM APPROACH TO DATA ENTRY AND COLLECTION.

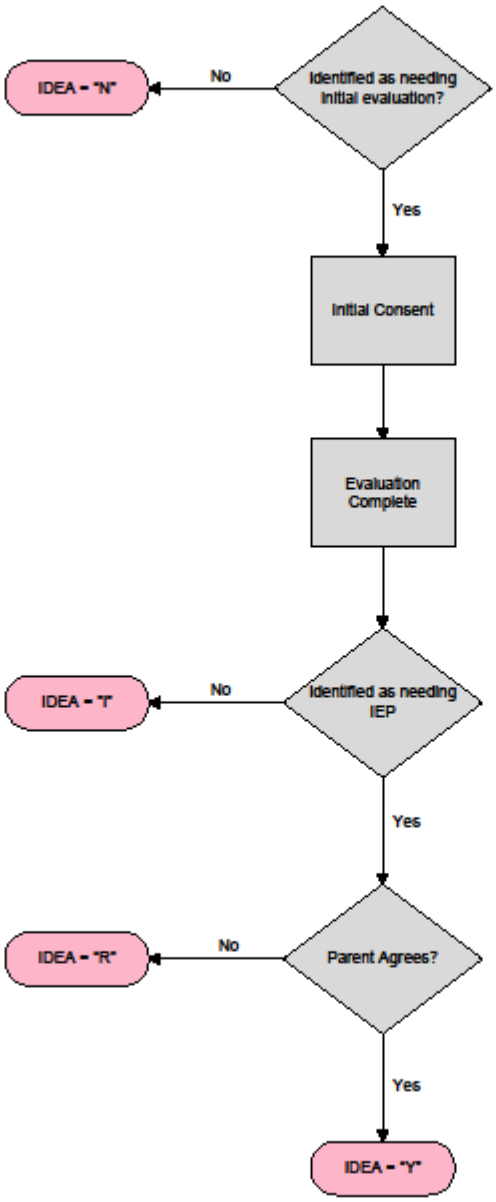
As the legislature and federal government demands for data driven decisions increase, a team approach will be necessary to collect and manage the data necessary to drive this decision making process.

Appendix A: SIF Input Formats

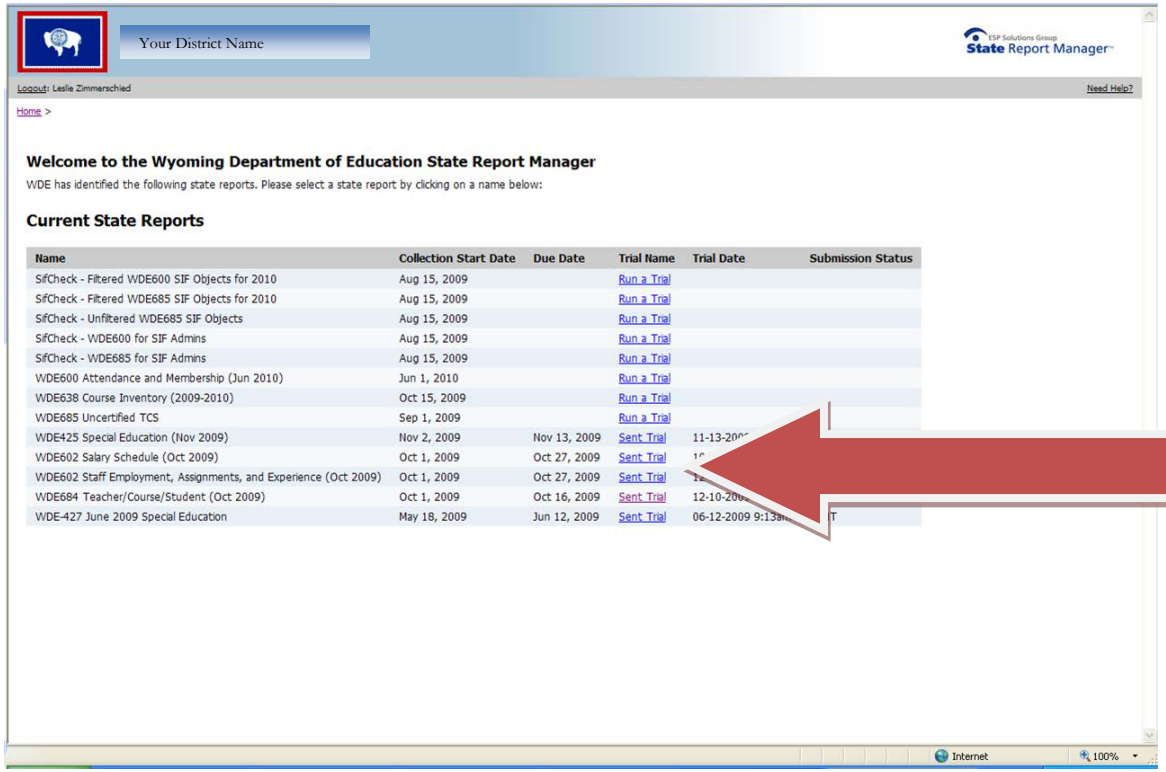
For SIF Input Formats, see the document titled "WY-Mar2014_684DataElementsAndRules-V3 (1)" on the WISE website at the following url:

http://portals.edu.wyoming.gov/wise/

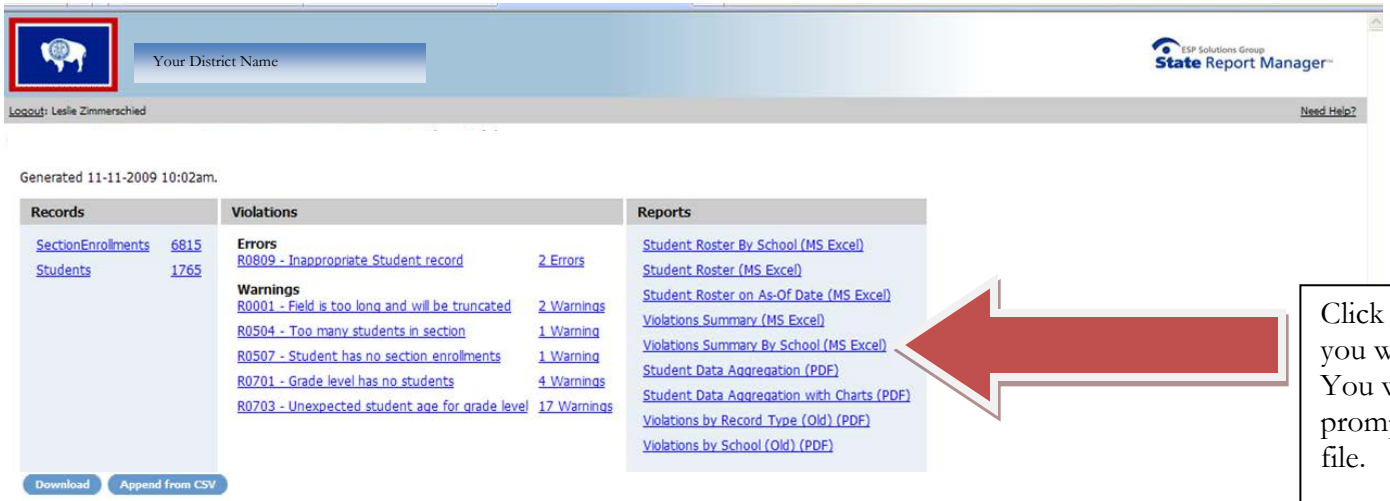
Appendix B: StudentIDEA Reporting



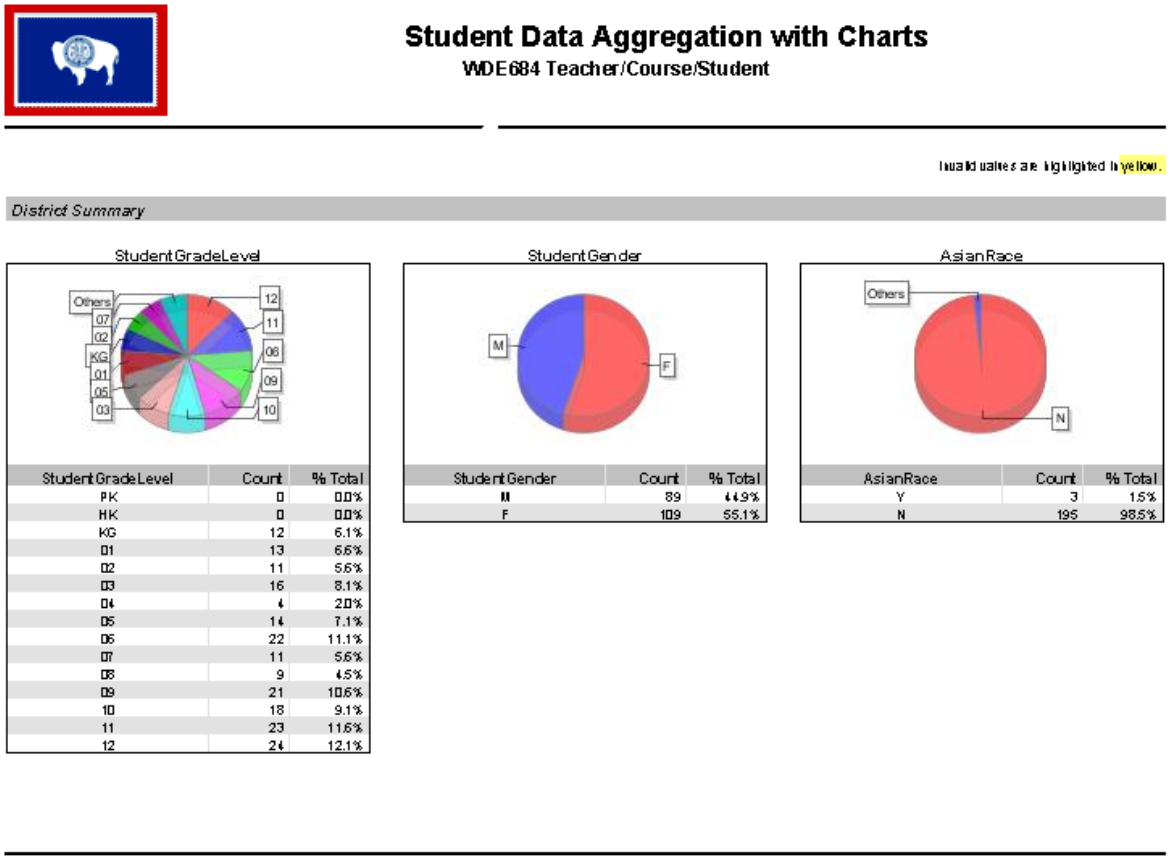
Appendix C: Sample SRM Reports



Click on the link for the Trial Name from the SRM home page. You will then be taken to the details page for that trial.



Click on the report you wish to view. You will be prompted to save the file.



Student Data Aggregation with Charts

WDE684 Teacher/Course/Student

Invalid values are highlighted in yellow.

District Summary

StudentGradeLevel

StudentGradeLevel	Count	% Total
PK	0	0.0%
HK	0	0.0%
KG	12	6.1%
01	13	6.6%
02	11	5.6%
03	16	8.1%
04	4	2.0%
05	14	7.1%
06	22	11.1%
07	11	5.6%
08	9	4.5%
09	21	10.6%
10	18	9.1%
11	23	11.6%
12	24	12.1%

StudentGender

StudentGender	Count	% Total
M	89	44.9%
F	109	55.1%

AsianRace

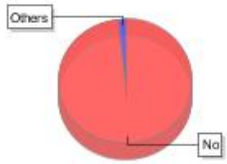
AsianRace	Count	% Total
Y	3	1.5%
N	195	98.5%

This is a sample of the first page available to download from the "Student Aggregation with Charts" pdf report. It is a district summary of student demographics.

Student Data Aggregation with Charts, WDE684 Teacher/Course/Student

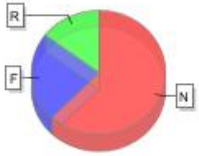
District Summary

Student Homeless



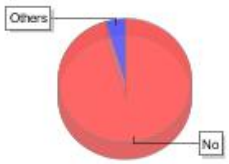
Student Homeless	Count	% Total
Y	0	0.0%
Yes	0	0.0%
N	3	1.5%
No	195	98.5%

Student Lunch



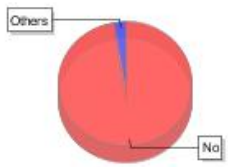
Student Lunch	Count	% Total
F	46	23.2%
N	123	62.1%
R	29	14.6%
S	0	0.0%
X	0	0.0%

Student Home Schooled



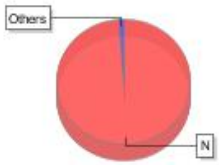
Student Home Schooled	Count	% Total
Y	0	0.0%
Yes	1	0.5%
N	8	4.0%
No	189	95.5%

Student Gifted Talented



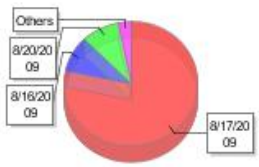
Student Gifted Talented	Count	% Total
Y	0	0.0%
Yes	0	0.0%
N	5	2.5%
No	193	97.5%

Student Concurrent Enrollment



Student Concurrent Enrollm	Count	% Total
Y	2	1.0%
Yes	0	0.0%
N	196	99.0%
No	0	0.0%

Student Entry Date



Student Entry Date	Count	% Total
8/11/2009	1	0.5%
8/16/2009	19	9.6%
8/17/2009	155	78.3%
8/18/2008	2	1.0%
8/20/2009	18	9.1%
9/22/2009	2	1.0%
9/8/2009	1	0.5%

This is a sample of another page available to download from the "Student Aggregation with Charts" pdf report. It is a district summary of student demographics.

Appendix D: Policies on Extended Absences and No-shows

Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne, WY 82002-0050
Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

MEMORANDUM NO. 2009-144

TO: School District Superintendents
School District Business Managers
School District WISE Coordinators
School District Technology Directors

FROM: Amy Manley, School Foundation Program Consultant
Shadd Schutte, WISE Project Manager

DATE: September 18, 2009

SUBJECT: Average daily membership policies regarding pre-enrolled students and students on extended vacations

---

IMPORTANT INFORMATION

The Wyoming Department of Education (WDE) has received questions concerning the calculation of Average Daily Membership (ADM), specifically on how to address extended student absences and pre-enrollment. The purpose of this memo is to clarify any inaccurate information that may have been provided by outside parties.

Consistent with the Chapter 8 Rules and Regulations, Section 10(c)(ii), "*All Wyoming schools shall not include in their membership those students for whom the school district is no longer actively or prospectively providing appropriate instructional services.*" Consecutive absences of more than ten (10) school calendar days shall not be included in the calculation of membership. This includes situations where a student is absent from school for more than the allowable ten days and does not meet the criteria of W.S. 21-4-402, regardless of whether or not the student takes homework with them. Per an Attorney General's opinion, students who are not in school are considered absent.

There is also confusion about counting or not counting pre-enrolled students. Per Chapter 8 rules and regulations, Section 10(c)(iii), students who do not attend a school in a Wyoming school district cannot be included in membership. For example, a student that pre-enrolls for

School District Superintendents
School District Business Managers
School District WISE Coordinators
School District Technology Directors
Memo No. 2009-144
September 18, 2009
Page 2

a new school year and does not attend, cannot be counted. A student must be in attendance before he/she is considered a student for that year.

Chapter 8 rules and regulations in their entirety can be accessed at the following hyperlink: http://soswy.state.wy.us/Rules/RULES/7210.pdf. Please share this information with your student information system vendors. If you have questions regarding this information please contact Amy Manley at 307-777-6000 or Shadd Schutte at 307-777-3656.

AM:SS

Appendix E: Policies on Institutional Students

Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne, WY 82002-0050
Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

MEMORANDUM NO. 2010-173

TO: School District Superintendents
School Principals
School District Special Education Directors
Building Intervention Team Coordinators

FROM: Joe Simpson, Deputy Superintendent
Administration Division

DATE: October 1, 2010

SUBJECT: Educational Services for Students Placed Outside a Conventional School Setting

---

IMPORTANT INFORMATION

With the 2010-2011 school year now under way, it is important to provide school districts with updated information regarding 1) educational programs of their students who have been placed outside of their resident district and 2) the resident district's responsibility. Also attached is the September 8, 2004, Attorney General Opinion that discusses this topic.

For the past three years, the Wyoming Department of Education (WDE) has identified a continuum of learning supports for at risk students from *least restrictive* to *most restrictive* environments. The most restrictive environments may include detention, day treatment, state hospital, jail, prison, institutional setting, treatment center, group home, Boards of Cooperative Educational Services (BOCES), and/or a Boys or Girls School. The placement of a student may be in-state or out-of-state, and can be made by the student's family, the student's resident district, or court ordered. Financial responsibility of students placed by the student's family rests with the student's family.

When a student is placed in a most restrictive environment, the student's resident district is responsible for monitoring the student's education. The residence of the student's parent/guardian determines the resident district.

Regardless of student placement, his/her education will be one of the following four major "program types:"

School District Superintendents
School District Principals
School District Special Education Directors
Building Intervention Team Coordinators
Memo No. 2010-173
October 1, 2010
Page 2 of 5

1. Diagnostic assessments: When a student is placed short-term (less than ten days), a basic diagnostics for reading, comprehension, math, writing, and behavioral observations may be the best approach;
2. Diploma bound: When delivering academic content, courses must align to both the district and state standards;
3. Individual Learning Plans: Examples are an Individualized Education Plan (IEP) and a 504 Plan; and an education plan for those students placed outside their resident district; but, for students without an official plan, an Individualized Learning Plan (ILP) must be developed. The ILP should be developed by the resident district and the institutional provider when the student is placed. Case managers from the district and the institution should be assigned to monitor the student's plan; and,
4. General Educational Development (GED).

Whatever program type a student is using, the resident district should assign a case manager to monitor the student's educational progress while he/she is placed outside of his/her resident school.

A case manager is an employee of the resident school district who has knowledge of the student, his/her academics, strengths, any areas of focus, family, and any other related issues that have an impact upon the student affecting his/her academics. The case manager monitors the educational progress of the student before he or she is placed, during the student's placement, and is instrumental as a liaison when the student transitions from placement to either another facility or back to the resident district. The case manager also coordinates active participation among the resident district, parent/guardian, family, and other pertinent agencies involved with the student before, during, and after, ensuring communication between the resident district and facility.

The following summaries are provided to assist districts in appropriately accounting for students who are court order placed, placed out-of-district, placed at a facility within the district, or are placed year-round at a facility such as a treatment center or group home. This includes, but is not limited to, cases involving short-term detention, transitions and district monitoring of educational programs/services. In addition, guidance is provided on the use of state and federal funds.

School District Superintendents
School District Principals
School District Special Education Directors
Building Intervention Team Coordinators
Memo No. 2010-173
October 1, 2010
Page 3 of 5

Court Multi-Disciplinary Teams (MDT):
It is the expectation and legal requirement for districts to participate in community MDTs when such teams meet to discuss the options available regarding resident students.

Court-Ordered Placement of Students:
In accordance with W.S. 21-13-315(b), districts may count court ordered placement of students among their Average Daily Membership (ADM) provided educational programs and services are being offered by the district to students placed and residing in a facility. Also, per Chapter 8 Rules and Regulations for the School Foundation Program, no reimbursement shall be provided for costs previously or simultaneously recovered elsewhere in the Wyoming school finance system.

Out-of-District Placement of Students:
In the case of a student placement outside of his/her resident district, it is the responsibility of both the facility in which the student is placed and the resident district to facilitate the case management of the student. Through appropriate case management of educational programs/services provided by the resident district, costs incurred in the periods prior to placement, through program monitoring, while in transition, and through post-transition can be recovered by including the students among the district's ADM. Costs, in addition to tuition, for a student on an IEP should be recovered via a WDE401, Reimbursable Special Education Expenditures Report, rather than including the student among the district's ADM.

Enrollment:
In order to accommodate all educational and academic transitions for any out of district placed students, the resident school districts can continue to count the student(s) on district enrollment and pay tuition to another district OR allow the other district to count the student on their enrollment; if there exists a written understanding between the resident school district and the facility/juvenile detention center that a student is transferred, disenrolled and re-enrolled, the resident district will list the student(s) as primary enrolled on Form WDE684, WISE Certified Teacher/Course/Student.

In-District Placement of Students:
In the case of a student placement within the resident district, it is the responsibility of both the facility in which the student is placed and the

resident district to facilitate the case management of the student. Through appropriate case management of educational programs/services provided by the resident district, costs incurred in the periods prior to placement, through program monitoring, while in transition, and through post-transition can be recovered by including the students among the resident district's ADM.

Year-Round Placement:
In cases where year-round treatment is necessary, districts may utilize Summer School/Extended Day (Bridges Grants) funds to offset the costs incurred in the case management of educational programs/services provided to students beyond the school year. Districts are resourced 15 percent of one full-time equivalent (FTE) teacher position for every 30 at-risk students (with a minimum of .5 FTE teacher positions) for the Bridges Grant. For the period during the school year, districts should follow the guidance given above for court ordered placed, out-of-district, or in-district placed students.

Title I-Part D Funds for Neglected or Delinquent Students:
Districts with a high proportion of delinquent students receiving services within district boundaries receive Title I-Part D funding. These funds may be used to provide ***supplemental*** materials and services to students in out-of-district placement such as extended day/extended school year activities. Please note that these supplemental monies should not be used to meet a district's legal obligations under Wyoming law.

Certification/Endorsement in Facilities:
If a school district is providing educational services to students in alternative or non-traditional schools, private residential facilities or institutions, please remember that additional endorsements need to be obtained prior to providing educational services. The Wyoming Professional Teaching Standards Board, (*ptsb.state.wy.us*), Chapter 13 Rules and Regulations, "Additional Endorsements" lists the additional endorsement requirements for a "regular education teacher." A Special Education certification is required to provide educational services specified on a student's IEP. The WDE encourages facilities and schools to work together to ensure the qualified and appropriately certified teachers are delivering education services to the students.

Transitions:
For quality academic progress to be transparent, "case managers" from the resident district and institution/facility must be assigned for communication,

School District Superintendents
School District Principals
School District Special Education Directors
Building Intervention Team Coordinators
Memo No. 2010-173
October 1, 2010
Page 5 of 5

plans, and follow-up regarding a student placed, during placement, and returning to the resident district. Transitions allow for follow through by entities to ensure that the returning student is appropriately placed, monitored, and supported.

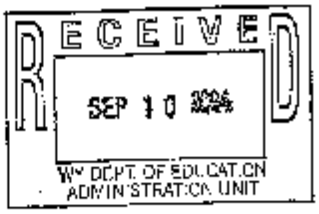
Rapid Response Team:
In an effort to address the questions that arise regarding the complicated issues surrounding students in out-of-district placement, the WDE has established an Out-of-District Placed Rapid Response Team. Any questions or concerns may be directed to either Court Ordered Placement of Students Program Manager, Jo Ann Numoto at (307)777-7222 or jnumot@educ.state.wy.us or Neglected or Delinquent Students Program Manager, Kenya Haynes at (307)777-3672 or khayne@educ.state.wy.us. Jo Ann and Kenya will bring the issues to the WDE Out-of-District Placed Oversight Team for problem solving or, when necessary, convene an emergency meeting to determine the appropriate guidance and/or course of action.

If you have any questions regarding these requirements, please contact Jo Ann Numoto at jnumot@educ.state.wy.us.

JS:JN

Attachment

Cc: Local Law Enforcement for Wyoming Detention Centers
Wyoming Detention Centers
Wyoming Department of Health
Wyoming Department of Family Services
Wyoming Department of Workforce Services
Volunteers of America, Wyoming branch
State Governor's Office
Wyoming Boys School
Wyoming Girls School
In-and-Out of State Providers



Office of the Attorney General

Governor
Dave Freudenthal

Administration
123 Capitol Building
Cheyenne, Wyoming 82002
307-777-7841 Telephone
307-777-6869 Fax

Attorney General
[illegible]

Chief Deputy Attorney General
Elizabeth C. Gaspar

September 8, 2004

The Honorable Trent Blankenship, Ed.D.
State Superintendent of Public Instruction
Wyoming Department of Education
2300 Capitol Avenue, Second Floor
Cheyenne, Wyoming 82002-0050

Ref. May 24, 2004 request for opinion

Dear Dr. Blankenship:

In your letter of May 24, 2004, you requested a written opinion on the following question:

> Do Wyoming statutes, either specifically or implied, require school districts to provide educational services to children resident to their district while in a juvenile detention facility?

SHORT ANSWER

Responsibility for providing educational services to children in a juvenile detention facility rests with each school district in a cooperative effort with the Department of Education.

DISCUSSION

2004 WYO. SESSION LAWS, ch. 11, § 3(b) states that "[p]rograms *shall* be provided to these children [placed in juvenile detention facilities] medically capable of receiving educational programs." (Emphasis added). The Legislature, in enacting 2004 WYO. SESSION LAWS, ch. 11, § 3(b), appropriated funds to the Department of Education for the provision of educational

The Honorable Trent Blankenship, Ed.D.
September 8, 2004
Page 2 of 3

services to students in detention and provided two (2) additional full-time positions in the Department to carry out this act as well as to monitor the quality and cost of providing educational services to students in detention. *Id.* Although the language of this Act clearly requires educational services be provided to students in detention facilities, the law is silent as to *who* is required to provide those educational services.

When interpreting statutes, the primary consideration is to determine legislative intent. *Fontaine v. Board of County Commrs*, 4 P.3d 890, 894 (Wyo. 2000); *State ex rel. Motor Vehicle Div. v. Holtz*, 674 P.2d 732, 736 (Wyo. 1982). Legislative intent must be ascertained initially and primarily from the words used in the statute. *Allied-Signal, Inc. v. State Board of Equalization*, 813 P.2d 214, 219 (Wyo.1991); *Phillips v. Duro-Last Roofing, Inc.*, 806 P.2d 834, 837 (Wyo. 1991).

The Wyoming Supreme Court has held that, "a statute is ambiguous only if it is found to be vague or uncertain and subject to varying interpretations." *Allied Signal, Inc. v. Wyoming State Bd. Of Equalization*, 813 P. 2d 214, 219 (Wyo. 1991), (citing *Story v. State*, 755 P.2d 228 (Wyo. 1988) *cert. denied* 458 U.S. 836, 111 S.Ct. 106, 112 L.Ed.2d 75 (1990). When a statute is ambiguous, general principles of statutory construction apply to discover legislative intent, including consideration of the statute's purpose and the public policy it is designed to facilitate. *Wyo. Ins. Guar. Assn v. Woods*, 883 P.2d 192, 197 (Wyo. 1994).

The Supreme Court has further held that when determining the legislature's intent, "[a]ll statutes must be construed in *pari materia* and, in ascertaining the meaning of a given law, all statutes relating to the same subject or having the same general purpose must be considered and construed in harmony." *In the Matter of the Worker's Compensation Claim of Brad E. Iceberg, v. State of Wyoming, ex rel.*, 2004 WY 48 ¶ 5, 88 P.3d 1045, 1048 (Wyo. 2004).

Because 2004 WYO. SESSION LAWS, ch. 111 § 3(b) does not specifically state what entity is required to provide the required educational services, additional sources must be considered, including the Wyoming Constitution, Wyoming case law and other education-related statutes, to determine the intent of the Legislature. Wyoming's Constitution provides that the legislature is to establish a system of public schools for all Wyoming children. WYO. CONST. Art. 21, § 28. Although the Legislature may establish the system of public schools, Wyoming case law reveals that the local school districts are responsible for providing education to the children residing within their district. *Washakie County Sch. Dist. Number One v. Herschler* 606 P.2d 310, 317 (Wyo. 1980). Moreover, various education statutes also look to the individual school districts to provide children within its boundaries services related to educational purposes. See generally, WYO. STAT. § 21-4-101 (requiring school districts to provide transportation or maintenance for isolated students residing within their district); WYO. STAT. § 21-4-501 (requiring school districts with no High school to pay tuition for students residing in their districts who attend school in other districts); WYO. STAT. § 21-4-102(a) (requiring children between the ages of seven and sixteen to attend school in the district within which the child resides); WYO. STAT. § 21-9-101

The Honorable Trent Blankenship, Ed.D.
September 8, 2004
Page 3 of 5

(requiring school districts to have educational standards in conformity with state board of education's rules and regulations).

Because local school districts are responsible for providing educational services to the students residing in their districts, it follows from that premise that, in the absence of direction from the Legislature to the contrary, school districts are also responsible for providing educational services to children in detention. However, districts may seek reimbursement from the Department of Education for the cost of those services and the Department is responsible for monitoring the quality and cost of these services. In sum, when 2004 WYO. SESSION LAWS, ch. 111 § 3(b) is read in conjunction with the Wyoming Constitution, Wyoming case law and the other education statutes cited above, it appears that the Legislature intended to facilitate the provision of educational services to students in detention through a cooperative effort of the resident school district and the Department of Education.

If you have any further questions or concerns, please do not hesitate to contact our office.

Sincerely,

Patrick J. Crank
Attorney General

Robin Sessions Cooley
Deputy Attorney General

Appendix F: EOY WDE684 and Accountability

Wyoming DEPARTMENT OF EDUCATION

04/30/2014

Accountability End-of-Year WDE684 Reminder

The end-of-year WDE684 collection is important to the Wyoming School Accountability determination. This WDE684 collection is used to determine which student's are considered to have been at your school for a full academic year. Only those students who have been at your school for a full academic year will have their performance on the ACT Suite tests (i.e., the ACT, PLAN, and Explorer) used when computing your schools' performance levels for the current school year. It is also used to compute which students will be considered full academic year students for inclusion on the grade nine credit readiness indicator. Finally, this collection is also used for computing graduation rate for the following school year accountability.

Because of this, it is critical that your district verifies its WDE684 report as accurate before the district staff with this responsibility leave for the summer.. In particular, enrollment records must accurately reflect the student's enrollment status on April 23rd and the end of the school year.

It is also critical the exit codes for the four year on-time graduation cohort are accurate. Please ensure that all issues are addressed before leaving for the summer. The collection window is May 21, 2014 to June 19, 2014. Any required data clean up needs to occur because no further corrections will be allowed after July 15th. The information included in the end-of-year WDE684 report after July 15 will be used as-is for accountability determinations. Thank you in advance for ensuring that adequate staff is available to accomplish this important work in a timely manner.

Hathaway Building, 2nd Floor, 2300 Capitol Avenue, Cheyenne, WY 82002 • Phone: 307-777-7675 | Fax: 307-777-6234 | edu.wyoming.gov

Index

Authority, 3
Charts, 66
Children born overseas, 11
Collection Schedule, 37
Comma Separated Value files
  CSV files, 4
Cross District Duplicates, 54
Data Base Maintenance Best Practices, 58
Data Compilation, 4
Data Upload, 51
Dilly, Drew, 56
Distance Education, 50
DistrictID, 7, 24
Downloading Data and Reports, 54
Dropout rates, 48
Elementary and Secondary Education Act of 1965
  ESEA, 3
ELL Refused, 9
Enrolled Act #50, 3
Errors in Data, 54
ESEA
  Elementary and Secondary Education Act, 3
Ethnicity and Race Reporting Guidance, 7
Exit Type Codes, 40
Extended Absences, 46
FAQ, 56
Foreign Exchange students, 11
Fusion
  SRM in, 51
GED, 41
Graduates, 46
Hathaway Scholarship, 17
home language, 14
homeless children and youths, 12
immigrant, 10
Instructions, 4
Introduction, 3
LocalCourseId, 19
LocalCourseName, 20
LocalSectionID, 19
maximum age for services, 41
Migratory child, 10
Modifications to Student Exit Type, 48
National School Lunch Program
  NSLP, 14
No Child Left Behind Act
  NCLB, 3
Non-Graduates, 47
No-Shows, 46
regular high school diploma, 46
Resident District Handbook, 50
SchoolID, 7, 24
Schools Interoperability Framework
  SIF, 4
Section Enrollment File, 19
SectionEntryDate, 24
SectionExitDate, 24
Send to WDE, 54
Sent Trial, 54
SIF Input Formats, 59
Special Education (SPED) Reporting on the WDE684, 49
SRM Reports, 54, 64
State Registration System (SRS), 5
State Report Manager
  SRM, 51
Student File, 5, 25
StudentConcurrentEnrollment, 15
StudentDateOfBirth, 6
StudentELL, 9
StudentELLMonitoring, 9
StudentEnrolledDistrict, 33
StudentEntryDate, 15
StudentExitDate, 16
StudentExitType, 16
StudentFirstName, 6
StudentGender, 7
StudentGiftedTalented, 14
StudentGradeLevel, 6
StudentHomeless, 12
StudentHomeSchooled, 15
StudentIDEA, 8
StudentLastName, 5
StudentLunch, 14
StudentMigrant, 10
StudentNameSuffix, 7
StudentNationalScholarship, 17
StudentSection504, 10
StudentStateScholarship, 16
StudentTitle1, 10
TeacherFirstName, 24
TeacherLastName, 23
TeacherMiddleName, 24
Title X-C, 12
uniform graduation rate, 47

graduation rate, 47
Vision Statement, 37
W.S. 21-2-203, 3
W.S. 21-2-304(a)(v), 3
WDE607, 37, 48
WDE670, 37, 48
WISE Dropout Statistics Data Collection, 37
WISE Graduates and Completer Statistics Data collection, 37
WISERID, 5, 19, 25, 56
WISEStaffID, 23
Wuerth, Brian, 56
Zimmerschied, Leslie, i