



MANAGEMENT ANALYSIS & PLANNING, INC.

WYOMING EDUCATION FINANCE

Summary of Small School and Small District Case Study Site Visits

Submitted to
Wyoming State Legislature

Prepared for MAP by
John Ehlers

February 21, 2002

Introduction

This report summarizes findings reported by various MAP researchers who visited Wyoming schools in the spring and autumn of 2001 to gain a richer understanding of the operation of small schools and small districts. What follows is a summary of each site visit reported by the researcher who visited specific schools and districts. Given the nature of the site visits, including the amount of time allocated to each visit, no attempt was made to independently verify information provided by school district employees. Therefore, unless otherwise specified, the reports are based on opinions expressed by Wyoming school district employees.

For a description of the sample selection procedures see:

Ehlers John, Gerald Hayward and Lawrence Picus, “Wyoming Education Finance: Small District Report.” Dated January 17, 2002; and,
Picus, Lawrence, Gerald Hayward and John Ehlers, “Wyoming Education Finance, Small Schools Report.” Dated January 31, 2002

**Big Horn County School District #1
Byron Elementary & Rocky Mountain Middle School
SITE VISIT SUMMARY**

My first visitation was to Byron Elementary; primarily I met with Ben Smith, Principal, and Lucinda Kliewer, head teacher. I have worked with both of these folks before, and the atmosphere was very good. This school is really a wing of the High School. Bear in mind that three elementary schools exist in the nearby towns of Cowley, Byron and Frannie, with one section of each grade in each town. Burlington, about 40 miles away, is a K-12 in the same district.

As I looked at the WDE 100, in conjunction with Form 1, every school except Cowley Elem. and Rocky Mountain MS in the district is EDY eligible. RMMS was only about 1 student shy of being eligible. In Byron, we find somewhat large families, as well as a migrant impact, although not enough concentration to qualify for LEP. Reference is made to low income housing availability. I do not interpret that to be a governmental program, rather a result of older housing available from an era when the population was greater. The impacts on the school are great, even if the numbers themselves are not large. Byron is a school-wide Title 1 school. “At risk”, is a well recognized issue. A year ago, the district commenced offering a full-day kindergarten in the second semester. They were quite gratified by the results in Byron, and have decided to offer the same program in Cowley and Frannie this year. Clearly the move is driven by the at-risk issues and the notion of early intervention. Another recent change is a move to a 160 student day calendar with 10 professional development days. It works like this in a 4 Friday month – week 3 is a five student day week, week 4 is a four student day week with a Friday staff development day, and weeks one and three are 4 student day weeks with REC (Reteach, Enrichment, Correctives) day on Friday. Byron Elementary says they have most of their kids on REC day, either voluntarily or by identified need. Yet, in this short time, they are enthused by the prospects of the revised schedule for their at-risk kids.

My next visit was to Rocky Mountain Middle School in Deaver. Deaver is smaller than Cowley or Byron, but they have a fairly significant facility. I would guess at one time it may have been a K-12 facility. The facility has age, but is reasonably well maintained. The complex has four buildings/segments – a classroom portion, an old gym/auditorium/lunchroom with a couple of classrooms, another building with at least one regular classroom and voc-ed type shops, and a newer gym/locker room complex. Adjoining is a football field and “playground”. All of the three north elementary schools channel their students to this school. The Principal, Karma Sanders, is new this year. She has about 10+ years in Kansas as a teacher, elementary principal, and middle school principal. She is the daughter of a past Superintendent in this district, Grant Sanders. Kevin Mitchell, the current Superintendent in the district, was the immediately past principal in this building. Kevin was able to assist me with questions that Karma was not familiar with.

Karma acknowledged that the “at-risk” issues from Byron are evident when the kids get to Deaver. Clearly the district recognizes this dynamic, but are very sensitive how it gets

discussed. They are very quick to point out that Byron Elem. staff does an excellent job with incremental growth with students, and the problem goes back to the readiness of the kids when they arrive at Byron. Commonly mentioned is the almost total lack of effective access to pre-school, etc. Editorially, this is somewhat unfortunate because Lovell, about 8 miles from Byron, has seemingly good early childhood development programs. Most of the parents do not have means to get their children into such programs. The district is not apathetic to the dilemma, but they haven't found the means to overcome it yet.

I then visited with Kevin Mitchell, and Cathy May, Business Manager. Responses at all three visits were consistent.

Staff recruiting and retention – it can be tough to recruit specialties like special education, music and art and a number of secondary subjects; they are quite comfortable in their ability to retain qualified staff. I received a copy of “Contracted Services Providers Information” which indicates the alternate route the district uses for some of its special services. They are not seemingly distressed by a quality issue, merely the inconvenience of the multiple arrangements. They believe that most folks who join them have a shared passion for kids, like the lifestyle of the area, and the collegiality of the staffs they work with. It needs to be noted that distances are such that it is easy to recruit and commute from Lovell and Powell (and even Cody). The district indicated that ECA money was used exclusively for salaries, and they particularly went after the base end of the teacher schedule to be able to attract more new teachers. Editorially, I noted a number of familiar area (beyond just the district) names on the staff lists that suggest the next generations in this immediate area have tended to want to return.

Comments were consistent that small numbers of enrollment at the secondary level definitely impact the breadth and depth of course offerings. There was no apparent whining about enough staff, rather it focused on the “the one math teacher is the breadth and depth of our math instruction potential” type comments.

In summary: last year I was on the state accreditation team that visited this district; these folks have a real melting pot arrangement geographically and demographically. I remain impressed by how they spend the bulk of their time dealing with their issues, and making best efforts to improve their instructional successes. They take precious little time to complain and posture.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-5; actually located in same building as 9-12

Is this school accredited? When?

WDE

NCA – district wide

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM
Total\$_____

Other adjustments generated by this school

EDY \$_____per ADM Total\$_____

LEP \$_____per ADM Total\$_____

Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Big Horn 1

School Byron Elementary

Name of MAP researcher conducting interview: Ehlers

Name(s) and titles of person(s) interviewed: Ben Smith, Principal;
Lucinda Kliewer, head teacher; Kevin Mitchell, Supt

Date of site visit 9/12/01

24. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?

K-5 Byron to Cowley - 8 miles; Byron to Frannie – 20 miles
 Byron to Burlington (K-12) – 25 miles
 Byron to Lovell (K-12) – 7 miles

24. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?

Ben Smith is 1/3 Principal at Byron, Cowley, Frannie
 Lucinda is 100% lead teacher
 School Secretary is also computer aide

24. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)

Small class sizes – fixed costs, particularly teachers
 Title I status – breadth of needs
 Splitting some special services with other schools
 Specialties are a problem – speech pathology, OT

24. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. School lunchroom costs			

Prices/rates are up;
 Utilization is up-elongated days, summer school;
 Have 1/2 day K for 1st semester, and the full K; extra bus run at noon;
 Do late day bus run for students retained to meet needs for standards
 Each school has a lunchroom – getting a bear hug on costs

24. Does the district provide any special or additional services to your school due its size?

Librarian, PE, Music, Spec SVC – SPED and Speech, tend to be shared

24. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?

Have limited access to HS student aides and occasionally to teaching staff; makes a noticeable impact

24. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?

N/A

24. What do you see as the biggest advantages to students who attend this school?

Includes access to HS students and staff;
Small size = STR
Not bussed to another community
Students/parents/school are a community/tight family

24. How well do the students leaving this school do at the next level of schooling? How do you know?

Go to Deaver for middle school; incremental learning has taken place, but the at-risk element still exists

24. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

N/A

24. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes; monitor and adjust

12. In your opinion is this a good place for child to attend school? Why?

Absolutely - Community

13. In your opinion is this a good place to teach? Why?

Excellent staff – passion to be here
Students are pleased to be here
Staff is pleased to be here

Passion!

24. **How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Turnover is low

24. **How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?**

1 for 4th grade; had good pool to draw from
Pool was Lovell to Cody, and mixed from new graduates to experienced

24. **How many teachers did you hire last year? What are their names? From where did you hire them?**

.5 FTE Title – new position

24. **Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?**

Yes – on demand only; need to followup on Form 7

24. **What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?**

Demographics – parent/family – Pre-School – Early childhood development

24. ***For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?**

SALSA program will be utilized; possible Spanish Club ; extent may be limited to minimum;

Commentary – when is enough, enough; cost is an issue, but so is time;

24. ***For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?**

Have Spaulding trained teacher;
Spaulding may be used; guided reading;
Need training and help; district will get \$25,000 which may be reasonably adequate

24. **Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so,**

please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Spaulding I & II

Traits

Seven Habits

Time to Teach

10 prof dev days; 4 day school week this year; weeks 1&3 (REC days); week 2 is 5 day student week; week 4 is “inservice”

24. Does your school receive any federal funding? For which programs? How much?

Title I – only school wide K-5 in district; \$40,000+

Others are smatterings

24. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Must recognize economy of scale

Full day kindergarten – impact of last year’s move to one semester of full K had paid high dividends;

Early childhood development points re-emphasized

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

There are technically two libraries, and an “office” for the part time principal; shared lunchroom and apparent shared HVAC; Kevin later advises that it would likely be one school



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

6-8

Is this school accredited? When?

Last year – WDE

NCA

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM

Total\$_____

Other adjustments generated by this school

EDY \$_____per ADM Total\$_____

LEP \$_____per ADM Total\$_____

Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Big Horn 1

School Rocky Mountain Middle

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Karma Sanders, Principal

Date of site visit 9/12/01

24. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?

4 buildings or segments thereof
Lovell is 15 miles
Burlington is 50 miles
Older facility; likely less efficient; disjointed/dislocation of buildings issue

24. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?

Karma is FTE Principal, and in her first year in the district

24. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)

staff sharing – art teacher split with Byron
technology infrastructure – Internet is good; no compressed video
some small classes, particularly those opposite band and choir

24. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs	rates up; utilization stable		
b. Transportation costs	gas prices up		
c. Student activities			
d. School lunchroom costs	breakfast program – not highly utilized-	closed campus	

24. Does the district provide any special or additional services to your school due its size?

The district has added a third counselor with much devoted time at MS; strongly linked to at-risk population (which is somewhat driven by Byron population)

24. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?

Using Kansas as a benchmark:
Extra curricular activities – number and type
Instructional subject limitations – foreign language
Breadth of talent in staff
Incredible facilities

24. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?

N/A

24. What do you see as the biggest advantages to students who attend this school?

Discipline is better
Strong relationships between kids/adults and teacher
Closer knit community sense

24. How well do the students leaving this school do at the next level of schooling? How do you know?

N/A too new to know

24. *For high schools only* What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

N/A

24. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes – limited to Karma’s newness

24. In your opinion is this a good place for child to attend school? Why?

Yes – see #8
Personal experience with small schools

24. In your opinion is this a good place to teach? Why?

Yes – see #*
Collegial support – both adults and students

24. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Low turnover historically

24. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 Art instructor; replacement; hired from local area, and had some experience

24. How many teachers did you hire last year? What are their names? From where did you hire them?

1 SPED

24. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

Yes – review annually for possible activation
Had 3-4 about 2 years ago

24. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Too new to be certain:
Small population leads to limited staff size and opportunities to meet standards with staff; breadth and depth; time of offering

24. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?

N/A

24. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?

N/A

24. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Ad team and Theresa Staub are designing
Newly adopted approach

22. Does your school receive any federal funding? For which programs? How much?

Title I; 1 FTE teacher

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Overall it works for the total \$ package

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

1 school



Small School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$ _____
Small district adjustment \$ _____
Transportation \$ _____
Student Activities \$ _____
Utilities \$ _____
EDY \$ _____
LES \$ _____
Food Services \$ _____
See WDE 100

Interview Questions for Administrator at Small District Office

District Big Horn 1

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Supt Kevin Mitchell, Business Manager Kathy May

Date of site visit 9/13/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

See both Form 4's

1. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

Multiple population centers and facilities and resultant impact on staffing

1. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

We have multiple, but not necessarily remote schools

- 1. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs rates up; utilization up due to days/years and possible a/c			
b. Transportation costs fuel up; no new routes, but some are run twice			
c. Student activities – FB travel up; some increases to “keep kids busy”			
d. Food services – expect subsidy to stay flat except for labor inflation; believe they are as consolidated as serving centers can get			

- 1. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

Money goes with identified needs; no formal tracking yet

- 1. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

Class breadth offering at MS and HS

- 1. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 1. Which schools in your district are accredited? When?**

WDE – last year
NCA - yes

- 1. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

Too new as Superintendent to provide details

- 1. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Attract – problem
Retention – no problem
Recently increased base aimed at recruiting new teachers
Specialty areas – SPED, Art, music, HS topics

- 1. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

8 teachers, and 1 administrator;
Mix of local versus outside, and experience

- 1. How many teachers did you hire last year? What are their names? From where did you hire them?**

8

- 1. How many teachers left this district last year? For what reasons? How do you know?**

8

- 1. How many teachers left this district two years ago? For what reasons? How do you know?**

8

- 1. Do you offer teachers an opportunity for early retirement? Why?**

Yes – see MS form 4

- 1. Looking at Form 6, please describe the duties of each central office employee.**

- 1. Does this district have a written professional development plan for teachers? (If so, please attach.)**

See MS Form 4

- 1. If the state were to adopt the following definition of school, what would be the effect on this district?**

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Of schools visited, Byron would likely be impacted

**Big Horn County School District #2
Lovell High School
SITE VISIT SUMMARY**

In any event, this visitation went smoothly. Alice is always cordial and helpful. She gave me some info that pertained to the HS, and I validated it on my HS visitation. The simple realities of life are that Lovell is almost a textbook case study – three separate campuses that cover elem., middle, and high schools. The district is little more than the town of Lovell as BH#1 covers the towns to the west – Cowley and Byron, Greybull is not very far south, and there are no population centers east and north east. The district runs 6 bus routes in total. Lovell has a good sense of community I would conjecture, however, there is also a population that does not fit these definitions. While agriculture is a big influence, many townsfolk work at one of the three area bentonite plants, the gypsum plant, or the sugar beet plant. Free & reduced stats are at least at state averages, it appears, but not high enough to trigger EDY funds. No mention of consequence related to LEP, and no funds are generated. Teaching staff attraction can be difficult in the specialty areas, but retention is not normally a considered problem, and when it is it seems to be in the specialty areas. Based on comments, many staff seem to have historic ties to the community, so that also aids when recruiting. The district has commenced some flexibility – like moving expenses – when recruiting specialty positions.

I met with Ralph Winland, HS principal. His comments are on the interview sheet, and not particularly unique. I was a little surprised/disappointed in lack of good grips on tracking graduates and use of “outside the box” alternative course delivery. They had their state accreditation a few years ago, but don’t show high concern to be collecting good SIP data and needs. Enrollment size and student demands seem to be a comfortable operating zone for this 235 student school. Facility is 1960’s vintage, but by every appearance is in good repair.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

9-12

Is this school accredited? When?

WDE – Spring 1998
NCA

What are the WY CAS scores for this school for the past 3 years?

	<u>00-01</u>	<u>99-00</u>	<u>98-99</u>
Reading	253		
Math	259		
Writing	248		

Dollar amount of small school adjustment generated by this school \$_____per ADM
Total\$_____

Other adjustments generated by this school

EDY \$_____per ADM	Total\$_____
LEP \$_____per ADM	Total\$_____
Other \$_____	Total\$_____

Interview Questions for Administrator at Small Schools

District Big Horn 2 - Lovell

School Lovell High School

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Ralph Winland, Principal

Date of site visit 9/13/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Stand alone – gym and swimming complex are on same campus; voc-ed areas too small for safety; would like to move auto shop out and expand wood into current auto area; need more SPED room due to increased load (2 blind students; 1 profoundly impaired student); recently expanded science, art , and computer lab;

- 1. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

1 FTE principal- also is AD

- 1. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Expansions and remodels always seem to have to be done in phases;
a number of low enrollment classes

- 1. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs	SEE DISTRICT COMMENTS		
c. Student activities			
d. School lunchroom costs			

- 1. Does the district provide any special or additional services to your school due its size?**

No

- 1. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Have one regular ed aide – has 1/2 credit/yr. Standards remediation class; but this is only regular ed aide in building; we need more capacity to deal with at risk students (i.e. 504); considers this a district wide problem

- 1. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Powell – concurrent enrollment option; limited usage, but available;

WEN is a disappointment; calculus instructor problem example; WEN is attempting to offer schedules that accommodate period/block/and immersion type schedules

1. What do you see as the biggest advantages to students who attend this school?

Small size; good breadth of class offerings; community wrap-around

1. How well do the students leaving this school do at the next level of schooling? How do you know?

UW gets 10% - believes they do well

Powell gets 10% - believes they do well

50% go quickly to local world of work – bentonite and gypsum plants, GK Construction/Trucking

1. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

Stats not readily available

1. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes

1. In your opinion is this a good place for child to attend school? Why?

Yes – community and size

1. In your opinion is this a good place to teach? Why?

Yes – community and size

1. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Specialties are tough – counselors and SPED

Otherwise good experience

Caveat – aging staff will soon retire

1. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

See district form

- 1. How many teachers did you hire last year? What are their names? From where did you hire them?**

See district form

- 1. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?**

See district form

- 1. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?**

See district form

- 1. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?**

Supt advises- 1. Spanish speaking aide at elem.; 2. HS Spanish teacher will go 1 period per day to MS

- 1. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?**

N/A

- 1. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?**

- 1. Does your school receive any federal funding? For which programs? How much?**

Perkins – equipment
School to work coordinator
VI-B

- 1. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?**

Ralph - See question #6
See question #1 – facilities – particularly fine arts for both instructional and performances

Alice – Distance learning options can conflict with block schedules
Class sizes are realities – don't let it dictate course offering breadth too much
Health insurance costs need to be better recognized

More sensitive to utilities

Does not like 110% SPED & Trans deferrals

Early interventions & development – i.e. small class sizes, full day K

1. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.



Small School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$ _____
Small district adjustment \$ _____
Transportation \$ _____
Student Activities \$ _____
Utilities \$ _____
EDY \$ _____
LES \$ _____
Food Services \$ _____

Interview Questions for Administrator at Small District Office

District Big Horn 2 - Lovell

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Supt Alice Jagiello

Date of site visit 9/12/02

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

3 campuses; no remotes

1. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

HS - small classes, particularly specialized or advanced - like calculus
Elem. - small population does not allow easy size breaks - e.g. 54 kids at grade level
MS - some opportunities to share with HS, but limited; HS is block while MS is not

1. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

No

- 1. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	rates up; usage up – summer school, extended days, migrant increases		
b. Transportation costs	fuel prices up; after school tutoring; migrant issues		
c. Student activities	football distance up due to WHSAA mandates; travel and official costs up		
d. Food services	subsidy has not grown due to increased meal rates; no breakfast program, but after school snacks due to K-8 tutor program		

- 1. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

No exotic formula; only three schools in district so most money is block granted to buildings

- 1. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

Some of the HS small classes may miss the interactions present in larger classes
Breadth of HS subject offerings is limited – to lesser extent also true in MS
Lack of efficiencies in special services arena – used example of SPED class with either 1 or 3 students costing same total \$

- 1. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 8. Which schools in your district are accredited? When?**

WDE – spring 1998
NCA – high school only
MS and Elem. just going NCA

- 8. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

Alice has good general comfort level; but no stats readily available

- 8. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Retention is relatively easy

Specialty areas – HS level – i.e. SPED is both an attraction and retention issue unless candidates have community/area ties

Selected cases warrant moving expenses.

- 8. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

6 total; 2 from community w/little experience; 1 w/community ties with 2 yrs experience; 1 with experience – Principal’s spouse; 2 with experience wanting to get closer to Billings; Vacancy is HS/MS counselor; this has been a 2-year saga

- 8. How many teachers did you hire last year? What are their names? From where did you hire them?**

5 total; 4 from community w/experience; 1 with 1 yr. experience – out of state, no ties;

- 13. How many teachers left this district last year? For what reasons? How do you know?**

5 total; 2 to retire; 2 left state; 1 for a different job

- 14. How many teachers left this district two years ago? For what reasons? How do you know?**

3 or 4 retirements

- 15. Do you offer teachers an opportunity for early retirement? Why?**

No

- 16. Looking at Form 6, please describe the duties of each central office employee.**

Alice covers Transportation – 6 routes

One tech coordinator for all three buildings

One nurse covers all three buildings

SPED/Tech combo

Central maintenance

- 17. Does this district have a written professional development plan for teachers? (If so, please attach.)**

Separate document

- 18. If the state were to adopt the following definition of school, what would be the effect on this district?**

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

3 schools; HS does use elem. cafeteria

**Big Horn County School District #4
Cloud Peak Middle School
SITE VISIT SUMMARY**

My visitation today started at Manderson where I visited with Robert Nicholson, principal for Cloud Peak Middle School (6-8), which is co-located with the district's 5th grade in the same building. The building has some age, but appears well maintained. Robert was cordial and helpful, and offered to elaborate on a variety of topics.

Staffing is a major issue in this relatively low population school/district. The district makes significant efforts to share staff with the high school which is located about 14 miles away in Basin. The result is that about half of the school's staff must move between the two schools every day, resulting in one period per day lost for each staff person involved. Robert stated that block scheduling has been considered, but is not practical in this district. Robert is very proud of the fact that this school is about to receive an award for the state's highest three year average 8th grade WYCAS scores in Writing and Math. My investigation suggests that this district has limited access to professional development programming due to staff movement, 177 student day school year, and coaching involvement of so many staff.

Forms review and comments:

- 1 – I did not have EDY or LEP numbers to complete this form; I did review the district's WDE 100 for 2000-2001 SY, and verified that they had not claimed eligibility for either funding at any of the district's schools. Note that 5th grade rose from 23.3 kids last year to 41 this year; this was not a great surprise as they had 39 kids in 4th grade last year; yet this is an extraordinarily large class;
- 2a – they completed this form as of second period; the snapshot is usable, but the best look comes from a review of the class schedule; one quickly sees how they swap/share a lot of staff with Riverside High in Basin, and even get a period of Science from a 5th grade teacher by running in help for elementary specials of music, art, PE, etc;
- 3 – this is a faxed list I received after the visit; it seems to list all building employees except the two 5th grade teachers;
- 4 – pretty much as noted; I am not certain after all is said and done that Robert spends 2/3 of his time in Manderson, but that should not skew our conclusions; attention is called to the fact that Tensleep is now sharing a middle school football program with this school; also that they have recently started running an "extra" activity bus route at night to get kids home from activities; Robert made it very clear that he has high WYCAS scores, and that he believes this school has "pushed" Riverside High to new heights in raising its offerings and expectations due to well educated kids moving in from this school; as relates to staff, attracting is a problem in specialty areas, but

retention is relatively easy as most folks who come are also looking for the lifestyle; part time help is very hard to come by; the professional development plan is attached; note the attached bell schedule which shortens the Friday periods to offer an hour and a half for staff development; note the attached staff development calendar, also; Robert says with the activity commitments, it is very difficult to get extended opportunities to do school wide or district wide training; the attached district calendar also bears this out;

5 – I did not generate

We did not discuss the EDY questionnaire as this district receives no EDY or LES funding, and we had little time left.

I then went to the district office in Basin to meet with the new superintendent, Bruce Hanna. Very quickly, Mr. Hanna made it clear that he likewise had an agenda. First was a bit of berating of the MAP notification and lead time about the visitation. Specifically, he was annoyed that he did not get a notice call until last Wednesday, and even then that no mention was made about forms completion until later Friday when he received the fax package. He made it clear that he was not inclined to use his weekend to do “MAP’ bidding”. He then informed me that he wanted a copy of the question sheet to furnish to “small school” legal counsel. I indicated that we preferred to ask the questions in an environment that gave us more spontaneous answers than a rehearsed response. He was very insistent and asked me to call MAP. I called Jim Smith, and Jim’s response was so close to mine that it probably sounded rehearsed. In any event, I had Jim talk to Bruce, and Jim told him he could take notes during the interview. That happened, on an almost verbatim basis. After talking with Jim, Bruce, in my presence, called Tim Kirven to advise him of the situation. Tim promptly sent him a fax, and apparently urged him to take copious notes, and also asked where I was headed next. My response was that “I would be in the Basin area this week.” A number of times during the interview, Bruce dropped back to saying that he would have had better responses if we had given him the courtesy of more lead time. We were interrupted for a time, and we both made sustained efforts to be more cordial. Bruce had a tendency to make a lot of comparisons to Oregon, and his strong commitment to process (presumably as compared to objective). He was somewhat critical of state (most particularly WDE and MAP) control, etc. in the education process. I acknowledged to him that I did believe that the price the education community paid for lawsuits and dramatically improved funding was selling their local control, and which they seemed more than happy to do at the time. I urged him to pause to evaluate some of the history before he draws too many more conclusions.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

Grades 5, and 6-8

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading Bob wants us to know that BH4 has the states best 8th grade 3-year average in Writing & Math

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____
See WDE 100

Other adjustments generated by this school
EDY \$ _____ per ADM Total\$ _____
LEP \$ _____ per ADM Total\$ _____
Other \$ _____ Total\$ _____

Interview Questions for Administrator at Small Schools

District Big Horn #4

School Cloud Peak Middle School

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Robert Nicholson, Principal

Date of site visit 9/10/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

District headquarters is in Basin – about 12 miles away
Hyattville – 20+ miles; 6 students K-4
Basin K-4, 9-12

- 1. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Nicholson is 65% in Manderson, and 35% in Basin K-4;

- 1. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Staffing & availability – splits art and choral with Basin K-4; has a number of split staff with HS in Basin;
5th grade moves for PE, Art, music, and tech lab;
Typical class is 15-17 students
40/60 SPED sharing with Greybull;
Sensitivity point may be with FTE principal at 9-12 and FTE counselor at 9-12

- 1. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs tech usage up			
b. Transportation costs nightly activity bus			
c. Student activities MS shares Football with Tensleep			
d. School lunchroom costs			

- 1. Does the district provide any special or additional services to your school due its size?**

No – all schools are small

- 1. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

No – all schools are small

- 1. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Not at MS

- 1. What do you see as the biggest advantages to students who attend this school?**

All teachers know students and family personally; recognize strengths and weaknesses;

- 1. How well do the students leaving this school do at the next level of schooling? How do you know?**

1% dropout rate at HS

WyCAS, level of instruction at MS, and proficiency has led to HS raising its offerings and expectations

- 1. *For high schools only* What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

- 1. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes, but breadth and depth of offerings get compromised

- 1. In your opinion is this a good place for child to attend school? Why?**

Same as 8

Socialization

Opportunity to participate in many activities and programs

- 1. In your opinion is this a good place to teach? Why?**

Excellent –

Good principal

Caring environment

Harmonious environment due to staff closeness

Can readily see students grow

Able to rely on each other

- 1. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Hard to attract – location, commerce, vibrancy; specialties of SPED art and music; salaries not particularly competitive;

Retention – appeals to folks concerned with quality of life; camaraderie is good as is caring attitude

- 1. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?**

2 – Burton – instrumental – Kansas
Shafner – PE – Rawlins

Part time is extremely tough to hire

- 1. How many teachers did you hire last year? What are their names? From where did you hire them?**

Average 1/yr

- 1. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?**

No

- 1. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?**

See elsewhere

- 1. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?**

- 1. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?**

- 1. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?**

Keyed back to S-I-P

- 1. Does your school receive any federal funding? For which programs? How much?**

Mostly SPED related; so nominal as to be inconsequential

1. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

1. Statewide salary schedules and benefit packages
2. Must have more staff to meet state standards; adequate staffing so all kids have equal opportunity
3. Unfunded mandates matters

1. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Manderson 5-8 would be one school



Small School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Small district adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	_____

See WDE 100

Interview Questions for Administrator at Small District Office

District Big Horn 4

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Supt Bruce Hanna

Date of site visit 9-10-01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

Basin K-4, 9-12
Manderson 5-8 14 miles
Hyattville K-4; 34 miles from Basin, 20 miles from Manderson

1. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

Teacher to student ratio is lower

- 1. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?**

Teacher/student ratio; Hyattville teacher \$/ADM is high.

- 1. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

Moderate upward pressure likely due to rates and utilization

- 1. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

Too new to answer at this time

- 1. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

Yes – limited resources; SPED- Title I; Community police and juvenile services, federal funds, better socio economics dynamics, and with (more professional/college) parents who have the capacity to create foundations, better access to corporate linkage for such things as tech (used Intel example)

- 1. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 1. Which schools in your district are accredited? When?**

All WDE
All NCA (not sure about Hyattville)

- 1. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

Very Well; community feedback – welding, home construction, etc trades; unsure as to the existence of formal surveys addressing this topic

- 1. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Two good candidates in a pool would be a luxury;

The ECA went into salaries; plans further work non schedules, go to job fairs, create more positive community image of teachers as professional, create more positive environment in which to teach;

Retention – specialty people are the most vulnerable area;

- 1. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

4 new, all experienced, some in state

No vacancies

- 1. How many teachers did you hire last year? What are their names? From where did you hire them?**

4 in- typical year

- 1. How many teachers left this district last year? For what reasons? How do you know?**

4; unknown

- 1. How many teachers left this district two years ago? For what reasons? How do you know?**

4

- 1. Do you offer teachers an opportunity for early retirement? Why?**

No

- 1. Looking at Form 6, please describe the duties of each central office employee.**

- 1. Does this district have a written professional development plan for teachers? (If so, please attach.)**

Incorporated in evaluation process for individuals;
What currently exists is undergoing evaluation

1. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Manderson – 1 schools

Hyattville – too small

Basin – no change

**Carbon County School District #2
Saratoga Middle School
SITE VISIT SUMMARY**

We spent the morning at Saratoga Middle School with principal, Dave Rangitsch. Dave is working with a principal intern – Scott Schiller, from the Encampment K-12 school. Scott joined us for part of the interview, and we picked up some responses from him, as well.

The Middle school is about 200-300 yards from the elementary school, and Dave is principal in both schools. He has about 86 kids in the MS right now, down from 96 last year. This is a trend continuation in this town. Comments over the years about Saratoga tend to indicate that affordable housing for middle class is not readily available. The affluent population is typically empty nester. Many would characterize Saratoga as more of a playground for the rich, than a working class community.

The school is in moderate repair, but clearly not a showcase. Dave believes they offer the basic basket, but is quite concerned about enrichments and even electives. The enrollment is such that it tough to generate/plan discretionary dollars for major expenditures like a smart board. Textbooks are just becoming consistent district wide, and Dave estimates that they are on about a 7-year replacement cycle. Because they are not part of the high school, this school only has a 56k connection, and Dave believes this is an obstacle to using the Internet, and the WEN. Given the multiple attendance centers in the district, Dave believes that the WEN, or similar, could hold out a solution for better course offerings.

We then met in the late morning with Garry Goergen, Business Manager, and shared lunch with Rene, Garry, and Kyle Walker, the new Superintendent. Their last Superintendent stayed two years, and it appears that Kyle has arrived in time to repair damage. Kyle is a veteran teacher, with some administrative experience, and his positive influence is easily noted.

The multiple attendance centers are a real challenge for the district. For the most part they experience declining enrollment, and in the one area – Hanna – that is not declining, they have significant at-risk issues. As an example, Hanna is showing indications of becoming a bedroom community for newly hired guards at the state prison in nearby Rawlins.

Breadth of offerings is a major concern for Kyle. He expects some help through WEN, but he is also looking at other alternatives to deliver instruction. Right now he has .5FTE in the district for foreign language. This is both a budget and recruiting issue. The district has a base salary of \$22,400 for step 1 hiring. They hired 10-12 new teachers this year, but had 18-19 departures last spring. This was a typical hiring year. They are accumulating some cash reserves to cover their expected problems as enrollment continues to drop, yet the opportunity to reduce staff is not always present.

Kyle is new to the superintendent ranks. He says he reads a real concern amongst his peers that MAP is focusing on devising a system to re-distribute the same dollars, not one of

addressing education adequacy. I acknowledged that the Legislature is faced with balancing the fiscal needs of the state, but I was not seeing that translated into a directive to MAP that it was their job to hold the line

We did spend a fair amount of time discussing methodologies to fund small schools. Both Garry and Kyle talked about minimum staffing needs at small schools, but I did not necessarily observe a good connection on use of multiple prototypical models.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

6-8

Is this school accredited? When?

WDE – last year

No NCA

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM

Total\$_____

Other adjustments generated by this school

EDY \$_____per ADM Total\$_____

LEP \$_____per ADM Total\$_____

Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Carbon 2

School Saratoga Middle School

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed David Rangitsch, Principal

Date of site visit 10/11/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

MS & elementary are somewhat contiguous – about 300 yards separating
Encampment is 18 miles away and is K-12;
Hanna is 44 miles away and is K-12

- 1. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

50% at 90 ADM Middle School; and
50% at 134 ADE Elementary school

- 1. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Enrichment and remediation delivery are a challenge; must use existing staff;
STR 9:1
Both Elementary and MS busses – 20 miles one way north, and 30 miles one way south

- 1. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs – historic summer school; after school tutoring;			
b. Transportation costs – extra runs due to after school issues;			
c. Student activities – flat offerings			
d. School lunchroom costs - no impacts yet			

- 1. Does the district provide any special or additional services to your school due its size?**

District is consistent

- 1. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Foreign Language offerings;
Enrichment offerings;
Texts are now consistent district wide; on about a 7 year replacement cycle;
Smart Board at \$3500 would be a big deal
56K Internet line is very limiting; in other districts, many MS are part of HS, which has a T-1 hookup;

- 1. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

PLATO capability – may be Internet based
Little WEN utilization at MS; may be higher at HS

- 1. What do you see as the biggest advantages to students who attend this school?**

Personal relationships with staff
STR
Enrichment program @ MS includes connections with community history, newspaper, etc

- 1. How well do the students leaving this school do at the next level of schooling? How do you know?**

All kids go to Saratoga HS;
Comfortable that we are moving good students;

- 1. *For high schools only* What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

N/A

- 1. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes; will get better in future;

- 12 In your opinion is this a good place for child to attend school? Why?**

See #8
Yes: qualified staff willing to make efforts for kids to be successful

- 8. In your opinion is this a good place to teach? Why?**

Yes
Open – can disagree professionally; no one falls through the cracks

- 8. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Recruiting at MS – little turnover so not a big problem;
Retaining – so little turnover says it

- 8. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?**

Essentially zero due to cut positions

- 8. How many teachers did you hire last year? What are their names? From where did you hire them?**

Same as #15

- 8. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?**

No

- 8. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?**

Not having a correctives person/program; must get by with existing resources;
Newness of standards is a front-end impact

- 8. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?**

SALSA for elementary;
Comfortable, yet student time impact could be an issue

- 8. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?**

- 8. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?**

- 8. Does your school receive any federal funding? For which programs? How much?**

Inconsequential

- 8. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?**

Reduce sensitivity to ADM at lower enrollments
Need fixed base/core for staffing
Better fund for WEN

8. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Elem= 1 school

MS = 1 school



Small School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$ _____
Small district adjustment \$ _____
Transportation \$ _____
Student Activities \$ _____
Utilities \$ _____
EDY \$ _____
LES \$ _____
Food Services \$ _____
See WDE 100

Interview Questions for Administrator at Small District Office

District Carbon 2

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Kyle Walker, Supt
Garry Goergen, Business manager

Date of site visit 10/11/01

- 1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

See #4
Medicine Bow K-6; 64 miles;
Elk Mountain Elementary K-6; 45 miles;
Demographics – Hanna has higher at-risk, EDY, mobility, and LEP concentrations
Hanna is a bedroom community to Rawlins – state prison workers

Shared administrators and support services amongst remote locations

- 1. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

Multiple attendance centers cause small STR

Early analysis of WEN offers some hope; scheduling issues at 3 high schools, transportation, instructional value of offering, breadth of secondary offerings;
Communities are different; facilities are different (Encampment is K-12, while Hanna is in two buildings, etc);
Small populations – spread staff, custodial, transportation

1. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

Hanna – transportation; food;
Encampment – food;
Transportation for moving specialists;

1. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

1. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?

Use block grant, needs assessments, and then balance distributions

1. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?

Definitely:

- 1. No stage production opportunities;
- 1. AP courses cannot be delivered on site;
- 1. Breadth of offerings; can barely cover basic needs;
- 1. No full K; no GT; no swimming pool; no Reading Recovery;

1. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes

In a few years, major adjustments will be required to meet new standards
One Foreign Language teacher in entire district – spends less than .5 FTE

1. Which schools in your district are accredited? When?

No NCA
WDE – last year

1. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?

1. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

Recruit – Hanna is tough; no teacherages;
Expensive housing in Saratoga;

1. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

Foreign Language vacancy;
14-15 new hires;
New base is \$22,400

1. How many teachers did you hire last year? What are their names? From where did you hire them?

10-12

1. How many teachers left this district last year? For what reasons? How do you know?

18-19

1. How many teachers left this district two years ago? For what reasons? How do you know?

Same

1. Do you offer teachers an opportunity for early retirement? Why?

No -

1. Looking at Form 6, please describe the duties of each central office employee.

1. Does this district have a written professional development plan for teachers? (If so, please attach.)

1. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Commentary:

GG- MAP does not address well the Cash reserves cap at 15%, and also the need to accumulate and have reserves

GG- MAP should be able to offer better options for SSA and SDA based on national surveys; listen to Tyler Bowles

Kyle – Superintendents say, as a group, that MAP is trying to devise a system of dollar redistribution; not one of education adequacy;

GG – Basket is set so low as to accommodate poor districts, versus richer districts that can offer 13 history courses

**Fremont County School District #1
South Elementary
SITE VISIT SUMMARY**

Our school was South Elementary. We quickly ascertained and verified that it was currently neither a small school – it has an enrollment of 292 in a K-6 setting (adjusts to 242 in the K-5 range) – nor an EDY/LEP qualified school. We proceeded to do a slightly modified survey to have data later if we needed it, but also took full advantage of the fact that the new principal had just arrived from the Arapahoe district. He is a solid, experienced administrator, so we took the opportunity to learn when we could. He had some good comments on small schools, standards and assessments, etc. He was not anti anything, but was articulate in pointing out the manpower intensity that goes with doing a good job, etc.

We then met the new Superintendent, and had a fairly brief meeting with him as he only has one active small school – Jeffery City with 8 K-4 students. His district had another small school in Hudson, but all kids are currently bussed 10+ miles to Lander each day while the old school is being replaced/remodeled. We picked up some items of general interest, but we answered more questions than anything. He is new to Wyoming, and wanted some insights into the funding models, and financial management. We also spent some time with their curriculum and assessment person to hear his concerns about the manpower intensity it takes to do a good job. He was extremely supportive of the state initiatives, the already evident student outcomes improvement, and the long-term expectations.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-6

Is this school accredited? When?

NCA
WDE due in a couple of years

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ per ADM
Total\$

Other adjustments generated by this school
EDY \$ per ADM Total\$
LEP \$ per ADM Total\$
Other \$ Total\$

Interview Questions for Administrator at Small Schools

District Fremont 1

School South Elementary

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Ken Nielsen

Date of site visit 9/25/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

3 elementary schools in town; all have full K
This school is in 30% range for free & reduced
291 enrollment
Open enrollment policy in district
South is oldest facility – neighborhood is transitional, both up and down;
There is now a conscious effort to balance demographics among all schools;
One JHS and one HS in Lander

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

1 FTE Principal
1 FTE Secretary
1 FTE school health secy also assists with office functions

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Situation is consistent with other two elementary schools

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	lots of dynamics;	Project Haven Grant;	Light On grant; technology upgrades;
	extended days and years;	fairly aggressive at risk behavior	programs that involve community, etc
b. Transportation costs			
c. Student activities			
d. School lunchroom costs	breakfast, lunch, snacks are offered		

- 5. Does the district provide any special or additional services to your school due its size?**

N/A

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

N/A

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

N/A

- 8. What do you see as the biggest advantages to students who attend this school?**

Perception that higher test scores translate into better environment; (Fact – it is somewhat artificial)

Good parental support – fair number of professionals in neighborhood

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Too new on job

- 10. *For high schools only* What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

N/A

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 12. In your opinion is this a good place for child to attend school? Why?**

Definitely

District is committed to improvement & success

Parental involvement

Testing results

- 13. In your opinion is this a good place to teach? Why?**

Staff is community in and of itself; collegiality

Need to work on better community in this building – due to separate wings for K-3, and 4-6, etc

Generally, a content group

- 14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Very competitive pools are available in Lander

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 forced transfer; .5 art; mostly a balancing act in the district

16. How many teachers did you hire last year? What are their names? From where did you hire them?

2-3 new to district; 2 transfers from Hudson

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

?

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

Salsa

Kindergarten teachers going for training this year

Next year, 1st grade teachers will train

Anticipate meeting 6th grade standard by grade 3

Price of time needed to implement this requirement is yet to be determined

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

John Metcalf – district curriculum coordinator – using “state Plan”

Reading recovery – 1 FTE per school; IRP

District using consultants to do at risk analysis; North is piloting the essence of an every student IEP

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

22. Does your school receive any federal funding? For which programs? How much?

\$77,673 Title I

West and North are school wide Title I and receive about \$100,000 each

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Not discussed w/Ken, but would be one school



Large School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$
Transportation \$
Student Activities \$
Utilities \$
EDY \$
LES \$
Food Services \$

Interview Questions for Administrator at Small District Office

District Fremont 1

Name of MAP researcher conducting interview Ehlers, LaBare (LSO)

Name(s) and titles of person(s) interviewed Supt Bill Hakanson

Date of site visit 9/25/01

1. Describe the district. How many schools? How many are small? How far from the district office? Other unique characteristics.

Bill is brand new to Lander, and had few details for our questions. He asked a number of finance questions of us

2. It tends to cost more per pupil to educate a child in a small school than in a larger school. What are the characteristics of the small schools in this district that tend to cost more per child than larger schools? (Ask for specific cost examples.)

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

Table with 4 columns: Cost Category, 00-01, 99-00, Change?. Rows include Utility costs, Transportation costs, and Student activities.

d. Food services

5. **Your school district generates \$_____ from the small school adjustment, \$_____ from the food services adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**
6. **Do you treat small schools in ways different from other schools in the budgeting process? If so, how?**
7. **How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Current base is \$23,950

8. **How many teachers did you hire this year? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

9

9. **How many teachers left this district last year? For what reasons? How do you know?**

9

10. **Does this district offer teachers an opportunity for early retirement? Why?**

Yes?

11. **Does this district have a written professional development plan for teachers? (If so, please attach.)**

12. **If the state were to adopt the following definition of school, what would be the effect on this district?**

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

John Metcalf joined us – discussed dynamics of assessments and accountability measures, and related staffing impacts. Wanted to impress on us that volume of students was very secondary in this effort, that quality of administrative staff was the key.

**Fremont County School District #2
Dubois High School
SITE VISIT SUMMARY**

This is the district that serves the town and area of Dubois.

The school visitation was Dubois High School, a 9-12 setting for about 100 students. Perhaps a quarter mile away is the K-8 facility. The school uses a modified block schedule (3-90 minute periods rotating, and two 45-minute periods).

There are no other schools and distances are 65 miles to Pavillion, and 88 miles to Jackson. Dubois is in a valley, so the 5 bus routes generally go 15 miles to the east, and 12 miles to the west.

Ernie Mecca, the principal is also the 7-12 AD, and coaches FB, BB, and Track. Typical grade level sizes are 20+; currently both grades 9 & 12 are about 30 kids. Ernie stresses that class sizes are issues – easy and tough – but that geographic issues are really major. Travel is required for almost everything, be it staff development and continuing education, or student activities and access to educational opportunities. Ernie is sort of a second career educator, and expresses some non-traditional thoughts. Dubois is part of “Star Schools” which is a county-based BOCES program. He has 9 seniors taking English 1010 through Star schools, along with kids in Riverton, Lander and Shoshoni. He believes there is a possibility a Navy ROTC program could be offered. Ernie would be a strong advocate for statewide scheduling times to expand the opportunities for distance learning. He currently has no classes on the WEN, citing scheduling issues. Concurrent enrollment for dual credits is an emerging possibility, offered locally.

Both Ernie and Lon Streib, Supt, use phrases like “each department is a one man band” to describe their staffing. Ernie offers the example of the dilemma of a single session of the freshman math class, dealing with three different student levels in the one section because they are not able to offer more (total) math sections with the current staff.

Due to time constraints, items 9-13 were not covered with Ernie.

In regards to staff recruiting and retention, Ernie says they have virtually ceased the traditional job fair, etc approaches, and have concentrated on developing contact networks targeting applicants and sources who either know or want this particular area or school. Lon would add that they use teachersteachers.com as a source, and they work hard to find employment for spouses when they hire couples (Game & Fish, and Forest Service play a role, too). Both Ernie and Lon commented that the remoteness of Dubois is not conducive to most singles. Ernie says retention is somewhat affected by the ever presence of burnout, multiple preps, and multiple hats to wear. The small staff sizes also mean that teachers are the grant writers for the district, trying to compete against the larger districts who have “full time” grant writers.

Ernie offers the following on funding:

1. per pupil driver is illogical at this size school (he is at minimum staff, and loss of three students cannot affect staffing)
2. suggests state adopt a two year budgeting cycle (too much energy at cost of student achievement focuses)
3. statewide salary schedule – level playing field
4. distance education costs need to be absorbed at state level;

Ernie also cited the new Wyoming Contractors Association Institute, and the absence of a Job Corp program as areas of potential.

Lon Streib is the district superintendent, and offices in a wing of the High School. In addition to issues already covered with Ernie, he stressed the lack of access to a good substitute pool. Lon believes that Dubois graduates do well with post secondary schooling, but had no facts readily available. We covered a lot of ground with Lon, but most of it is noted elsewhere.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

9-12

Is this school accredited? When?

WDE 1998

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM
Total\$_____

Other adjustments generated by this school

EDY \$_____per ADM Total\$_____

LEP \$_____per ADM Total\$_____

Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Fremont 2

School Dubois HS

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Ernie Mecca, Principal

Date of site visit 9/20/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

9-12 plus district offices in this building;

K-8 is about 1/2 mile away

Pavillion K-12 is 65 miles; Crowheart K-6 is 20+ miles towards Pavillion

Jackson K-12 is 88 miles

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Ernie is the 9-12 Principal, the 7-12 AD, and the FB, BB, and track coach

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Currently dealing with 2 bubbles – grades 9 & 12 are about 30 kids versus a norm of 20+
STR is low

Travel – staff development, teacher and student access to continuing education, activity travel; geographically isolated

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs fixed cost			
b. Transportation costs			
c. Student activities define parameters and make fixed			
d. School lunchroom costs			

21st Century grant – “Lights On” – if it happens will open doors at night and on weekends

- 5. Does the district provide any special or additional services to your school due its size?**

No

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

FACS is a .25 FTE issue – both staffing and certification issues are involved

Math – three different freshmen levels are in one class-

All departments are one person deep

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

9 seniors are taking English 1010 through Star Schools – includes Riverton, Shoshone, and Lander as well

Could evolve to Navy ROTC; Star Grant (BOCES) is running out;

Ernie would be an advocate for statewide time scheduling

WEN = 0 = scheduling issues

Concurrent on-site is an emerging objective

- 8. What do you see as the biggest advantages to students who attend this school?**

No unknowns – people wise

Staff are accessible – relationship building

Consistency of instruction – double edge sword dimension, as well

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

- 12. In your opinion is this a good place for child to attend school? Why?**

- 13. In your opinion is this a good place to teach? Why?**

- 14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Burnout issue – multiple preps, multiple hats, etc

Have quit going to job fairs – can't compete -

Developing contact network to find possible applicants who either know or want area and school

- 15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?**

SPED – 1 applicant

Math – 1 applicant

Spanish – 1 applicant

Music

.25 FACS

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1 moved to Arizona
1 to USFS – burnout
1 Family issue
1 to higher ed

2 years ago – lost two in one family

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

No

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Multiple need levels in same class – due to grade class size
Multiple preps and duties

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

N/A

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

N/A

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Line item budget exists; no plan exists;
Situational does exist – i.e. standards philosophy and application; most often import presentation
ASCD will come in and present on “teaching within the block”

22. Does your school receive any federal funding? For which programs? How much?

Consolidated grant monies

Teachers must write grants

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

1. per pupil driver is illogical at this size school
2. two year budgeting cycles – too much energy at cost of student achievement
3. statewide salary schedule – level playing field
4. Distance education costs need to be absorbed at state level, not district

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Would remain one school



Small School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Small district adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	_____

Interview Questions for Administrator at Small District Office

District Fremont 2

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Supt Lon Streib,
Business Manager Lu Beecham

Date of site visit 9/20/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

See Form 4
5 bus routes; basically 12 miles to the west, and 15 miles to the east

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

PTR
Meeting student needs – 1 teacher per grade generally; except grade 3;
One man band – 1 program is staffed by one person

- 3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?**

No-
Accessibility to subs is a district issue

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	Rates/prices moving up; no major utilization changes		
b. Transportation costs			
c. Student activities			
d. Food services			

- 5. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

Priorities and pro-rata

- 6. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

No – as long as funding continues at current levels

- 7. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 8. Which schools in your district are accredited? When?**

No NCA
WDE – next visits in 2003

- 9. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

Counselor has more precise data -

10% go to military
15% go vocational post secondary
70% try college
5% local world of work – trades and tourism/recreation

- 10. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Find people who want to be here; tries to profile (Dubois is not a singles place; cabin fever); knows where to look (i.e. teachersteachers.com); pool review is good; easy to match profiles, and then on to interview phase.

Retention – trying to hire couples, including in conjunction with USFS and G&F; try to hire people who want to be here, and they don't leave just for money;

- 11. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

6 total – see form 4; hired a SPED at elementary level; most were experienced
No vacancies; Foreign Language and music were open for one year, earlier

- 12. How many teachers did you hire last year? What are their names? From where did you hire them?**

Not as many as this year; 10-12% is projected trend

- 13. How many teachers left this district last year? For what reasons? How do you know?**

- 14. How many teachers left this district two years ago? For what reasons? How do you know?**

- 15. Do you offer teachers an opportunity for early retirement? Why?**

No

- 16. Looking at Form 6, please describe the duties of each central office employee.**

- 17. Does this district have a written professional development plan for teachers? (If so, please attach.)**

Yes – including:

169.5 student days; 182 contract days; 10 of days are district controlled;

Reading – Early Literacy; Social Behavioral Model; 6 Traits; Boys Town; Curriculum and design and assessment;

Usually locally presented

18. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Would be 2 schools in Dubois

Changes desired: Reassurances and truthfulness from Legislature

**Fremont County School District #6
Wind River K - 12
SITE VISIT SUMMARY**

The first visit was with Merrell Nelsen, Supt on Wednesday night. Merrell had a conflict on Thursday, and so the alternative arrangement. The system is about 25% native American, and 75% Caucasian, in a mostly ag based economy. The district has made some consequential staff cuts in the last couple of years. Some observers would call it a lack of funding, most of us would call it adjusting to enrollments and keeping within budget. Merrell apparently inherited fiscal challenges upon his arrival in 2000.

Yet within these notions and constraints, the district still has a dilemma in that all administrators wear multiple hats – principal, supt., sped director, curriculum and assessment, grants, etc. This district gets about \$166,000 in annual Impact Aid, some Title monies, and some Fremont BOCES perks, but by and large, operationally it is fairly close to a typical Wyoming district of this size.

Here again we found that teacher recruiting and retention can be two different issues. Due to its size and location, once recruited and settled, staff tends to stay. The town is semi-remote, very ag based, and lacking in adult activities if you don't consider the bars. This fits well for those ag based folks who use teaching as a “second” income, and who are likely to not be moving from the farm/ranch during their teaching career. The dilemma predictably occurs when recruiting at the secondary and special services levels. Commuting from Riverton or Lander is not impractical, but carries a cost, and a constant temptation for the person to consider still teaching, but not commuting. This certainly adds fuel to the salary competitiveness issue. In Pavillion, it may make sense to pay a “remoteness” increment, but everyone should then get it.

Elementary – we met with Diana Clapp, principal. Diana is officially 50% Principal, and the rest of her time is dedicated to Accreditation, Title I, Curriculum and Assessment, and grants management. The school is 50% Free and Reduced lunch, and about 25% native American. At-risk is a big issue here. Her situation graphically demonstrates the weaknesses of trying to amortize a leader position too sensitively with enrollment. Diana is extremely supportive of the standards movement and the manner in which WDE has included small schools/districts in the process.

Middle-Sr. High school – we met with Jeff Thielbar, principal. Jeff is 100% principal. Jeff gave us some good insights into the fact that he can spread his staff some, but he is still somewhat limited in what he can do with he can do with a 7th grade of 27-33 kids when he offers classes. If it is math, he is somewhat limited in how he can group them, spread them or combine them. He sees it as both a space and a staff issues. His point being that 250 kids grades 6-12 is different than 250 kids 9-12, even though both are secondary. He compares the community values of Pavillion to Wright, where he previously taught, and without passing judgment, says the college bound expectations in Wright are not equaled by the Pavillion expectations, and that this translates into different needs in operations, at risk being one. I asked for input on SSA

adjustments, and settled for reactions. Jeff says that he strongly believes that smaller secondary schools should be rather fixed in resources, with a movement to more sensitive \$ per ADM kicking in harder at the larger school sizes.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-5

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____

Other adjustments generated by this school

EDY \$ _____ per ADM Total\$ _____

LEP \$ _____ per ADM Total\$ _____

Other \$ _____ Total\$ _____

Interview Questions for Administrator at Small Schools

District Fremont 6 - Pavillion

School Wind River Elementary

Name of MAP researcher conducting interview Ehlers, (LaBare)

Name(s) and titles of person(s) interviewed Diana Clapp, Principal

Date of site visit 9/27/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

This school is located in a separate building on the same campus as is the MS/HS

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Diana is .5 FTE Principal; she spends the other half of her time on accreditation, Consolidated Grant, Title I targeted, and Curriculum and Assessment

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Staffing - # of students per grade is not at perfect breakpoints
Facility was designed for 22 student size classrooms

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	N/A		
b. Transportation costs			
c. Student activities			
d. School lunchroom costs			

- 5. Does the district provide any special or additional services to your school due its size?**

N/A

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Staffing and certifications
Mixed pluses and minuses

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

N/A

8. What do you see as the biggest advantages to students who attend this school?

Community – teachers know you, are your neighbors, care for you
Good STR

9. How well do the students leaving this school do at the next level of schooling? How do you know?

Working on transitional opportunities – buddy system – parent orientation sessions
Intermediate grades are emphasizing independence and responsibility

10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

N/A

11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes

12. In your opinion is this a good place for child to attend school? Why?

Yes – see #8

Small size often offers opportunities for accelerated learning

13. In your opinion is this a good place to teach? Why?

Yes – demanding – wear lots of hats
Staff development opportunities
Supportive administration

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Difficult to attract – job must fit with family income needs and location objectives; particularly need folks who will invest in community;
Retention issue is diminished by family ties, etc

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

None

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1 – 5th grade –hired graduate who was a local – second career spouse

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

N/A

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Language issues –

Family values – not highly educated families; when cows are out, that is #1

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

Last year and this year – commenced anecdotal Spanish; will get more aggressive

SALSA – community volunteers; cost resource missing; time and timing – 30 minutes is going to come out of a core area

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

Reading Recovery

Use observational survey through end of second grade (3 times)

Balances with Early Literacy

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

If school year is extended – intensity must be reduced; would benefit at risk in particular

22. Does your school receive any federal funding? For which programs? How much?

Title I

Consolidated Grant

Impact Aid

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Must be able to attract the best to put with the most needy
Distance learning depends on deliverers who don't need it!!
Transportation – leave as is;
SPED – leave as is
LEP – see other notes; barriers are there
Need base size models – one size does not fit all
People do not always live here by total choice
People/employees wear too many hats

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

One school

State has done an excellent job of pulling in small school representation; building networks and bonding

5 year time comparison:

Instructional delivery improvements

Cost – access is better – state supported, grants, etc

Teacher pool – professional status is up, but energy level is down; candidate potential - down



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

6-12

Is this school accredited? When?

WDE - 2002
NCA

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM
Total\$_____

Other adjustments generated by this school
EDY \$_____per ADM Total\$_____
LEP \$_____per ADM Total\$_____
Other \$_____ Total\$_____

Interview Questions for Administrator at Small Schools

District Fremont 6

School Wind River Middle and High Schools

Name of MAP researcher conducting interview Ehlers, (LaBare)

Name(s) and titles of person(s) interviewed Jeff Theilbar, Principal

Date of site visit 9/27/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

See Elem Form 4

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Jeff is 1.0 FTE Principal
Has AD/Teacher arrangement

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Staff assignments – need multiple endorsements or part timers to deliver standards; Remote location limits part time possibilities
Use 8 period day – school wide – averages 5-6 preps per teacher

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	see Form 7		
b. Transportation costs			
c. Student activities			
d. School lunchroom costs			

- 5. Does the district provide any special or additional services to your school due its size?**

No

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Can't acquire in bulk, so not much economy

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

CWC – on & off premises – also use local staff and video/audio links
Star Schools – Spanish class and Art offered from Riverton High
Wishes state would set a standard statewide period schedule, and a teacher salary schedule

8. What do you see as the biggest advantages to students who attend this school?

Staff – know students and their families
A few classes have STR that are small, but not many

9. How well do the students leaving this school do at the next level of schooling? How do you know?

Native Americans – celebrate a HS diploma
Other 75% are middle of the pack

10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

Of “other” 60% do further schooling; split evenly to college vs vocational training
No significant follow up in place yet

11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes – expresses concern about Foreign Language issue

12. In your opinion is this a good place for child to attend school? Why?

Yes – safe; clean; experienced staff; caring
Compares to Wright – lots of similarities; major difference is community expectation and valuing of education

13. In your opinion is this a good place to teach? Why?

Yes
Congenial staff; small staff often means quick resolution to issues; see also #12; pay is competitive

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Smaller pool – fewer choices – even to final candidate
4 (20%) are on collaborations or transitionals

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

4 – SPED, Art, Sci, and MS
1 was fresh from UW; others had local ties and experience

16. How many teachers did you hire last year? What are their names? From where did you hire them?

About 3 – standard experience

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Provide certified trained staff to teach
District has 1.6 FTE nurses, so HS is uncovered 40% of time

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

N/A

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

N/A

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Very individualized – will eventually be driven by SIP

22. Does your school receive any federal funding? For which programs? How much?

Perkins - \$14,000
21st Century - \$165,000 per year ; 3 yrs K-12; Lights On;
Tutorial, field trips, enrichments

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

1. Building size – how many classrooms and staff
2. secondary 6-12 setting; takes same resources for 200 as it takes for a school of 250-300 kids

If 9-12 dropped by 20% ADM, staff could not change; yet 10 more kids would kill the current staff loads (classes are maxed out)

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.



Small School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Small district adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	_____

See WDE 100

Interview Questions for Administrator at Small District Office

District Fremont 6

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Supt Merrell Nelsen

Date of site visit 9/26/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

K-5 & 6-12 in Pavillion
K-5 Crowheart; 38 towards Dubois; 6 students, 1 Teacher, Aide/Custodian/Food Service; local/feeder bus
7 bus routes

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

class sizes are not as economical as larger districts
high number of special need students
socioeconomic factors – 75% Caucasian – 25% Native American

- 3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?**

Crowheart
Low number of students
In better days was K-8, 60+ students
Lunchroom has to operate

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			expect to have to increase routes; currently there is an activity route
c. Student activities			
d. Food services			

- 5. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

No formal allocations – all schools qualify- same with EDY
Have 21st Century Grant – after school tutoring and summer school
Had summer school last summer

- 6. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

Yes – do not have some Vo-ed offerings; breadth issue
Isolated – geographically and culturally
No gas station; do have library branch (3 days per week)
50% of students have never been to Yellowstone

- 7. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 8. Which schools in your district are accredited? When?**

WDE – coming next year
NCA – just joining

9. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?

Average – mostly based on parent and student feedback
1/3 of graduates pursue more schooling – mostly college
2/3 of graduates go to the world of work – ranches, oil/gas field service work, service industry in Riverton

Community values education, but not as the ultimate goal; they are supportive!

10. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

Extremely difficult –
Using technology, personal networking, 3 teacherages (not adequate), commuting (24 mi to Riverton, 30 mi to Lander)
Raised base \$4000

11. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

1 science; 1 art; 1 business; .3FTE MS
1 fresh graduate from UW; 2 locals experienced

12. How many teachers did you hire last year? What are their names? From where did you hire them?

1 art; 1 math; 1 music

13. How many teachers left this district last year? For what reasons? How do you know?

Reductions: .5 music; 1 FTE PE; .7 FACS; 1.0 FL/SS – (retired); 1 SPED coordinator

14. How many teachers left this district two years ago? For what reasons? How do you know?

15. Do you offer teachers an opportunity for early retirement? Why?

No

16. Looking at Form 6, please describe the duties of each central office employee.

17. Does this district have a written professional development plan for teachers? (If so, please attach.)

18. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Elem – 3+ ; now 1 SSA

MS/HS 3+; now 2 SSA; likely drop to 1

Crowheart – unique – but would likely qualify under “one teacher” type exceptions

In 3rd year of 4 day week – 3 of 4 Fridays are REC; 1 Friday is Staff development

**Fremont County School District #14
Wyoming Indian K - 12
SITE VISIT SUMMARY**

Elementary -This school is not eligible for an SSA, as it has a 310 enrollment in K-5. It is high F&R at about 80% (not verified). It is school-wide Title I, and has multiple EDY interventions. The population is over 80% Northern Arapahoe, with the balance being Shoshone. This is probably a mirror statistic with other district native American stats. It has 1.8 FTE principals. Doug Seiler is the .8 co-principal. The head principal- John Balber, claims an attendance rate of over 91% this year. This is extraordinary to my previous information, and could be strongly indicative that we have serious administrators at work. John talks about standards and assessments, and implies they are into fairly individual student extensive growth measurement. Reading and math are what their SIP revolves around. I think this district is more about action than excuses, based on only this school.

Middle School- the previous principal left late in the last school year, and Michelle Stewart is the new principal. Michelle has taught in this district, and had administrative responsibilities for Spec Ed, and Curriculum, prior to taking on the Principal's position. She is also on the School Board in Lander. A renewed focus is taking place on attendance. Everyone in this district we talked to says that John Vinich as the tribal prosecutor has given them an effective ally in this struggle. The school and district continue to use multiple interventions with their at risk populations. In particular we see more extended days (tutors), and school year length. Strong support for standards is apparent. Keep in mind that this district has a fair amount of money, so the undone work is not likely due primarily to funding issues. The leadership change is evident compared to a visit one year ago. No attempts are made to rationalize "no progress".

High School- Scott Wiblemo is the principal. An interesting point was that about 25% of his enrollment are not products of the district's elementary and middle schools. Mobility of population and the existence of K-8 districts in Ft Washakie and Arapahoe appear to be the major drivers. The building, while quite nice, is reported to contain classrooms designed to accommodate 15 students. This is said to present some scheduling problems. Scott is looking at distance learning options, but says he is still close to the starting line. This school tried a modified block schedule last year, and Scott believes it failed due to teachers not being trained for the culture change. In response to my question, Scott did a quick analysis that he needed 16 teachers at his current enrollment to deliver the basket for his 160 students. He saw that number drop to 12 if he only had 80 students. This was not scientific by any means, but it was an attempt to test the notion of 'fixed costs' at some minimum enrollment size.

Central Office -our meeting was with Lonh Hoffman and Dan Hudson. Tidbits worthy of mention: telephone services are historically weak, and delayed internet connectivity until last couple of years; no out-of-area newspapers are available daily on the reservation; no billboards exist on the roads into Ethete; no branch county library in Ethete; law enforcement is slow to respond; recognition that today's K-12 efforts will not be clearly seen until the next generation of

students. The district is proceeding to try to set up an optional year around school—a school within a school. Both Dan and Lonn talked some about minimum size schools for funding, and the relatively fixed costs of such small schools. Lonn talked a fair amount about the K12 reluctance to contemplate and utilize Educational Service Units for Special services. Standards seem to be well supported, and it seems there is a shifting of thinking towards "no excuses".



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-5

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____
See WDE 100

Other adjustments generated by this school
EDY \$ _____ per ADM Total\$ _____
LEP \$ _____ per ADM Total\$ _____
Other \$ _____ Total\$ _____

See WDE 100

Interview Questions for Administrator at Small Schools

District Fremont 14

School Wyoming Indian Elementary

Name of MAP researcher conducting interview Ehlers, LaBare

Name(s) and titles of person(s) interviewed John Balbor, Principal;
Doug, Asst principal

Date of site visit 9/25/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

K-5 facility
6-8 facility
9-12 facility
Ft Washakie – 10 miles K-8
Arapahoe – 17 miles K-8
St Stephens 17 miles K-12
Lander 15 miles K-12
Pavillion 19 miles K-12
Riverton 30 miles K-12

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

1 FTE Principal
.8 FTE Asst Principal - .2 FTE at MS

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

N/A

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	see form 7		
b. Transportation costs			
c. Student activities			
d. School lunchroom costs			

- 5. Does the district provide any special or additional services to your school due its size?**

No

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

N/A

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

N/A

- 8. What do you see as the biggest advantages to students who attend this school?**

Low STRatios
Extensive At-Risk programs
Availability of grants
Fantastic administrators
Title I schoolwide – reading rescue, staff development, etc

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Generally good; most students migrate to either MS, Lander, or Wind River (Pavillion)

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

N/A

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 12. In your opinion is this a good place for child to attend school? Why?**

Yes – see 8;
Culturally sensitive – teach native language
Good programs
Enrollment is 290 Northern Arapahoe plus 20 Shoshone; this is reverse of adjacent areas

- 13. In your opinion is this a good place to teach? Why?**

Yes
Good staff development programs
Very good benefits
Active mentor program
Title program
Safe schools grant – behavior
Staff – good community and climate

Few serious discipline problems
40% of certified teachers are Native Americans
Support staff is 90% Native American
Grandparents/elders (those over 45) are revered and respected; don't need to be blood lines
91% or better attendance rate is like a new culture; maybe 12 families are problems; John Vinich is Tribal prosecutor and he enforces truancy laws

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Can't compete at job fairs;
ECA allowed \$5000 base raise
Elementary – easiest
Secondary – specialties are tough
Advertising – newspapers and colleges
Retention is not a major problem

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

4 – fresh from college

16. How many teachers did you hire last year? What are their names? From where did you hire them?

3 vacancies filled; 1 due to divorce; 2 for family moves
added new cultural coordinator

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

Yes

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Change is not easy
Resentment/perception by some of top down dictates
Curriculum process is difficult and time consuming; state standards are a skeleton;
assessment – lots to be done and sometimes in isolation; these are all big tasks, but would not change if choice offered
Have to be data driven to be efficient and effective

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

Historical – cultural offering of Arapahoe and Shoshone

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

DRA tests for base line data
Pre and post testing – in student files
Reading and math are core to SIP
Guided reading
Accelerated reading programs

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Seriously contemplating an alternative calendar, and increasing PD days from 4 to 8 per year
Currently have summer school and may move to school within a school

22. Does your school receive any federal funding? For which programs? How much?

Title I schoolwide
Healthy/safe schools

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

One school – per observation

4th grade WYCAS – amongst most improved in state based on 3 year average



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

Grades 6-8

Is this school accredited? When?

WDE Oct 2000

NCA – MS and HS for sure, but uncertain about elem

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM

Total\$_____

See WDE 100

Other adjustments generated by this school

EDY \$_____per ADM Total\$_____

LEP \$_____per ADM Total\$_____

Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Fremont 14

School Wyoming Indian Middle School

Name of MAP researcher conducting interview Ehlers, (LaBare)

Name(s) and titles of person(s) interviewed Michelle Stewart, Principal

Date of site visit 9/26/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Same data as at Elementary, except a few mile adjustment
Some Fort Washakie kids (K-8) start showing up at this school
Arapahoe students tend to not show up until High School

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Michelle is an FTE, but that includes a .2 FTE for SPED
Doug is a .2 FTE principal

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

location – typically have to import administrators and teachers
population/culture/demographics – takes a certain kind of person to handle it; and if they don't fit, no place to move them
limited opportunities – activities
staff must be breadth adaptable

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	Wrap around issues have expanded;	day length, year length and a/c are	impacting factors
b. Transportation costs			
c. Student activities			
d. School lunchroom costs	tutor programs/at risk , etc – snacks	“after” school	

- 5. Does the district provide any special or additional services to your school due its size?**

No

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

None come to mind

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

No – just getting wired

Right now, requires transporting students to HS, but sees real potential in selected cases

Both HS and MS are period schedules, but well coordinated

- 8. What do you see as the biggest advantages to students who attend this school?**

Can track student progress – target individual help

Rich culturally

Balancing and integration between cultural and academics

Understand the culture

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Can hold their own fairly well

Proponent of standards, and says we are seeing the benefits emerge

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

N/A

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 12. In your opinion is this a good place for child to attend school? Why?**

See #8

- 13. In your opinion is this a good place to teach? Why?**

It is a special place if you want to be here

Community cares, school board cares, administration cares

Success of kids is becoming apparent – education is becoming valued

Community trusts the system

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Getting worse – secondary specials and SPED
Either fit and stay, or don't fit and leave
Starting to go out recruiting

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 – from Pine Ridge, South Dakota

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1 – 1st year teacher could go to Lander; person actually fit here, but family preferences, coaching opportunities, and ag program decided it

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

Yes - modified

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Attendance – but getting better
Reading experiences -

19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?

N/A

20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?

N/A

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

22. Does your school receive any federal funding? For which programs? How much?

District is K-12 Title I
Star Schools
Safe & Healthy Schools
Century 21

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Have all 4 facilities



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

9-12

Is this school accredited? When?

WDE 2000

NCA

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM

Total\$_____

See WDE 100

Other adjustments generated by this school

EDY \$_____per ADM Total\$_____

LEP \$_____per ADM Total\$_____

Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Fremont 14

School Wyoming Indian HS

Name of MAP researcher conducting interview Ehlers, (LaBare)

Name(s) and titles of person(s) interviewed Scott Wiblemo, Principal

Date of site visit 9/26/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

See Elem & MS

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

1 FTE Principal – also covers 17 teacherages units
has .5 FTE AD

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

25% of high school students did not attend the district's elementary or middle school
limited staff – PTR; 4 situation of 22 students in classes, while space design was for about 15 students per classroom
8 period day

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs night schools and related impacts; from 3:30-6:30 M-Th, conduct parenting classes for students; Community study night – adults- Tuesday nights until 9:30 pm			
b. Transportation costs multiple route runs			
c. Student activities			may expand to golf someday, but small numbers are limiting pressure for the moment; may look into combining wrestling program with Pavillion
d. School lunchroom costs - snacks			

- 5. Does the district provide any special or additional services to your school due its size?**

No

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Just got good internet access a couple of years ago; mostly a location issue;
Phone lines were an issue

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Correspondence is at student cost; concurrent is with both CWC and UW, and both on and off local premises
talked about upward bound program
WEN is expected to emerge soon
Tried a modified block schedule last year; thinks it failed because of not enough training for teachers to prepare them for their culture change;
Content Delivery Network – Cisco
Fremont BOCES possibilities

- 8. What do you see as the biggest advantages to students who attend this school?**

Good Student Teacher Ratio
Personal recognition and relationships with staffs
Need to do a better job of balancing culture into academics

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Not well
Feedback reports from CWC and UW; Board member feedback

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

See # 9
About 25% of graduates head to colleges
About 25% pursue vocational training

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 12. In your opinion is this a good place for child to attend school? Why?**

Yes – STR
Community pride – “our schools!”

13. In your opinion is this a good place to teach? Why?

Yes
Fun to teach kids
Resources - \$ from State and Feds
STR
Good community; rural values
Good salary and benefits
Supportive administration

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Tougher – fewer numbers and less qualified; fewer certifications
Retention is not the issue

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

No classroom teachers hired

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1 went to Idaho; replaced internally

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

Talk to Dan Hudson

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Non-school controlled issues:
Substance abuse
Unemployment in community
85% attendance estimate – hopeful for improvement – mentions John Vinich

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

N/A

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

N/A

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Reading is major objective – Reading Recovery
Whatever it takes to support SIP goals

22. Does your school receive any federal funding? For which programs? How much?

Title I – Part D (night and summer school - \$32000
TANF – Home Bound – Nova Net \$52000
Safe Schools/Healthy Schools
Perkins
Competitive
Title I – tutoring, staff development, night school

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Has all 4 facilities



Small School District Site Visit

Form 7

Interview

Amount this district receives: see WDE 100 District Schools Visited:

Small school(s) adjustment \$ _____

Small district adjustment \$ _____

Transportation \$ _____

Student Activities \$ _____

Utilities \$ _____

EDY \$ _____

LES \$ _____

Food Services \$ _____

Interview Questions for Administrator at Small District Office

District Fremont 14

Name of MAP researcher conducting interview Ehlers, (LaBare)

Name(s) and titles of person(s) interviewed Supt Lonn Hoffman,
Business Manager Dan Hudson

Date of site visit 9/26/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

See Forms 4

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

Basket costs have to be spread over smaller population
Transportation is a 100% issue
Concentration of at-risk compounds summer gap losses

- 3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?**

Teacherages – for non commutes; many would have to commute at a personal cost because they cannot acquire homesteads on the reservation, therefore commuting is not an option

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs		see Forms 4	
b. Transportation costs			
c. Student activities			
d. Food services			

- 5. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

No formal allocation plan per se

\$ go to the needs

Clearly HS (i.e) receives its fair share of the adjustments due to STR/standards, etc

- 6. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

Yes –

Low income and high poverty rates; unemployment is 80+%; lower educational level of parents; geographical location

Poor phone and communications networks- access to law enforcement; security costs are totally absorbed by the district

No public library; limited access to public speakers and professional trainers; breadth of vocational programs; breadth of activities; limited staff typically translates into limited numbers of endorsements; missing community resources of larger towns

- 7. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 8. Which schools in your district are accredited? When?**

WDE – all

NCA - all

- 9. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

18 years ago dropout rate was 50%, now it is 19%
echoes comments received at High school

- 10. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Difficult
Small district
Poverty area aura
Smaller pools – secondary specialties are tough
\$27,500 Base + aggressive benefits – major changes made in last 5 years

- 11. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

4 – see Forms 4

- 12. How many teachers did you hire last year? What are their names? From where did you hire them?**

More than this year

- 13. How many teachers left this district last year? For what reasons? How do you know?**

Cut two positions

- 14. How many teachers left this district two years ago? For what reasons? How do you know?**

See #2

- 15. Do you offer teachers an opportunity for early retirement? Why?**

Yes – both classified and certified; modified for age factor

- 16. Looking at Form 6, please describe the duties of each central office employee.**

- 17. Does this district have a written professional development plan for teachers? (If so, please attach.)**

18. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

No change – 3 schools

Lonn Suggestions – secondary level – with standards, etc – must round the positions to whole positions; state should deploy more ESU/BOCES concepts

Dan suggestion – establish base line “fixed” positions

**Goshen County School District #1
Southeast High School
SITE VISIT SUMMARY**

This is a recap of the visitation to this K-12 facility on 9/5.

The facility appears to be adequate, and in good repair. Clearly there are some older segments, but they are not high use in the case of the old gym, and the non-business vo-ed classes which take place in an adequate, but not modern shop building. Most of the building appeared to be air conditioned, although one area was not working during the visit.

The school is said to be community driven and supported. Most students are local, but particularly the elementary school benefits by attendance of kids and grandkids of staff, many of whom commute daily from Torrington. No district transportation is provided to bus kids from Torrington to Yoder, and back.

Brian, the principal, did not espouse unqualified support of standards in all core and knowledge areas – most particularly the most recently adopted. He was outspoken on the elementary foreign language requirement.

The non-business vo-ed staff indicate that they have had to cut back in some of their offerings, most particularly in what I might refer to as the high proficiency (Welding V) type classes. In other words, students are said to be getting exposures and exploratory, but they are not ready to be journeymen welders and mechanics upon graduation. I did not sense that they believed this culture change to be bad. They did not knock standards, but more seemed to be acknowledging in what way the culture change was impacting their programs.

The middle and high schools are on a 4 blocks per day, two day rotation schedule. Dialogue was positive, and I found it noteworthy that the block made it much easier for Southeast to share itinerate or part time staff with Lingle/Ft Laramie about 25 miles north (thru Torrington), or even with Torrington. Apparently, little re-positioning time is lost with this arrangement.

The school expressed “no awareness” as to EDY or LEP funding generated by the school, and that comes to the district. LEP is not an issue here, although the high school is EDY eligible. A clear message was received that budget allocations are pretty much ADM based, similar across all district schools regardless of size. Deeper probing seemingly validates that this is true for instructional supplies and probably equipment. Brian seems to view his budgets solely in the context of his discretionary authority, which includes only those items. It did not appear that his staffing formulas were highly dictated by ADM driven allotments. I think the same was likely true for utilities and activities, too.

Generally, I would conclude that this school benefits better than it might recognize in terms of access to district funds and services and expertise. Most of the focus remains on

students, with most of the distractions – including transportation, school board, etc. -- being left to others.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-6

Is this school accredited? When?

Goshen 1 was fully accredited for the 99-00 School Year. March 20, 2001

What are the WY CAS scores for this school for the past 3 years?

	<u>00-01</u>	<u>99-00</u>	<u>98-99</u>
Reading	239	241	242
Writing	238	238	242
Math	241	244	247

Dollar amount of small school adjustment generated by this school \$_1122.47_____per ADM Total\$_151,680.85_____

Other adjustments generated by this school

EDY \$_____per ADM	Total\$_____
LEP \$_____per ADM	Total\$_____
Other \$_____	Total\$_____

Interview Questions for Administrator at Small Schools

District Goshen 1

School Southeast Elementary – answers apply to all grade levels unless noted

Name of MAP researcher conducting interview Smith, Ehlers

Name(s) and titles of person(s) interviewed Brian Grasmick, Principal

Date of site visit 9-5-01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

This is a co-located K-12 school; Torrington is the closest with all grades; LaGrange elementary kids migrate to this school facility.

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Brian is full time in this K-12 facility, plus covers LaGrange

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

i.e. – transportation – 90% kids eligible to ride; 50 miles one way is longest bus route; busses are based here, but most of the oversight is handled from Central Office
small classes, multiple preps

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. School lunchroom costs			

Will obtain detail data from WDE 100 and other WDE docs; No consequential changes present or anticipated;

- 5. Does the district provide any special or additional services to your school due its size?**

Yes, district provides same services as are present in Torrington

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Expendables are allocated same \$/ADM in all district schools
Brian says WYCAS scores are higher here than in Torrington, and attributes that to staff passion and quality

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

No concurrent enrollment; distance learning is an affordability issue, given that it must come from building budget; they do use NOVANET

- 8. What do you see as the biggest advantages to students who attend this school?**

Everyone knows everyone; more conformity helps run more efficiently; staff and students believe they are better, so they act and achieve better

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Okay

- 10. *For high schools only* What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

70-80% post secondary; mostly perception; feedback is limited, but suggest success

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes for those thus far adopted; do not expect that to change even as more standards are adopted; Brian believes state has gone too far with standards, and offers foreign language at the primary level as an example

- 12. In your opinion is this a good place for child to attend school? Why?**

Already noted in other places

- 13. In your opinion is this a good place to teach? Why?**

Yes – staff turnover is low and passion is high

- 14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Little turnover and little problem

- 15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?**

2 FTE: 1 PE, .5 Soc Studies, and .5 Consumer Education; the latter partial FTE's are actually split with Lingle 21 miles to the north; block schedules in grades 7-12 make this split work out

- 16. How many teachers did you hire last year? What are their names? From where did you hire them?**

- 17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?**

- 18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?**

No major impediments

- 19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?**

No firm strategy; Salsa program is one element; not supportive of standard

- 20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?**

Training 1st grade and SPED teachers to do state assessments; wanted us to know that WDE had sent info letter on 8/24

- 21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?**

Accelerated Reader, etc; some block grant flows to schools for their discretionary use, but much is coordinated thru central Office; Chapter 1 school; Perkins – appears pro rata is likely procedure

- 22. Does your school receive any federal funding? For which programs? How much?**

- 23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?**

Thinks it likely that allocations at district level are as likely the culprit as is the state funding formula

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Southeast would be one school



Large School District Site Visit

Form 7

Interview

Amount this district receives: Have WDE 100 District Schools
 Visited:
 Small school(s) adjustment \$ _____
 Transportation \$ _____
 Student Activities \$ _____
 Utilities \$ _____
 EDY \$ _____
 LES \$ _____
 Food Services \$ _____

Interview Questions for Administrator at Small District Office

District Goshen 1

Name of MAP researcher conducting interview Smith & Ehlers

Name(s) and titles of person(s) interviewed Bob Childs – Business Manager

Date of site visit 9-5-01

1. Describe the district. How many schools? How many are small? How far from the district office? Other unique characteristics.

3 HS – Southeast, Lingle/Ft Laramie, Torrington
 3 MS – same
 6 Elem – Torrington Lincoln K-2, Torrington Trail 3-5, Southeast, LaGrange, Ft Lingle, Prairie Center

Transportation – district controlled and coordinated

2. It tends to cost more per pupil to educate a child in a small school than in a larger school. What are the characteristics of the small schools in this district that tend to cost more per child than larger schools? (Ask for specific cost examples.)

Class size, class offerings, believes administrator coverage is about equal

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

Ft Laramie – MS – facility problems; student room in Torrington, bussing would be equal in either case, but politically community is not ready to consider
Prairie Center – ADM declining; as a practical matter attendance in Lusk is an option
LaGrange – staffing with 2.5 teachers, one aide and one custodian

4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

With MAP model – upgrading busses big time; some routes have been restored due to 100% reimbursements; food services – just upped meal charge rates to claim reimbursement, and help offset \$70,000 General fund subsidy last year; expanding summer school programs; computer labs open in evenings; buildings must be manned at \$22/hr at all expanded open times

5. Your school district generates \$_____ from the small school adjustment, \$_____ from the food services adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?

6. Do you treat small schools in ways different from other schools in the budgeting process? If so, how?

Use of weighted factor for instructional supplies and light equipment, by school

7. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

Too much money at far end of schedule has left too little money at front end

8. How many teachers did you hire this year? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

Easier to hire an MA 30 yrs from Arizona than to hire a fresh graduate
Recruiting for new graduates is done primarily at UW, Black Hills, and Chadron

9. How many teachers left this district last year? For what reasons? How do you know?

Of a normal 180 FTE staff, about 20, but acknowledged high and due to age of retirement

10. Does this district offer teachers an opportunity for early retirement? Why?

No

11. Does this district have a written professional development plan for teachers? (If so, please attach.)

12. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

LaGrange – same

Southeast – one K-12

Prairie Center = 0

Lingle – might not

Questioned raised about cafeteria – serving area vs prep area

Asked question on suggestions on SSA and SDA – response was that the ADM sensitivity at low numbers is too much.

**Johnson County School District #1
Kaycee K - 12
SITE VISIT SUMMARY**

This visit was a K-12, two building visit in this small community 45 miles south of Buffalo. I have familiarity with the facilities and the people visited through prior employment.

Bob Latta, Principal, greeted me and soon informed me that he had been advised that the visit had been cancelled by Rod Kessler, Superintendent. Briefly, it appears the MAP office had been advised that Rod was not available to meet today, but not that he was postponing the Kaycee meeting. Bob and I worked through things, including a phone conversation with Rod that had many of the same lawyer driven type messages as did the Basin visit a few weeks ago. In any event we proceeded, with Bob diligently making notes as to each question.

I felt like this was one of my better visits as Bob has actually thought about small school/small town dynamics, and not just because MAP was there. The current enrollments are about 175, and Bob says his informal “research” suggests to him that it will stay flat for quite a few years to come. Currently the grade split per building is K-6 and 7-12. Bob says if the new school building materializes, he is anxious to move 6th grade to the secondary building for better instruction (middle school, etc).

Officially he is 100% principal – primary focus at secondary building – his wife is a 50% principal at the elementary building, and also a 25% principal at Billy Creek, a rural school of about 8-9 students between Kaycee and Buffalo. In very recent years, they have commenced a 6 week summer program at the elementary level to help deal with at-risk issues. Bob states that one of his impediments in providing students an opportunity to meet state standards is that a number of students do not arrive to school “ready to learn.” The town does not have private or public pre-school programs, and there are a number of lower-income, higher mobility families working the area ranches. Additionally, the community is not necessarily understanding or subscribing to state standards at this point.

Bob offers a lot of comments that suggest he knows/accepts the local culture, yet he does not seem inclined to accept them as an excuse for the school’s responsibilities to deliver the basket. He also expresses understanding and support for the longs and shorts of being the small school/town in a multi town district. Nothing he said came across as whining to me, and he readily acknowledged the positives of the linkage of this small attendance center to a larger district.

More specifically to the adjustments:

1. set up a small school prototypical funding model that is relatively insensitive to (minor) ADM fluctuations;
2. make certain it addresses/includes social and guidance services;

3. be more sensitive to the silent costs of security, communications/technology support, nurse's services;
4. voc-ed staffing is presumably covered in the base staffing, but some recognition needs to be given to the fact that voc-ed equipment is more of a premium in a small school;
5. He also offered comments on Spec Ed and Transportation, but they are somewhat moot if the state stays with a 100% reimbursable.

I think Bob was cautioned by Rod to not attempt to quantify things for me, but as an example, he did seem to be in agreement that whatever staff it took to deliver to his 65, grades 9-12 students, could just as easily deliver to 100 students.

Rod does not want to meet for a couple of weeks. He is trying to promote a bond issue election for 11/6. I will attempt to re-schedule, but by the time he is ready to meet, we may no longer be able to benefit by the meeting.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-12

Is this school accredited? When?

WDE

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM
Total\$_____

Other adjustments generated by this school

EDY \$_____per ADM Total\$_____

LEP \$_____per ADM Total\$_____

Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Johnson 1

School Kaycee Schools

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Bob Latta, Principal

Date of site visit 10/3/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

K-6 Elementary building two blocks removed from HS
7-12 High School
Kaycee is 45 Miles from Buffalo K-12
Kaycee is 29 Miles from Midwest K-12
Run five bus routes all directions; 75% or more of students are on bus routes

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Bob Latta 100% 7-12
Lana Latta is 50% K-6
Lana Latta is 25% at Billy Creek K-6 about 17 miles from Buffalo

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Delivery of basket – takes a minimum staff
Activities – community popularity – no big school ADM to amortize
Can't always bank on perfect multiple endorsements
Geographics force teacherages situation

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	started 6 week summer school for elementary and MS; day length usage is not changing, but it is a long day (community use, too)		
b. Transportation costs	- either move staff or students		
c. Student activities	- FB and Golf go to Buffalo		
d. School lunchroom costs	- would like to add breakfast at elementary – fairly significant poverty and mobile population		

- 5. Does the district provide any special or additional services to your school due its size?**

More likely fewer; i.e. Learning Center/Alternative School, staff development

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Fairly good overall (texts, supplies, computers)

Weak – plotter, computer aided plasma cutter, plastic welders, smart boards, and other highly specialized equipment

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Independent study – Plato – WEN

Concurrent enrollment – Ag and English – mostly in Kaycee

Cost can be an issue, but not a big one

Calculus – live on WEN right now – have never returned to successes of Governor’s Pilot Project of 2 years ago

- 8. What do you see as the biggest advantages to students who attend this school?**

Personal attention – more relaxed and personal

Adequate opportunity to participate – including minimum playing time

Can more easily arrange breadth of exposures – tailored to student

Administrators can have more influence over external factors (drugs, violence, etc)

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Get reports from UW and CC; survey every five years for school profile

Dependent on goals – many do well

A number just try – success rate is maybe 50%

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

Up to 90% try something

Local world of work is bentonite mines, trucking, some ag

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 12. In your opinion is this a good place for child to attend school? Why?**

See #8

Better chance of guaranteeing safety, individual needs

Get the job done on getting a diploma that still means something

13. In your opinion is this a good place to teach? Why?

Think so-

Lower number of students each day – offset by more preparations

Safe & Orderly environment

Aggressive pay

Outdoor dimension

Professional growth – 50% tuition paid; in house offerings; budget support

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Before this year – pay was an issue

Geographic, population, economy are not always plusses

Multiple preps, more up front dealings with parents; housing ownership

Particularly tough in secondary specialties

Retention – like support mechanisms; teacherages; lifestyle

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 Science – new graduate

1 SPED - transfer

no vacancies

16. How many teachers did you hire last year? What are their names? From where did you hire them?

None

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

No

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Having kids arrive ready to learn – using summer school and parental communications to combat

Some of community do not understand/subscribe to need for standards and assessments

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

May hire district specialist – could be pullout or integrated
May train existing staff
Time trade off is of concern

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

Reading Recovery teacher hired
Use Star Assessment and then referrals

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Piggy back on district – get in district meeting

22. Does your school receive any federal funding? For which programs? How much?

Precious little; \$40,000
Some Title I; Wings Reading thru MS

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Set up a small prototypical funding model that is relatively insensitive to minor ADM fluctuations; include tech support, transportation, nurse help, access to curriculum, SPED, legal support, food service, security, and safety; Social services and guidance
Voc-Ed – staffing should be in the prototypical model, but equipment factor needs to be recognized; lots of silent costs – security, safety, communications – phone, internet, alarms; staff training on these issues

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

1 school at Elem
1 school 7-12



Small School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Small district adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	
See WDE 100	

Interview Questions for Administrator at Small District Office

District Johnson 1

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Supt Rod Kessler

Date of site visit Scheduled for 10/3/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

See form 4 for answers; relatively complete.
Supt Kessler had schedule conflicts, and was not able to meet with us until after we were wrapping up data collection

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

5. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?

6. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?

7. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

8. Which schools in your district are accredited? When?

9. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?

10. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

11. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

12. How many teachers did you hire last year? What are their names? From where did you hire them?

13. How many teachers left this district last year? For what reasons? How do you know?

14. How many teachers left this district two years ago? For what reasons? How do you know?

15. Do you offer teachers an opportunity for early retirement? Why?

16. Looking at Form 6, please describe the duties of each central office employee.

17. Does this district have a written professional development plan for teachers? (If so, please attach.)

18. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

**Laramie County School District #1
Triumph High School
SITE VISIT SUMMARY**

Rene LaBare is joining this weeks visitations.

We first visited with Gary Datus, Principal, of Triumph High, an alternative school in Cheyenne. Our surprise was in determining just what all is included in this “school”. The history of the school goes back over 20 years. It was originally known as High School III. It headquarters in a building originally a neighborhood elementary school. There is no gym or multi-purpose room. Food comes from Carey Junior High, and the student eating location is in the library. General enrollment in 9-12 is about 150 students, plus a self contained 8th grade class of about 12 students. The building also hosts an OEOE (open entry open exit) program for about 30 students. It is a credit recovery program that runs from 2:30 to 5:30 daily.

Triumph is also the umbrella for the following programs:

1. Straight lab – 40 plus students over 18 years of age; this program is actually housed in the Clark building, near the District offices. It uses a Nova net product.
2. CBOE (Community Based Occupational Education) – this 20+ year old program serves 50+ students, and is also housed in the Clark building.
3. ACES – similar to Straight Lab, but housed at Laramie County Community College, serving 12-16 students.

Thus, about 250 students are being served by this school. Due to the 8th grade inclusion, the school is eligible for two SSA under current law.

Many of the number driven dynamics of small schools exist at Triumph. However, the preponderance of at-risk, and multiple locations bring their own set of issues. Special services demands – social worker, psychologist, police officer, drug and alcohol testing – are in much greater demand, and probably conspicuous by their limited presence. Facility limitations will soon impact the ability to meet PE and fine arts standards. Staff limitations will be more keenly felt as soon as the facility issues are dealt with. We were struck by the almost total absence of vo-tech programs, in a school that includes many active learners. Facilities are the first limiting issue here, too, with staff becoming the issue as soon as space is available.

Testing the school definition question again begs the cafeteria vs. “lunchroom/library” clarification. Absent a gym, the question was raised if a “school” should have an area where the student population can all be gathered.

Next we met with Dan Stephan, Mike Wiggam, and Tom Rooney at the district office. About 30% of the district’s schools qualify for about \$1,500,000 in SSA. EDY is about

\$700,000. The district has no formal distribution process for these adjustments to generating schools. However, they do evaluate schools for at-risk needs, and heavily consider same in allocating staffing.

Mike and Dan said that their “coalition” is developing input on a variety of funding matters that they apparently intend to bring thru the MAP advisory process. I encouraged that they both share their creativity and do it timely. There were hints at “wonder what MAP will come up with”, and I countered with “get your oar in the water before time runs out”. The interchanges were cordial, healthy and productive, while frank.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

8-12

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____

Other adjustments generated by this school
EDY \$ _____ per ADM Total\$ _____
LEP \$ _____ per ADM Total\$ _____
Other \$ _____ Total\$ _____

See WDE 100

Interview Questions for Administrator at Small Schools

District Laramie 1

School Triumph High School

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Gary Datus, Principal

Date of site visit 10/9/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

This 8-12 facility is an umbrella to a number of programs
Other duplicative grade level schools exist in Cheyenne
Generally, this is an alternative high school with other programs coordinated from here as well – OEOE (open enrollment open exit), straight Lab, CBOE, and ACES

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Gary is 100% Principal
1 FTE Career Counselor handles intake of OBEO, Straight Lab, and ACES students
Need a full time police officer

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

STR is low – in 8-10 range
Facility is not ideally sized for classes
Every student is at-risk by almost any definition
70% of students deliver themselves to classes; rest catch shuttle busses at home junior highs

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs - no major changes			
b. Transportation costs – see above			
c. Student activities – not applicable – no athletics			
d. School lunchroom costs – served in Library, brought over from Carey Jr High			

- 5. Does the district provide any special or additional services to your school due its size?**

Staffing

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

PE is currently lacking; no music; art is an elective
Text and tech are reasonable and consistent with district
Have full time reading instructor

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

No correspondence

Independent study – very much so

Concurrent enrollment – works closely with LCCC on Vo-ed classes

Have Nova Net

WEN is not used for student instruction

- 8. What do you see as the biggest advantages to students who attend this school?**

They come to us for a reason; probably would not be in school if not here;

STR

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Graduates meet same standards as regular high school students

- 10. *For high schools only* What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

50% may pursue post secondary – mostly Vo-ed

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

Health and PE will be issues later; Nova Net may help some

Vo-ed offerings here are not near what they need to be

- 12. In your opinion is this a good place for child to attend school? Why?**

Yes – sense of family amongst students and amongst adults

New Dawn Program – 9 week elective on self concept, decision making (6P's)

- 13. In your opinion is this a good place to teach? Why?**

Yes – 3 staff members here for 26 years

See also #12

- 14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Not much of an issue; transfers in and sub lists

- 15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?**

1 – Language Arts

- 16. How many teachers did you hire last year? What are their names? From where did you hire them?**

- 17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?**

Yes – but believes it is sunsetted

- 18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?**

Level of preparation ; reading and math

Gary made comments as to top down standards; he supports but would have preferred to see bottom up

- 19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?**

N/A

- 20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?**

N/A

- 21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?**

District led and directed for most part

- 22. Does your school receive any federal funding? For which programs? How much?**

Title II and Title IV - \$3300 per year

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Must solve facility issue first
Then – staff adequacy to deliver standards
Drug/alcohol counseling
FTE Social Worker – (1.5 days/week now)
FTE Psychologist (1/2 day per week now)
Vo-tech offerings must be met

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Multiple campuses issue – but this building clearly has at least three, plus lunch is served locally in the library



Large School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$
Transportation \$
Student Activities \$
Utilities \$
EDY \$
LES \$
Food Services\$
See WDE 100

Interview Questions for Administrator at Small District Office

District Laramie 1

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Supt Dan Stephans, Mike Wiggam, and Tom Rooney - Finance administrators

Date of site visit 10/9/01

1. Describe the district. How many schools? How many are small? How far from the district office? Other unique characteristics.

32 total buildings
11 elementary are 1 section per grade schools

2. It tends to cost more per pupil to educate a child in a small school than in a larger school. What are the characteristics of the small schools in this district that tend to cost more per child than larger schools? (Ask for specific cost examples.)

STR - staff
Support programs - libraries, nurses, computer labs
Fixed costs of facility management

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

Willadson, Clawson and Gilchrist are rural

Class sizes; mileage to transport staff to meet standards; student transportation; M&O functions

4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

- | | 00-01 | 99-00 | Change? |
|--|-------|-------|---------|
| a. Utility costs – graduation requirements are driving summer schools, a/c, Saturday schools, end of day periods, etc | | | |
| b. Transportation costs – same as utility comments | | | |
| c. Student activities – noticeable impacts are in higher participations and related state and national competitions; seems to be a new trend at Jr Highs | | | |
| d. Food services- fairly flat | | | |

5. Your school district generates \$_____ from the small school adjustment, \$_____ from the food services adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?

No specific formula – district analyzes at-risk concentrations and needs, and staffs accordingly as per district resources

6. Do you treat small schools in ways different from other schools in the budgeting process? If so, how?

Triumph –
Staff & Benefits – as per staffing charts
Centrally managed functions – libraries, utilities, textbook adoptions
Day to day – 3 times the \$/ADM versus East or Central

Textbooks – trying to shorten up from a 7 year cycle as standards are adopted and implemented

7. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

Voc-ed technology
Foreign Language – very difficult
Secondary specialties
SPED K-12
Music
Art
Extras like drama
Other impacts – guard callups, FE Warren

Expect 10% turnovers

Recruiting – promoting market value of WRS (both sides); health insurance (92% of family premium)

Incentives on hard to recruit – one time \$1500; waiver of county residence rule

Don't go to Greeley very much; now going to Idaho and Montana

Internet

Retentions – subs and late resignations are a problem being so close to Colorado

8. How many teachers did you hire this year? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

117 – experience law helps

total mix on experience

Relocation to Wyoming can be popular from Rocky Mountains

9. How many teachers left this district last year? For what reasons? How do you know?

Same – every reason

10. Does this district offer teachers an opportunity for early retirement? Why?

Yes – in policy; but unfounded and unused

11. Does this district have a written professional development plan for teachers? (If so, please attach.)

12. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Clawson would likely change from 2 SSA to one SSA

Changes :

Don't like cutoffs for small adjustments (cliff effect)

Same with EDY

How can we drive HS EDY to reality?; could we use test scores?

**Laramie County School District #2
Carpenter Elementary
SITE VISIT SUMMARY**

The day commenced with a visit to Carpenter Elementary, a 78 student K-6 school. This school is experiencing increased enrollments, as some rural subdivisions move out to the east from Cheyenne. The principal, Gary Roadifer, is also a principal of West Elementary in Burns, about 12 miles north of Carpenter. Current free and reduced rates are about 20%. The facility is mostly new, having been built about 6 years ago, but retaining a 60's vintage gym, music, cafeteria, and classroom or two.

Candidly, this small school experiences few of the dilemmas of typical small schools, other than directly size driven. They would like to see some improvements in nurse time, access to a certified librarian, but they do not come close to talking desperation in any area.

It was interesting to learn that West Elementary in Burns had an ADM of about 140 last year, but literally did intakes on 250 different students during the school year. Carpenter thus far is relatively free from these dynamics.

We then visited in Pine Bluffs with Dick Finley, Supt, and Vern McAdams, Business Manager. We had some very informative dialogue. Most particularly, discussions on model changes:

1. Base prototypical schools and districts, with all cliffs being removed in the scaling to larger prototypicals; smaller ADM's to be less sensitive to increases and decreases;
2. Sped and Transportation deferrals eliminated;
3. Struggle philosophically with 100% reimbursements, but no recommendations yet;
4. WEN needs to be closer to cost free, and definitely more "user friendly";

This district was extremely appreciative of being heard. They acknowledged that some studies are taking place thru the "coalition" of WEA, WSBA, WASA.. Yet they were not at all clear on planned completion dates or routes of recommendations. It appears general plan is to transmit thru Mark Higdon and MAP advisory group, but certainly not clear in their minds.

School definition again raised clarification on cafeteria versus serving areas.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-6

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____

Other adjustments generated by this school
EDY \$ _____ per ADM Total\$ _____
LEP \$ _____ per ADM Total\$ _____
Other \$ _____ Total\$ _____

See WDE 100

Interview Questions for Administrator at Small Schools

District Laramie 2

School Carpenter Elementary

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Gary Roadifer, Principal

Date of site visit 10/10/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Burns is 12 miles north; has K-6 and 7-12
Albin is 35 miles north; has K-6 and 7-12
Pine Bluffs is 25 miles east; has K-6 and 7-12

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Gary splits his time between Burns (West) and Carpenter

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

Purchasing economies of scale;
STR;
Longest route is 18 miles one way on gravel roads;
Utilities – REA, natural gas; (Albin is propane)

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs - fairly flat			
b. Transportation costs - fairly flat			
c. Student activities - N/A			
d. School lunchroom costs – prepared on site; breakfast and lunch – 2 nd year for breakfast			

- 5. Does the district provide any special or additional services to your school due its size?**

Consistent with other schools

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

No

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

N/A

8. What do you see as the biggest advantages to students who attend this school?

Parental support – including \$, homework, field trip to Cody in April
STR is good
Collaboration of staff
Every student is well known to staff

9. How well do the students leaving this school do at the next level of schooling? How do you know?

Burns is the usual High School; Burns & Carpenter do 6th grade activities together
Gary feels very comfortable with profile data that indicates Carpenter kids do as well as Burns kids

10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

N/A

11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes; difficulty in future will be “too many”
Delivery is not the issue, so much as the time factor

12. In your opinion is this a good place for child to attend school? Why?

Yes; comfort of kids knowing they have adult support
Kids know adult expectations
Parents know expectations that school will deliver

13. In your opinion is this a good place to teach? Why?

Yes –
Collaboration potential
Social as well as educate
Parental support is very good

Historical note – 10 years ago ADM was 24, and community response was firm to change this.

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

SPED is an issue – typical of statewide
Retention is not much of an issue; teachers want to stay

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 Transfer from within district
1 new – commutes from Pine Bluffs

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

No

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Time – will be major issue
Satellite issues
Medical care access – in event of crisis

19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?

Plan to use SALSA
Parental support, including HS Foreign Language instructor @ Burns

20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?

Fox in Box training
QRI 3 for upper
Guided reading training
Star Reader

Commentary – West has FTE Title I instructor

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

22. Does your school receive any federal funding? For which programs? How much?

No Title I \$

Intercept – Utah origins; strives for synergism between brain and physical exercises

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

More money is not always enough

Must have resolve to live within means

Athletics are not listed in standards

A small prototypical school should include access to a 30% certified librarian; more than 20% access to a Nurse

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Have all 4 = 1 school



Small School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Small district adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	
See WDE 100	

Interview Questions for Administrator at Small District Office

District Laramie 2

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Supt Richard Finley,
Business Manager Vern McAdams

Date of site visit 10/10/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

7 schools – Pine Bluffs Elem & Jr/Sr High
Albin Elem & Jr/Sr High
Burns Elem & Jr/Sr High
Carpenter Elem
Hillsdale and Egbert are local communities, but without schools

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

Spread out transportation to multiple attendance centers
Administrative/leadership/SPED/Transportation/Tecnology – spread over small number of kids
STR

Two bus garages
Must treat communities (roughly) equal

- 3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?**

N/A

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

- 1. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

District has a methodology – but all schools are “small”
Textbook cycle objective is 5-7 years

- 2. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

Depth and breadth of secondary offerings
Access to high ticket opportunities – theatre, vo-ed equipment; culture, large employer exposures

- 3. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 4. Which schools in your district are accredited? When?**

WDE
NCA in process and at various stages

- 5. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

Not enough data and analysis

Individual schools do follow-ups; mixed ag majors do well, as do upper end students

- 6. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Recruit – mixed; HS specialties are always tough; SPED; lose a fair number of applicants due to salary/fringes

Retain – new hires are tough to hang on to

- 7. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

20 total employees; 14 were teachers

- 8. How many teachers did you hire last year? What are their names? From where did you hire them?**

31 employees; 20 were teachers

- 9. How many teachers left this district last year? For what reasons? How do you know?**

Variety;

Opportunity and money; Cheyenne is a factor

- 10. How many teachers left this district two years ago? For what reasons? How do you know?**

Variety

Opportunity and money; Cheyenne is a factor

- 11. Do you offer teachers an opportunity for early retirement? Why?**

Not in policy

- 12. Looking at Form 6, please describe the duties of each central office employee.**

- 13. Does this district have a written professional development plan for teachers? (If so, please attach.)**

14. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Pine Bluffs K-6	L,C,AO,HVAC
Pine Bluffs 7-12	L,AO,HVAC
Carpenter K-6	L,C,AO,HVAC
Albin K-6	L,C,AO,HVAC
Albin 7-12	L,serve,Secy,HVAC
Burns K-6	L,C,AO,HVAC
Burns 7-12	L,serve,AO,HVAC

Commentary:

Reliable interactive video systems could share between 3 high schools; currently would have to pay to deliver to self; not meeting potential or need

Multiple Prototypical models for schools and districts to eliminate cliffs, and ADM sensitivity at lower enrollments

SPED and Transportation 100-110% deferral are not a good deal

Leary of 100% reimbursement from a philosophical standpoint

**Lincoln County School District #2
Cokeville High School
SITE VISIT SUMMARY**

The school visit was to Cokeville High which was a 7-12 facility, and now is a 6-12 facility. Cokeville is closest to communities in Idaho and Utah, but in Wyoming it is 56 miles to Afton and 45 miles to Kemmerer. It is in a relatively narrow corridor between the mountain range and the west border of Wyoming. The facility is virtually new, save some portions of the older school, and would be the envy of many. I do not yet have the Form 2, but Richard agreed to fax it to me. The enrollment was about 99 last year. This year the 6th grade was moved from the elementary , so it is probably about 110-115 students.

The principal, Richard Rasband is new to the school and administration. He splits his time roughly equally with Cokeville Elementary, located a few blocks away. The bus routes are relatively short and are in the process of dropping from 4 to 3. Two of these are contracted routes.

AD functions are delegated to a HS teacher for one period per day.

A twice heard comment was that the Cokeville area no longer had guaranteed slots on the School Board, and this was at least a perceived problem.

The economy is ag and tourism, with some folks driving to Kemmerer to work in the mine or the power plant.

STR is low, and is considered a positive for kids and teachers alike. An 8 week summer school is in place for all at-risk students. A breakfast program is new this year, and only moderately successful if measured by utilization, according to Richard . A contract provider has taken over the lunchroom starting this year.

Special services are shared thru and with Afton. The school community does not believe it is necessarily getting its fair share. One example is that services are scheduled, and therefore not nearly so available as demand might dictate. That was mentioned for both Counselor and technology services.

The school is on a period schedule. Distance learning is taking place. However probes indicate that WEN usage is community use, not student use. The school is very proud of its high state ratings for grades 4 and 11 WyCAS reading and math scores. It claims high parental involvement at all levels, bordering on the 100%, but acknowledging that it counts both mother and father in these stats.

Currently the school rents some space to a local church while its facilities are being renovated.

Richard indicates that vo-ed program needs more breadth, as currently they have no woodworking facilities. The school is generally pleased that 70% of its graduates go on to further schooling and training, with 2/3 actually finishing their programs. For the most part, world of work means to leave town.

Teacher recruiting is getting harder, and new techniques include “out of area recruiting” and starting higher on salary schedule. Retention is not considered a major problem. People are usually where they want to be when they get here.

We then drove to Afton to review form 7 with Steve Erickson, Business Manager. The district has just re-aligned grades and attendance this year, at the K-6 levels. The Afton area had 4 elementary schools and has now re-aligned them for grades K-3 and 4-6. Steve notes that Cokeville has virtually no dropouts, but Afton does. The activities reimbursable issue has become a bit of a strain with Afton, and even has led to a different student meal allowance for Cokeville.

Steve feels that most of SSA goes to Cokeville. Cokeville has done some studies they believe demonstrate otherwise. It appears to be a source of consternation.

Cokeville is lacking in services like plumbers, electricians, garbage disposal, snow removal, etc. This adds costs due to remoteness.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

7-12

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____

Other adjustments generated by this school

EDY \$ _____ per ADM Total\$ _____

LEP \$ _____ per ADM Total\$ _____

Other \$ _____ Total\$ _____

See WDE 100

Interview Questions for Administrator at Small Schools

District Lincoln 2

School Cokeville 7-12

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Richard Rasband, Principal

Date of site visit 9/19/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Grades 6-12 are in one building; just moved 6th grade into this setup;
K-5 is in the elementary building 3-6 blocks away
Afton is 56 miles to north K-12
Kemmerer is 45 miles; K-12
Any travel is one hour away;
4 current bus routes- but likely to shrink to 3; basically the go N, E, and SW; 15 miles is longest one way.

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Richard splits his time between Elementary and MS/HS
Receptionist at each school

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

staff travel; student activities; staff development;
STR is low; they do have a practice of doubling up the 6th grade keyboarding class with an advanced accounting class;
Do not have a direct elected representative from Cokeville on the school board; considered an issue because the Cokeville culture is not the same as exists in Afton;
Cokeville culture – ranching, some mine workers drive to Kemmerer, tourism (Flying J and Chevron)

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	rates up; usage is up while local LDS church rents space while they remodel church; 8 week summer school for all at-risk; due to new facilities, activities is now a shorter day;		
b. Transportation costs	stable		
c. Student activities	stable		
d. School lunchroom costs		have commenced this year with a contract provider, and added breakfast program	

- 5. Does the district provide any special or additional services to your school due its size?**

(Cokeville Elementary is school wide Title I)
Do a fair amount of sharing with Afton
No unique answers

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Librarian – only one for K-12; plus 2, 1/2 time aides

Counselor services are limited to scheduled days

Psychologist services – same

Bootleg tech support; mostly thru a staff member who is not compensated for work;

Smart Board example – can't usually accumulate enough, but in this case was able to get thru Title I

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Yes to all; CCWC has instructors on site;

WEN – gets community use; not yet used for delivery to students; WEN hardware is in a regularly scheduled classroom, and is thus not readily available each period; these things could be worked out, but state has not shaken out bugs;

HS uses period schedule;

- 8. What do you see as the biggest advantages to students who attend this school?**

STR is good;

Staff dedication;

Parental involvement – 90-100% (based on potential of counting two parents per student) – good results;

Grades 4 & 11 WYCAS in Math and Reading are high statewide

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Pretty decent –

50% grads go to college

20% grads go to vocational

Estimate 2/3 finish their programs;

World of work –

Some go to mine/plant in Kemmerer; some stay in Cokeville – mostly minimum wage positions

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes

12. In your opinion is this a good place for child to attend school? Why?

Definitely
Dedicated staff and administration
Parental involvement
Discipline is not a major issue
Small and homogeneous enough to keep close watch and control

13. In your opinion is this a good place to teach? Why?

Definitely
STR
Facilities

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Attract – Hard
Retain – relatively easy
HS has to be recruited from out of area
Developing more aggressive recruiting habits; start higher on schedule

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

3 retired and replaced;
Shop
English
Art

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

Yes – but please double check w/Steve Erickson

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

None stand out

Have adequate staff

Only math & English have 2 staff; all other areas are one person

19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?

20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

District has plan

School has plan in process

22. Does your school receive any federal funding? For which programs? How much?

Perkins \$8000

Vo-ed: business classes, metal shop/electronics, CADS

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Factors of athletics and transportation

SS should have same services and educational opportunities as large schools; includes training to access scholarships;

Current status – college bound we are competitive/comparative, but perhaps not as true for vocational

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

All four



Large School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$
Transportation \$
Student Activities \$
Utilities \$
EDY \$
LES \$
Food Services\$

See WDE 100

Interview Questions for Administrator at Small District Office

District Lincoln #2

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Steve Erickson, Business Manager

Date of site visit 9/19/01

1. Describe the district. How many schools? How many are small? How far from the district office? Other unique characteristics.

Cokeville - see Form 4
Afton K-3, 4-6, 7-8, 9-12
Thayne K-3
Etna 4-6
Bus 2/3 of kids

2. It tends to cost more per pupil to educate a child in a small school than in a larger school. What are the characteristics of the small schools in this district that tend to cost more per child than larger schools? (Ask for specific cost examples.)

Scheduling difficulties due to small enrollments;
Economics of staffing small classes
Difference of 6 kids per grade can change dynamics;
Contract trades must be imported - plumbing, electrical

No city services – garbage, snow removal
Freight on purchased items
Need to contract some special services

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

Cokeville –
Etna and Thayne have somewhat similar conditions
Board representation issue
2 contract bus routes in Cokeville

4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs	rates up;	utilization not growing appreciably	
b. Transportation costs		not changing appreciably	
c. Student activities	relatively flat;	pressure mounting to add sports;	
d. Food services	was \$115,000 deficit;	changed to contractor and budgeted \$50,000	

5. Your school district generates \$_____ from the small school adjustment, \$_____ from the food services adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?

SSA – generally speaking goes to Cokeville
EDY – not sent directly for a program; Steve believes that total Cokeville package wrap-around (like no dropouts) is possible because of EDY;
High participation in activities

6. Do you treat small schools in ways different from other schools in the budgeting process? If so, how?

Yes – staffing/STR ratios – both instructional and activities

Every school get a base, plus a per ADM allotment for supplies and equipment

7. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

Feeling squeeze;
Added \$3000 to base;
Spec Services and some HS topic areas;

Advertising; job fairs; personal contacts; no signing bonuses; no moving allowances; late resignations carry a penalty

8. How many teachers did you hire this year? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

13 – mostly non area, and mostly experienced;
no vacancies
8 hires one year ago

9. How many teachers left this district last year? For what reasons? How do you know?

20- 17 were retirements; 3 left for othe jobs

10. Does this district offer teachers an opportunity for early retirement? Why?

Yes \$400,000 cost last year;
17 certified and 15 classified took early release;
20 yrs – 180% is maximum
still have program in place

11. Does this district have a written professional development plan for teachers? (If so, please attach.)

To send

12. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

See Form 4

**Natrona County School District #1
Park Elementary & Jefferson Elementary
SITE VISIT SUMMARY**

The first visitation was at Park Elementary. This K-6 school is right at the edge of downtown Casper. 291 students are enrolled, and it is not an EDY school. It is a school of choice, as I think is true for many, if not all, Casper schools. It has a unique classroom structure in that it combines 1-2, 3-4, and 5-6 grades. Thus each classroom has 40 kids (20 1st grade and 20 2nd grade, etc for a total of 40 students) with two teachers. In a sense it includes the “looping” dynamic, and also allows for interesting ways of dealing with ability groupings for targeted instruction. The school also includes a 17 student Gifted and Talented classroom. The school has one Special Ed teacher who has a small resource room, but most support is given in an inclusion environment. Keep in mind that the district is large enough that the district’s more profound Special Ed students are “centralized/grouped.” Kindergarten is a full day program. The free and reduced lunch statistic is reported to be 27% by the Principal. There is no Title I money at this school. The district is very site based for spending purposes, and seemingly so for instructional delivery as well. In any event, base staffing (and other fixed costs) are agreed and funded for each school, then \$/ADM allotments are distributed for discretionary spending. Oversimplified, a school can trade staff \$ for other discretionary expenditures, or say a teacher salary for 2 aides, etc. Clearly, the discretion is actively used. This school, and seemingly the district too, are very much into measuring student growth on a frequent basis, like quarterly, and build their systems around reacting to results. The school has 3-4 Parent/teacher/student conferences per year, led by students. Spanish is being delivered 15-20 minutes per day in every class. I am quite certain that Doris told me that they added that same amount of time to their daily schedule when they adopted the program. The cost was originally grant funded, but is now a district pilot program. The Kindergarten teacher runs a 2 day/week summer (K) program funded through tuition and corporate sponsorships. Doris seems pleased with the results, but also acknowledged that some of students who could most benefit wind up in full time day care instead of summer school..

I next visited Jefferson Elementary, a 140 enrollment sized school. This is a one section per grade school, with about an 80% free & reduced count. It is a school-wide Title I. 58% of the students are from the neighborhood, and 42% are there from choice. The second year Principal, Nancy Torbert, is clearly introducing a culture change in this school. She is very data driven, talks and acts like a serious consensus builder, and by all appearances is leading her students and staff to new success levels. Frankly, from the data I saw, improvement was close to the only option. It was interesting for me to learn that Casper built a number of these smaller sized buildings in about the 50’s or 60’s. As time rolled on, the neighborhoods evolved into transitional or lower socio-economic areas, and now there is a fairly strong correlation between these small schools and Title I status. Also, from discussion there appears to be a (reverse) correlation with WYCAS and growth measurements. This school receives about \$119,000 in Title I funding. Although it was not specifically mentioned or linked, the district is devoting a 100% FTE Principal to this small school, presumably to get a bear hug on the at-risk situation. Given that it is not uncommon to have administrators cover enrollments of twice this school, one could say that some of the EDY \$ have been used here. This school shares special services with

other Casper schools, and essentially gets such services in the same ratios as do other district schools. Based on my exposures to date it appears to me that, by and large, small schools in larger districts may suffer many of the costs and problems of their similar situated counterparts in small districts. However, a number of these problems are more easily and efficiently addressed in the larger districts – as in ease with which specialties and special services can be hired and spread out.

I then visited Stan Olson, Supt, and Steve Hopkins, Business Manager in the Central Office. I verified that actual class size targets for the district were 22 for the primary grades and 26 for the intermediate grades. This was the original game plan for this year. They do believe that the 22 is closer to 16, district wide, after factoring the CRA monies. I also solicited comments on usage and direction of EDY and SSA monies. While they do not use a model or analysis that considers the prototypical structure plus the SSA as their benchmark at each school, they believe that their staffing plans accomplish the same thing. We covered a lot of ground from the questionnaire, and this is reflected in my notes. I did get them to offer some comments and reactions to SSA type funding problems. I asked them how their Midwest (small school/community 45 mile from Casper) costs would change at the secondary level if their current enrollment of 100 (guess) were to increase by 10 or decrease by 10 students (10%). The response, after contemplation, was that the cost change would be extremely small. I then asked them what their answer would be if the same 10% variances were to occur at a 1000 student high school like Kelly Walsh or Natrona. In this case 10% translates into 100 students. They were fairly quickly responsive that they could reasonably cut/add staff to accommodate the change, thereby truly impacting costs in a big way. The outfall of this exercise was their conclusion that perhaps we need multiple prototypical models, probably somewhat tiered or stepped at the lower end, and transitioning to the more sensitive ADM basis at the larger sizes (i.e.- the current models). They seemed to embrace the notion that we fund based on size, rather than making an adjustment for being small.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-6 145+- students

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____

Other adjustments generated by this school
EDY \$ _____ per ADM Total\$ _____
LEP \$ _____ per ADM Total\$ _____
Other \$ _____ Total\$ _____

Interview Questions for Administrator at Small Schools

District Natrona 1

School Jefferson Elementary

Name of MAP resea rcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Nancy Torbert, Principal

Date of site visit 9/24/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Title I school wide; designed as a one unit (one classroom per grade) school; use a large modular for specials – art, music, pe, and spec services; use smaller modular for Title I; Grant is one mile south, and Park is one mile west; it seems as though a number of these designed one unit buildings are now Title I schools;

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Nancy is a full time principal; 2nd yr. as a principal, 13th year in district; she has a business and industry background, so she uses data analysis to effect culture changes; Nancy says district’s class size targets are 22 @ primary grades and 26 @ intermediate;

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

high free and reduced at 80%; 40 % mobility;
58% of ADM is from home area, and 42% of ADM are here by “choice”

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	rates are up; utilization is up moderately		
b. Transportation costs	schools of choice drives this		
c. Student activities	N/A		
d. School lunchroom costs	serve breakfast and lunch, but not a building impact;		

- 5. Does the district provide any special or additional services to your school due its size?**

Most funding is ADM based; district balances special services

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

No awareness

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

N/A

8. What do you see as the biggest advantages to students who attend this school?

Attention given by adults to all students;
Good adult to student ratios;
All day K – funded 50% by district and 50% Title I
Schoolwide Title I gives more staff

9. How well do the students leaving this school do at the next level of schooling? How do you know?

Don't yet know; students can migrate to a choice of six institutions
Developing cc program "Build on your dreams"

10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

N/A

11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes

12. In your opinion is this a good place for child to attend school? Why?

See #8
Intimate learning environment
Adults willing to adapt to meet needs

13. In your opinion is this a good place to teach? Why?

Yes
School climate surveys are favorable
Teacher/board battle (salary negotiations) is outside building
Have the leadership to get better
Academic program is clearly articulated

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

This building had its first new hire in 4 years

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 retired

16. How many teachers did you hire last year? What are their names? From where did you hire them?

zero

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

Thinks it gets sunsetted at 6/30/02

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Students start with large deficits
78% are not social or readiness proficient at K
Retention may be part of solution
Title I may fund a pre-school program next year

19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?

SALSA
K teacher is fluent in Spanish

20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?

Observation survey to all 1st graders;
Hire .5FTE aide – trained in Rigby (Reaching Up); will impact 15 1st & 2nd graders
Combined State & Fed \$ will impact 55 students this year

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Staff development is tied to schools SIP;
District targets are math and reading
“Positive school” discipline model is in place at Jefferson

22. Does your school receive any federal funding? For which programs? How much?

Title I \$119,000

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Not familiar with details

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

One school; note that lunchroom is for serving only; no on-site prep



Large School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$
Transportation \$
Student Activities \$
Utilities \$
EDY \$
LES \$
Food Services\$

Interview Questions for Administrator at Small District Office

District Natrona 1

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Dr. Stan Olson, Steve Hopkins

Date of site visit 9/24/01

1. Describe the district. How many schools? How many are small? How far from the district office? Other unique characteristics.

Remote site - primarily Midwest, and Willow creek
85% of students attend in their geographic area;
CRA \$ have aided district to get class size to around 16 in K-3

2. It tends to cost more per pupil to educate a child in a small school than in a larger school. What are the characteristics of the small schools in this district that tend to cost more per child than larger schools? (Ask for specific cost examples.)

Fixed cost factors - Principal, custodial, Secretary, and utilities
Tend to have smaller class sizes, but not always
Current small schools tend to be Title I schools

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

Midwest Elem has combined classrooms

Small populations (say 150) vs large population (say 400) schools tend to be more perception than product when comparing

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	rates up; technology up; moderate increases		
b. Transportation costs	fuel rates up		
c. Student activities			
d. Food services	labor is 60%; currently break even, but expect to move into deficit in next couple of years		

- 5. Your school district generates \$_____ from the small school adjustment, \$_____ from the food services adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

\$ tend to migrate to generating source

- 6. Do you treat small schools in ways different from other schools in the budgeting process? If so, how?**

Staffing is based on building needs and absorbing inefficiencies
All receive same/similar services
\$/ADM, although small schools get a base amount in addition
Largest schools may trade some staffing \$ for other uses (cut .5FTE Principal and use savings to hire playground supervisor)

- 7. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Pools are shrinking- more so at secondary; pools are less qualified – both breadth and depth;
CC – Casper College has elementary prep program which is a plus;

- 8. How many teachers did you hire this year? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

35-50
4-5 vacancies at beginning of year in SPED and secondary specialties
Raised base from \$22,400 to \$26,475

- 9. How many teachers left this district last year? For what reasons? How do you know?**

Net cut of over 20 teachers

10. Does this district offer teachers an opportunity for early retirement? Why?

Sunsetting 6-30-02

11. Does this district have a written professional development plan for teachers? (If so, please attach.)

12. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Suggestion – Cap Con issue is critical to replacing infrastructure (fewer, larger, newer)

**Platte County School District #2
Guernsey K - 12
SITE VISIT SUMMARY**

The facility is K-12, all connected, with various “wings” that mostly date into the 1980’s. One would visually conclude that it is well maintained, and is done so in concert with community expectations. The school is almost certainly a community focal point, and serves purposes beyond the regimen of a traditional student school day.

We spent all of our time with Connilee Swantek, Bruce Heimbeck, and a fair amount of time with Ken Griffith.

Enrollment wise, they mirror Southeast in Goshen 1 which we visited the day before. Facility wise, they have more similarities than not.

The secondary programs operate on a 7 period day. After the Southeast visit, one could ask why the block schedule would not be more efficient here, too. I did not ask that direct question. Administratively, Bruce and Ken split the principalships, which result in a 1 FTE principal. Bruce spends the balance of his time being a Superintendent, etc, and Ken is the Counselor. It was interesting to take note of some of the time/duty conflicts that this arrangement causes, particularly in Bruce’s case. An example would be that he would be out of town for a WASA, legislative or other function, and thus the elementary principalship was uncovered in a typical fashion. None of this seemed all bad or insurmountable, but it would be easy to say “there must be a better way”. Somewhat along the same lines, it was interesting to note the many issues they deal with in the arena of staff development. Clearly there is little time in the school calendar for sustained group training, as everyone tends to wear multiple hats – coach, tech coordinator, multiple preps, etc. Without a hint of criticism, they need to think outside the current boxes on these issues. My sense, after reflecting on the visit, suggests they need the equivalent of .5-1 FTE additional administration or professional leadership put into the equation. Our exposure did not suggest to me if such a move would have to be incremental, or if it comes back to priorities.

Our tour of the building revealed a major transition/growth in technology presence. It is obvious that major recent expenditures have taken place, and John Tinnin has been hired to lead usage and instructional growth in this arena. Interestingly, we witnessed a class room dedicated to electric typewriters.

Conilee and Bruce both discussed that the state considers them to have 200% of standard space per ADM, and that yet they utilize all space frequently and continuously. While true, one cannot help but notice that the “home ec” room is still primarily a kitchen setup, the typing room is still dedicated to that era, and shop spaces are seemingly underutilized as well. It was seemingly apparent to me that this school is experiencing the predictable results of a shift to v-ed course offerings that focus on statewide standards as opposed to increased “welding and mechanical” expertise. To me, the issue is at least in part a matter of diseconomy of scale on space, just like there is for costs, compounded by declining ADM..

The district is using major maintenance money to accomplish needed repairs, and they have also embarked on HVAC upgrades, and may have at least 50% of the space now airconditioned. Accepting the fact of increased technology, longer building usage days, summer programs, and typical local temperatures, the strategy seems to be thought out and synchronized.

Some of these MM and technology expenditures have apparently been slow in materializing, so they most likely consume most of the current “discretionary” budgets. Assuming that this is true insofar as for demands on the General Fund, it is likely that very soon different priorities will be able to surface for General Fund support. My sole point being that we should not automatically conclude that more long term money is an absolute necessity to solve existing problems. We did not explore what priorities would next be addressed (teacher salaries, central admin staff, etc.).



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-12

Is this school accredited? When?

Yes; NCA K-12

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM
Total\$_____

Other adjustments generated by this school
EDY \$_____per ADM Total\$_____
LEP \$_____per ADM Total\$_____
Other \$_____ Total\$_____

Interview Questions for Administrator at Small Schools

District Platte 2

School Guernsey K-12

Name of MAP researcher conducting interview Smith & Ehlers

Name(s) and titles of person(s) interviewed Supt Bruce Heimbuck.
Business Manager Connilee Swantek, Principal Ken Griffith

Date of site visit 9-6-01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

The entire K-12 is one campus

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Bruce is also elementary principal; Ken is HS Principal/Counselor; Connilee is Business Manager; these 3 people share the administrative responsibilities

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

number of courses to try to offer; breadth of course offerings; multiple endorsements of staff; only 2 bus routes as most kids are local; building is open until 8:30 PM – access to labs, Parks & Recreation; tutors are in labs at district cost

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. School lunchroom costs			

expanded day length and summertime, coupled with AC upgrades are causing some increased utility cost pressures; otherwise relatively stable

- 5. Does the district provide any special or additional services to your school due its size?**

N/A

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

There is no ag program

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

John Tinnin would like to offer some WEN classes, some of which could be based here; some use of UW classes; doing some EWC concurrent in Guernsey

- 8. What do you see as the biggest advantages to students who attend this school?**

Personal knowledge of all kids, and the resultant ability to monitor them

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Co-located K-12

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

Class of 1999 – 75% now working, and 25% still in school per Ken
ACT scores are 22-25 which is above state average, with 80% participation levels;
Little SAT participation

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

YES; expressed concern about the impact of time to track students as more adopted standards come into play

- 12. In your opinion is this a good place for child to attend school? Why?**

“Kids rank us high”
“Adults rank us high”

- 13. In your opinion is this a good place to teach? Why?**

Yes, if the passion matches the opportunity;
Coaching issues are consequential

- 14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Mentioned example of the number of preps for HS English can be an issue

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

5 new hires to a 28 FTE staff; no unfilled vacancies; used a moving stipend in one case; some were local; all five were experienced; biggest issue was balancing endorsements; have 7 period traditional schedule

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1 - Casey

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

NO

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Staffing, endorsements, schedules

19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?

Took a period of Spanish/day from HS; seems to be working now, but can it be sustained over the years?

20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?

Rec'd \$9000; need training for assessments; need to ascertain acceptance by WDE of existing program

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Size has a negative impact due in large part to extreme time constraints and staff availability;

22. Does your school receive any federal funding? For which programs? How much?

Title I is about \$75000 of \$110,000 total; Title II, VI-B, and Perkins tend to be small blocks

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Set floors on enrollments;

Some sort of staffing based, multiple prototypes could be appropriate

Other general thoughts:

1. classified and support personnel should receive health coverage
2. raise teacher base by \$3000; grant 5 years to classified;
3. ramifications of multiple endorsements; create only whole positions
4. SPED – prefer 100% approach, due to high cost possibilities; discussed a little on census based, and also cash carryover caps
5. O&M – current model does not scale space utilization to address small population problems
6. Center of community

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

It would be one school



Small School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Small district adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	_____

Interview Questions for Administrator at Small District Office

District Platte 2

Name of MAP researcher conducting interview Smith & Ehlers

Name(s) and titles of person(s) interviewed Heimbuck, Swantek, Griffith

Date of site visit 9-6-01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

This form completed in conjunction with form 4 with same people

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

5. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?

6. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?

Breadth of course offerings; limited business/vo-ed courses; advanced Literature and English classes

7. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

8. Which schools in your district are accredited? When?

9. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?

10. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

11. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

12. How many teachers did you hire last year? What are their names? From where did you hire them?

13. How many teachers left this district last year? For what reasons? How do you know?

14. How many teachers left this district two years ago? For what reasons? How do you know?

15. Do you offer teachers an opportunity for early retirement? Why?

16. Looking at Form 6, please describe the duties of each central office employee.

17. Does this district have a written professional development plan for teachers? (If so, please attach.)

18. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

**Sheridan County School District #2
Fort McKenzie High School
SITE VISIT SUMMARY**

I met on 10/4 with the Principal, Laurien Rahimi, and Marilyn Koester, the district Business Manager. Fort McKenzie is an alternative high school – grades 9-12 in it's second year of operation. It is closely linked with The Wright Place – grades 6-8, an alternative school with a few more years of history.

In any event, these two schools are located in two different buildings, in close proximity, on the campus of the VA Hospital in Sheridan. The facilities are rented by the district. Food service is accomplished thru food brought over from the Middle School cafeteria a few miles away, and served in the “multi-purpose” room in each building. The atmosphere is quite adequate and positive, but a fair distance from how one would describe a traditional school building. The district has front-ended the operations well, and appears to be trying to settle back to funding operations, not start ups.

The program is designed to handle approximately 70 students 9-12. Currently, over 50 students are enrolled. The 6-8 program has an enrollment of 24. Staff is shared in many cases, including the Principal.

Marilyn says any EDY or SSA monies are embedded in the staffing levels district wide. Simply, this means that budgets are not set using the adjustments, but rather staff levels are determined according to the district's resources, and undoubtedly reflect diseconomies of scale, at-risk interventions, etc. Marilyn reminds us that originally an effort was made to run the alternative school as a school within a school at Sheridan High, and that it was not very effective. Both Marilyn and Laurien attribute the lack of success to the fact that these students do not thrive well if they remain exposed to the general environment that got them into difficulty in the first place. They are very pleased by the differences since they moved to the new location.

For the most part, all of the diseconomies of size were cited – student teacher ratios, need for multiple certifications, inability to generate \$ for high ticket equipment (smart boards, vo-ed offerings, etc). However, the staffing needed beyond that required to meet standards, most of it keyed to at-risk, is actively discussed.. I make special note of this as it appears to me to be not size that drives the dimension, rather it is the at-risk factor that is the driver, and the small size is merely a compounding element.

Marilyn did most of the responses for suggestions to improve the model:

1. current activities reimbursement is causing real inequities across the state.
 - Small schools eat better;
 - Small schools have better motel accommodations;
 - Remember that I found that Cokeville and Afton had two different meal policies, and they are both in the same district;

2. Distance learning – unless an aggressive incentive is provided to the sender, full potential usage will not be witnessed;
3. Sees use for small school prototypical models, with relatively fixed funding for ADM bands; would support a K-12 prototypical model as well.
4. School definition questions:
 - Are cafeteria and lunch serving area the same thing;
 - Does library mean a separate room, or can it be the amalgamation of resources placed in grade level rooms like at Story Elementary.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

6-12

Is this school accredited? When?

WDE - 1996
NCA - in phase II

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ per ADM
Total\$

Other adjustments generated by this school
EDY \$ per ADM Total\$
LEP \$ per ADM Total\$
Other \$ Total\$

See WDE 100

Interview Questions for Administrator at Small Schools

District Sheridan 2

School Ft McKenzie/The Wright Place

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Laurien Rahimi, Principal;
Marilyn Koester, Business Manager

Date of site visit 10/4/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Operates out of two different buildings on the VA campus;

4 miles to Sheridan high School

4 miles to Sheridan 8-9

Tried one year as a school within a school at SHS; found that they needed a separate environment to make it work for students

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Laurien covers both schools; no AD needed;

Laurien covers counseling; SPED teaching, Title I, and Social Worker needs;

Use 100 minute block schedules; repetitive 5 days per week; early outs possible on Fridays for performance;

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

STR is low due to low population;

Certifications impact this;

Had to add some bus routes;

PE – currently outside; may need to move to YMCA in inclement weather;

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

00-01

99-00

Change?

a. Utility costs - rent includes utilities;

b. Transportation costs – no unique needs yet; although do have a local summer school in addition to the district's K-12 summer offerings;

c. Student activities – almost N/A except for student council

d. School lunchroom costs – satellite food from Jr High- no central district lunchroom; no breakfast

- 5. Does the district provide any special or additional services to your school due its size?**

No

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Some major ticket items are not available due to sheer \$ costs versus low enrollment; do not feel at all abused or deprived;

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Correspondence – no

Have independent study computer program A+;

Have Vo-tech concurrent with SCC;

WEN – want to use, but operational and time costs do get in the way on some decisions; why is state not providing cheaper access;

- 8. What do you see as the biggest advantages to students who attend this school?**

1 on 1 – personalized instruction;

teaching to student learning modalities;

intense remediation;

high attention to social development needs;

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Too early to measure;

Last year – 1 to Marines and 4 to world of work;

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

N/A

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 12. In your opinion is this a good place for child to attend school? Why?**

See #8

Yes – for all kids;

We are concerned about whole being;

We are an alternative setting for those who need one;

13. In your opinion is this a good place to teach? Why?

Yes – teachers love kids and jobs;
They are empowered; students are empowered;
Parents are engaged (high participation)

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Attracting – lots of screening to find right folks; have to recruit both from within and without district; new salary schedules have caused applicants to take a second look;

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 replacement
4 expansion positions
all experienced, some with old line Sheridan and Wyoming ties;

16. How many teachers did you hire last year? What are their names? From where did you hire them?

N/A

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

No

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Very new school – no \$ driven items;
Preparedness to learn and motivational issues;
As school continues its evolution, kids who are progressing are clearly impacting the behavior of the school;
Minimally staffed now; need .5 PE, 1 FTE Counselor, 1 FTE Tech, 1 FTE Foreign Language, and Vo-ed hands on exposures;

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

N/A

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

N/A

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Piggy back to district;
District allows some building specific days, and these are tailored to developing this school;

22. Does your school receive any federal funding? For which programs? How much?

Title I - \$30,000 – 2 para-professionals at both buildings
The Wright Place may eventually become school wide Title

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Marilyn interjected district concerns here:

Activities as a reimbursable for smalls is leading to inequities;
Distance Learning – need incentives to offering schools/districts;
Small prototypical models at all levels; and possibly even a small K-12 prototype

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

These two schools would become 1

Possible questions:

Is a serving are the same as a cafeteria;

Does a library have to be in a stand alone room, or can it be spread throughout classrooms –
i.e. Story Elementary



Large School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	_____

Interview Questions for Administrator at Small District Office

District Sheridan 2

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Marilyn Koester, Business Manager

Date of site visit 10/4/01

1. Describe the district. How many schools? How many are small? How far from the district office? Other unique characteristics.

See Form for answers to all questions

2. It tends to cost more per pupil to educate a child in a small school than in a larger school. What are the characteristics of the small schools in this district that tend to cost more per child than larger schools? (Ask for specific cost examples.)

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

2. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

3. Your school district generates \$_____ from the small school adjustment, \$_____ from the food services adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?

4. Do you treat small schools in ways different from other schools in the budgeting process? If so, how?

5. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

6. How many teachers did you hire this year? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

7. How many teachers left this district last year? For what reasons? How do you know?

8. Does this district offer teachers an opportunity for early retirement? Why?

9. Does this district have a written professional development plan for teachers? (If so, please attach.)

10. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

**Sublette County School District #9
LaBarge Elementary
SITE VISIT SUMMARY**

The first visitation was LaBarge Elementary. This is a K-5 facility of about 56 students. One would guess that it could easily accommodate 100+ students. The kindergarten is full time, grades 1&2, 3&4 are combined, and 5th is self contained. This is a relatively standard arrangement for them. LaBarge is about 20 miles from Big Piney, and 45 miles from Kemmerer. LaBarge is technically in Lincoln County, so law enforcement and social services come through Kemmerer rather than Big Piney. This does present some challenges. LaBarge has an economic center, with a few consumer services including a couple of motels, eateries, bars, gas stations, etc. It is also “home” for some oilfield related service firms, as oil activity is prevalent. It appears to have both a permanent population base as well as a fair number of transient workers. Interestingly, snatches of conversations suggesting anonymity were heard, somewhat reminiscent of the Farson experience.

The WDE 100 did not claim any EDY or LEP. Yet, again like Farson, one gathers that there is an inclination to not claim F&R. At-risk populations are present as per the Principal, and she believes the small school size is an aid in addressing the known issues. She made a point of crediting the BIT process with further keeping this as a manageable matter.

Two of the four classroom teachers live in nice appearing teacherages, one lives in LaBarge, and one commutes from Big Piney each day. All special services must be imported, but typically it is on a split arrangement with the Big Piney schools.

Kids from LaBarge migrate to Big Piney. In the past, there have been indicators that the transition needed improving, so an effort is now being made to have the LaBarge 5th grade class not be a combined classroom, and the early results are encouraging as per the Principal.

The visitation continued in Big Piney with Weldon Shelly and Jack Reisig.

As we processed questions, it was common for many responses to include references to inadequate funding for the district, and current reality of continued deficit spending. Part of the deficit is about a \$125,000 annual Lunchroom subsidy according to Weldon

Parenthetically, my quick look at this district suggests that every school is eligible for an SSA, yet the WDE 100 I have does not include Big Piney Elem for an SSA. I will drop a note to ask Jack what precludes that claim.

Because of the good dialogue that was taking place, I particularly challenged Weldon and Jack to comment on formulas and precise problems.

1. Weldon wishes that the Prototypical model would include average teacher salaries, and leave the seniority issue to local control;

2. This district still has an essence of an early retirement plan - \$12,000 incentive keyed to 15 years of district service;
3. To design and justify a minimum necessary central office component, and for what size district would it cover.
4. They both are guided by the notion that 75-85% of any budget is salaries, so why not design staff sizes and just factor the discretionary % on top.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-5

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM

Total\$ _____

Other adjustments generated by this school

EDY \$ _____ per ADM Total\$ _____

LEP \$ _____ per ADM Total\$ _____

Other \$ _____ Total\$ _____

See WDE 100

Interview Questions for Administrator at Small Schools

District Sublette 9

School LaBarge Elementary

Name of MAP researcher conducting interview Ehlers, (LaBarge, LSO)

Name(s) and titles of person(s) interviewed Chris Meiring, Principal

Date of site visit 9/18/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Big Piney – 20 miles; K-12 and district offices
Majority of kids are bussed; major distances are involved
Four teachers; 2 live in teacherages; 1 lives in town; 1 commutes from Big Piney

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

.25 FTE in LaBarge
.75 FTE in Big Piney Elem

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

distance and small numbers – inefficiencies
county line split causes inefficiencies with law enforcement and family services;
OT and other Spec Svcs must be imported

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	rates up; community usage, extended day and summer school		
b. Transportation costs	no locally generated increases		
c. Student activities	N/A		
d. School lunchroom costs			

prepared on site; significant deficit – reimburses about 1/3 costs

- 5. Does the district provide any special or additional services to your school due its size?**

Believes programs and services are well balance between LaBarge and Big Piney

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

see #5

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Not a factor

8. What do you see as the biggest advantages to students who attend this school?

Everyone knows everyone
Cross grades and cooperation and opportunities
Very involved community – parents, grand parents, VFW, etc
Many historic ties to community amongst retired age group

9. How well do the students leaving this school do at the next level of schooling? How do you know?

By and large okay; although official historic tracking suggests that LaBarge kids may not perform as well as Big Piney. In the past year, 5th grade has been segregated to a stand alone classroom, and results have been encouraging

10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?

11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?

Yes

12. In your opinion is this a good place for child to attend school? Why?

Absolutely
High quality staff – acceptable STR
Effective use of BIT – very early intervention;
Good climate – high “safe and orderly” status

13. In your opinion is this a good place to teach? Why?

Yes #1 – Principal
Community support
Board support is strong

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

somewhat
distance makes it somewhat difficult
Teacherages make a huge difference

- 15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?**

1 transfer in from Big Piney due to a return from LOA

- 16. How many teachers did you hire last year? What are their names? From where did you hire them?**

1 transfer in due to a CRA being moved from Big Piney to LaBarge

- 17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?**

Ask Jack

- 18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?**

Combined classrooms of about 18 do present some volume difficulties

- 19. *For Elementary schools only* How do you plan to implement the new state requirements for foreign language instruction?**

SALSA will be a part; otherwise no firmed up plan, yet;
Solicited comment: Supportive, but recognizes that kid time is being competed for or diluted by such an imposition;

- 20. *For Elementary schools only* How do you plan to implement the new state requirements for reading assessment and instruction?**

Just started guided reading
District just added 1/2 time position
Individual plans for every student

- 21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?**

Focused reading and writing;
Mirrors with Big Piney Elementary
Wyoming Writer's Workshop
Inspiration software
6 Traits
Dovetails with all district programs

22. Does your school receive any federal funding? For which programs? How much?

Title I is major
Smattering of smaller programs

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Better access to Spec services
Better pay for teachers
Perhaps some additional incentives for teachers who teach in La Barge and Big Piney

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

All four at least partially present = 1 school



Small School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$ _____
Small district adjustment \$ _____
Transportation \$ _____
Student Activities \$ _____
Utilities \$ _____
EDY \$ _____
LES \$ _____
Food Services \$ _____

See WDE 100

Interview Questions for Administrator at Small District Office

District Sublette 9

Name of MAP researcher conducting interview Ehlers, (LaBare, LSO)

Name(s) and titles of person(s) interviewed Supt Weldon Shelley, and Business Manager Jack Reisig

Date of site visit 9/18/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

Labarge - K-5; 20 miles
Big Piney K-12
County line and jurisdiction issues

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

STR - small enrollments provide little staff management latitude
Ability to deal with social issues
Technology replacement cycles must be met
Health insurance - family coverage is \$800=per month; district pays entire amount to meet local market conditions

- 3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?**

LaBarge – informal studies show that this district subsidizes this school by \$30-50= over the SSA and prorata SDA

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	rates up		
b. Transportation costs			
c. Student activities			
d. Food services	\$125,0000 subsidy-	steady to slow up trend;	
	3 kitchens in district		

- 5. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

Virtually all schools are eligible for SSA, so it is more a matter of district priorities

- 6. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

Negative – numbers of courses at HS
Positive – better STR

- 7. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes – but at the price of deficit spending

- 8. Which schools in your district are accredited? When?**

WDE 2 yrs ago
NCA - okay

- 9. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

Very well; guidance counselors do follow up surveys as well as personal visitations with schools and students

10. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?

Base is now \$26,333; average \$35,000
Get salaries as high as possible – attract and retain
Hire on spot
Signing bonus
Attractive benefit program – 100% of everything
Aggressive well maintained teacherages

11. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

4 – music, math, social worker, home ec; added .5FTE reading
No vacancies

12. How many teachers did you hire last year? What are their names? From where did you hire them?

3 – 2 math and 1 elementary

13. How many teachers left this district last year? For what reasons? How do you know?

3.5 – 2 to Idaho for more money; 1.5 retirement

14. How many teachers left this district two years ago? For what reasons? How do you know?

3 retirements

15. Do you offer teachers an opportunity for early retirement? Why?

Yes; sunset old program; \$12000 incentive based on 15 yrs service

Weldon does not like seniority adjustment; would prefer use of statewide averages and leave option to district

16. Looking at Form 6, please describe the duties of each central office employee.

17. Does this district have a written professional development plan for teachers? (If so, please attach.)

sample attached

18. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

LaBarge – 1 school

**Sweetwater County School District #1
Farson Eden K - 12
SITE VISIT SUMMARY**

The visited school was Farson-Eden, a K12 facility about 90 miles from Lander, and 45 miles from Rock Springs. Total enrollment is in the 128 range for the past two years. Lower grades are down in ADM, so enrollment is likely to drop even further, absent external interventions.

The buildings are in good shape, and appear to be three segments built in a contiguous fashion over the years. Farson offers little in the sense of community commerce. It is a highway junction, with associated services. The school facility includes teacherages. It appears that there is some ag based commerce in the area, but most folks apparently leave the locale when they go to their daily work at trona mines, or in the oil fields. Other than ag based families, and teachers, folks who live here probably made conscious decisions that the isolation was an attraction.

Some Rock Springs kids are given the option to attend high school in Farson, but apparently the reverse is not true. Transportation is provided.

The school is a real community center in respects. Apparently activities are a real crowd draw, although secondary parental involvement in student's academic pursuits is not, according to Richard Horsley, Principal. In discussions with Richard and Chris Winward, Counselor, post secondary education for graduates is more of a recent event. Historically, males went straight into the world of work, and females tended to become housewives. They observed that recent trends see particularly the female population pursuing post secondary training.

In discussions of staffing, the elementary classrooms are all 2 grades. The middle school tends to be departmentalized by grade as class sizes tend to reflect the grade level ADM's. The high school is departmentalized, and utilizes a modified block schedule with class sizes ranging from 2 students to 18 (in a PE class). I asked Richard how large of a population he could serve with his current secondary staff, and he thought it would not change if he had a student body in the 40-100 student range. (This was not a researched answer).

Consistent throughout all discussions was the notion that the STR (small enrollment) was of great benefit to both students and staff. Also, the notion of at-risk was always present. Richard went so far as to say that free and reduced stats for the school are dramatically understated. Mentioned as reasons were the pride factor, and possibly the anonymity factor.

The school offers a "pre-school" program two afternoons each week, at district expense in an effort to have incoming students better prepared to enter the K12 scene. No evidence was noted that there are any other similar programs/services available locally.

To the extent there was a complaint, it was that the small size factor, when coupled with the tendency for census based budget allotments, makes it very difficult to accumulate monies to purchase specialty equipment – smart board was used as example.

Teacherages were acknowledged as both aids and necessities in the recruiting and retention process. The retention issue did not seem to be huge, although it was acknowledged that some transfer to Rock Springs, and that a second income is a big issue for any couples who are recruited here.

In regards to distance learning – familiar sounding issues were raised: too costly with strained building budgets, private contractor issue on WEN, existence of “Switch-Net” access was acknowledged (local equivalent to WEN), time coordination. WEN is mentioned in a positive vein, but like other locales, more excuses than plans seem to emerge.

The next phase of the visit was with Dr. Richard Strahorn, Superintendent, in Rock Springs. The district has been dealing with an enrollment drop for the last 5-7 years, at a rate of about 200 ADM per year. Per Dr. Strahorn, their adjustments to this dynamic consume a lot of current energy. They have three small enrollment centers – Farson, Superior, and Wamsutter. While they do not formally channel small school adjustment monies to these centers, they have continued historic budget practices that staffed and funded these schools at higher \$/ADM levels than the larger schools in Rock Springs receive.

Hiring and retention of teachers is an increasingly tough issue according to Dr. Strahorn. The district has adopted some new strategies for recruiting – e.g. Idaho, use of 4 colleges instead of just UW. Dr. Strahorn says they are reluctantly leaning towards signing on the spot in some cases. Last year, they had about 42 positions vacated, and filled 32 as they planned an 11 position cut. They currently have an English position open at Rock Springs High School.

Dr. Strahorn quoted some district financial stats – like one of Wyoming’s lower base salaries, class size averages in the 20’s, etc., as realities, yet continuing real financial woes – as being indicative of inadequacy of state funding, be it SSA or otherwise.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-12

Is this school accredited? When?

What are the WY CAS scores for this school for the past 3 years?

00-01

99-00

98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$ _____ per ADM
Total\$ _____

Other adjustments generated by this school

EDY \$ _____ per ADM Total\$ _____

LEP \$ _____ per ADM Total\$ _____

Other \$ _____ Total\$ _____

See WDE 100

Interview Questions for Administrator at Small Schools

District Sweetwater 1

School Farson-Eden K-12

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Richard Horsley, Principal

Date of site visit 9/17/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

K-12 is connected; 1960's type K-5 wing, 1970's type 6-8 wing, 1980's type 9-12 wing;
Located 45 miles from Rock Springs
Remoteness – everything has to be trucked in
Building age has utility impacts; heated by propane

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

1 FTE Principal; lives on campus 24/7
has to cover local transportation needs
has farmed out AD work to a teacher for a period/day

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (probes: administration, transportation, small classes, etc.)**

To meet state standards – takes more to serve the few
I.e. – current staff at secondary is probably adequate to serve a 40-100 ADM student range
Current German teacher is dual endorsed

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs - extended day length and community use impact usage; summers are likely to be a factor in the future			
b. Transportation costs	3 routes – 1 to Rock Springs daily + daily activity bus to rock Springs		
c. Student activities	stable offerings		
d. School lunchroom costs	serve only lunch – hot – to all levels; HS has open campus policy; program is self supporting		

- 5. Does the district provide any special or additional services to your school due its size?**

Special services; librarian, some central maintenance and some central technology

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Yes – smart boards, tech, equipment, etc must be purchased using per ADM allotments, and even though larger allotments per ADM, still not enough to accumulate/facilitate large item purchases;

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

Switchnet – local equivalent to WEN, but thru WWCC
WEN; concurrent enrollment with WWCC;
HS is in third year using block schedule

- 8. What do you see as the biggest advantages to students who attend this school?**

STR is good; individual help
Community involvement thru K-5; then wanes dramatically;(however, can always make it to the games);

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

Chris joined for this portion
Surveyed back to 1990; somewhat sketchy data; dramatic improvement in recent years in post secondary, but almost singularly due to changes for females; education and training is now more valued as an option for the female gender;
Male attitudes are very world of work oriented

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes – okay with all that are currently in place

- 12. In your opinion is this a good place for child to attend school? Why?**

Yes; STR and dedicated staff

- 13. In your opinion is this a good place to teach? Why?**

Yes; STR; block schedule helps accommodate impacts of multiple preps; close relationships with students (they come back to visit)

- 14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?**

Increasingly so; tend to stay unless stolen by Rock Springs or family moves; (a number of staff are 2nd incomes to family)

Have district provided housing, which is more attractive to new teachers than growing families

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

1 – hired replacement from Star Valley due to CRA cut at Star Valley;
currently using sub for music

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1 – experienced
2- college grads, housing issues were attractive as they were needing to pay off loans

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

Yes – modified to provide access to Health insurance after age 50 and 10 years in district

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Hard to stay current with technology;
Issues typical to small staff

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

SALSA-
Also have a K-1 teacher who is very fluent in Spanish

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

Continue with STAR, A(ccelerated) Reading and Reader;
Gains are good – about 1.5 years per year

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Mostly directed/dictated by district; individual plans;
Has profound impacts in that district does many pull-outs and that leaves little time for school driven programs

22. Does your school receive any federal funding? For which programs? How much?

No Title

Some access to Perkins

23. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

Believes in success of small schools – even if opportunities are more limited; opportunities are better advantaged;

WEN was a good idea; move to private company has made it non-competitive; now must compete for building allotment \$; therefore taking opportunities from already deprived kids

24. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

Libraries at both elementary and secondary; shared lunchroom; one administrator office; appears to have separate HVAC for elementary vs. secondary



Large School District Site Visit

Form 7

Interview

Amount this district receives: District Schools Visited:
Small school(s) adjustment \$
Transportation \$
Student Activities \$
Utilities \$
EDY \$
LES \$
Food Services\$
See WDE 100

Interview Questions for Administrator at Small District Office

District Sweetwater 1

Name of MAP researcher conducting interview Ehlers (LaBare, LSO)

Name(s) and titles of person(s) interviewed Supt Richard Strahorn

Date of site visit 9/17/01

1. Describe the district. How many schools? How many are small? How far from the district office? Other unique characteristics.

Farson -Eden K-12, 42 miles from Rock Springs
Reliance K-6
Superior K-6
Desert K-8, 72 miles
Rock Springs - K-12; 12 elementary (2 qualify for SSA)

Small populations vs large populations and the differences in thinking
4413 ADM in district

2. It tends to cost more per pupil to educate a child in a small school than in a larger school. What are the characteristics of the small schools in this district that tend to cost more per child than larger schools? (Ask for specific cost examples.)

Larger schools offer more staff management possibilities

- 3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?**

Farson –Eden

Wamsutter

Superior

All have small populations for which it is difficult to spread costs

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	utilization will be up	due to summer schools & longer days for at risk programs & tutorials	
b. Transportation costs	some increases	beyond prices	
c. Student activities	fairly flat		
d. Food services	self supporting	is a district wide commitment	

- 5. Your school district generates \$_____ from the small school adjustment, \$_____ from the food services adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

Done based on priorities established longer ago;

Not a synchronized process

- 6. Do you treat small schools in ways different from other schools in the budgeting process? If so, how?**

Staffing ratios are pre-adjusted; to some extent administrator salaries are high (due to remoteness); allotments are more aggressive, too;

- 7. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

Tougher & tougher;

Retention is not a major problem, but is not nominal, either;

Vacancy in English at HS High;

Commencing in 1996 – focus on hiring in Idaho for remote schools; now use 4 colleges instead of just UW; Reluctantly – somewhat leaning towards “signing on the spot”

- 8. How many teachers did you hire this year? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?**

9. How many teachers left this district last year? For what reasons? How do you know?

Cut 11

10. Does this district offer teachers an opportunity for early retirement? Why?

Yes – no financial incentives paid;
Retiring employee can stay on self insured health plan at district cost until age 65;

11. Does this district have a written professional development plan for teachers? (If so, please attach.)

6 traits;
Each employee has their own PDP;
Small schools have unique problems – numbers of staff, time available, etc;

12. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

**Washakie County School District #2
Ten Sleep K - 12
SITE VISIT SUMMARY**

Judy Morrison, the Superintendent, sat in on the school session, as Bill Hamm is only in his second year as principal and is also new in Wyoming. This made the visitation extremely efficient in this small K-12 school/district.

Last year they had a K-12 ADM of 125 students, and have dropped to 110 thus far this year. No major concentrations, just down overall. I didn't get the K count this year, but based on last year, every class 6th grade and under was less than 10 ADM. The 9-12 count is about 48, so this is probably as low as any school I have visited.

Facilities have moderate age, but are well maintained for what I saw.

The HS was the only EDY generator. From discussions with Judy, the simple reality is that the locals will fill out a F&R application for all of their kids, no matter the grade level, so HS was an easy qualifier as they average about 50% school wide. The EDY \$11,000 literally winds up as part of the block grant in a situation like this. (The K-12 school = The district)

The principal is a full time position, and he does his own AD work, and is supposed to carry some curriculum responsibility, but I think that is more for training than for leadership. Judy is a Sped person, so she is 30% claimed for Sped reimbursement. Looking at form 6, and note the thinness in the CO staffing. Virtually, they run a Supt, a Business Manager position that is also the Board secretary and an administrative assistant to Judy, and a secretary who works for the HS. They are dealing with combined 1-2, 3-4, 5-6 classrooms in the elementary. The Kindergarten teacher is full day, but only a 55% FTE, as she commutes and is there just 2.5 days per week.

Judy is quite active in the small schools coalition, and she has probably thought through the adjustment process more than some. Basically, she advocates a change to include at least a minimum prototypical model for schools, and when asked, she reasoned that the same would hold true for districts. I asked her if she saw any potential in considering a K-12 prototypical, and she did, but with the caveat it be funded at the HS amount.



Small School Site Visit

Form 4

Background to be completed by MAP prior to the visit:

What are the grade levels in this school? (For all secondary schools, please obtain and attach a master schedule, if not otherwise provided.)

K-12

Is this school accredited? When?

WDE – 1996 – due this school year
NCA - no

What are the WY CAS scores for this school for the past 3 years?

00-01 99-00 98-99

Reading

Math

Dollar amount of small school adjustment generated by this school \$_____per ADM
Total\$_____

Other adjustments generated by this school
EDY \$_____per ADM Total\$_____
LEP \$_____per ADM Total\$_____
Other \$_____ Total\$_____

See WDE 100

Interview Questions for Administrator at Small Schools

District Washakie 2

School Tensleep K-12

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Bill Hamm, Principal; Judy Morrison, Supt

Date of site visit 10/2/01

- 1. Describe this school. Is it co-located with other schools, how many buildings on campus, where is next nearest school with same or similar grades, how far from district office? Are there unique characteristics of this school that could affect cost?**

Contained K-12 campus
Manderson 5-8 is 35+ miles
Worland K-12 is 24 miles
Buffalo – 60 miles over mountain

- 2. What is the administrative arrangement for this school? How many administrators? Full time? Part time? Shared time with another school?**

Bill Hamm is 100% Principal

- 3. What special problems or additional costs do you feel your school incurs due to its small size (enrollment)? (*probes: administration, transportation, small classes, etc.*)**

Secondary – STR is small due to need to offer breadth of offerings;
Elementary 1-2, 3-4, and 5-6 are combination classrooms; they have all day part time K;
district facilitates pre-school program
Base salary is 48th in state; assume average salary is somewhat similar
Staff development – geographics are an issue;
Must leave locale for major bus repairs

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs	shifting from coal to propane; lengthened school day and year; increased staff development time;		
b. Transportation costs	fuel prices up; now have combined MS FB program with Manderson		
c. Student activities			
d. School lunchroom costs	\$30000/yr subsidy; no breakfast program; BOCES coop is helping hold the line		

- 5. Does the district provide any special or additional services to your school due its size?**

No

- 6. Are there any major resources (instructional materials, technology, aides, or itinerant teachers, etc.) available to larger schools that are not available to your school because of its size? How serious a problem for student learning do you think this is?**

Technology – have aggressive grant writer, so pretty much up to date
No corporate access;
Textbooks are on about a 7-8 year cycle

Have good arrangement for joint library w/county – 5 days plus 1 night / week.

- 7. To what extent do you offer students instruction through distance learning, correspondence, independent study, concurrent enrollment in a college or university, etc.?**

About 3 students in correspondence courses;
About 8 students in “Star Spanish”; class costs about \$12000/ye;
Costs \$2500/yr just to be active on WEN
Grades 9-12 are on regular block; grades 7-8 use a modified block;

- 8. What do you see as the biggest advantages to students who attend this school?**

Closer contact with teachers; STR – including access;
More sensitivity of staff to individual needs
Electives can be somewhat tailored to student preferences;

- 9. How well do the students leaving this school do at the next level of schooling? How do you know?**

Just commencing post graduate studies/surveys
75% move up;
Of 13 in 2001 class – 1 dropout, 10 to college, 2 to military

- 10. For high schools only What portion of your graduates attend college or go on to other post secondary training? Do you have any indication of how well they do? What data do you have?**

See #9

- 11. Does your instructional program cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

Yes

- 12. In your opinion is this a good place for child to attend school? Why?**

Yes – see #8
Opportunity to participate- activities drama, student government;
Not selective based on competition
Good community support for participation (booster clubs)

- 13. In your opinion is this a good place to teach? Why?**

Yes – cooperative environment;
Community support for staff

Less discipline issues – better climate

Have resources to provide staff development, although travel is required

14. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time?

Supportive environment helps retention

Attraction issues; low salaries; spousal employment opportunities; teacherages; geographic remoteness;

Low size pools especially in secondary and special services

15. How many teachers did you hire this year? What are their names? From where did you hire them? Do you have any unfilled vacancies?

.5 Math – local hire

1.0 Title I and Music – tied to G&F move

16. How many teachers did you hire last year? What are their names? From where did you hire them?

1.0 SPED

1.0 Art/SS - imported

17. Does your district offer teachers an opportunity for early retirement? Why? Have any teachers at this school taken advantage of this in recent years?

No

18. What are the biggest impediments you encounter at this school in providing students an opportunity to meet state standards?

Money to staff – breadth and depth;

Few AP type offerings and sequential VO-Ed

19. For Elementary schools only How do you plan to implement the new state requirements for foreign language instruction?

SALSA – extremely tough to maintain momentum

20. For Elementary schools only How do you plan to implement the new state requirements for reading assessment and instruction?

Through regular classroom; 1-2 combination teacher;

Purchasing assessment package – state approved – called “Fox in the Box”

21. Please describe the nature of professional development provided teachers in this school last school year. Do you have a written professional development plan? (If so, please

attach.) What effect, if any, does the size of this school have on the professional development for your teachers?

Annually do a needs survey of both student and staff;
K-12 is an issue when bringing in programs
Funds are limited; access to substitutes is limited; must be cautious not to empty building;
I.e. – on site training for block schedule teaching, and combined classroom teaching methods;

21. Does your school receive any federal funding? For which programs? How much?

CRA –
Title I - \$30,000/yr
VI-B \$9000/yr
Perkins – through NW BOCES

22. What types of adjustments for small school size do you think the state should make, and if you could change the current system, what changes would you make?

School – should set minimum base for elementary, middle school, and high school; must be able to cover standards;

District staff – Curriculum, Technology, Business Management, Assessments, Supt/Board, SPED, Federal Programs, Personnel
I.e. – Supt, Business Manager, Administrative Secretary, Technology, .5 Food service, Curriculum/Standards/Assessments;

23. If the state were to adopt the following definition of school, what would be the effect on this school?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

K-12 = 1 school



Small School District Site Visit

Form 7

Interview

Amount this district receives:	District Schools Visited:
Small school(s) adjustment \$ _____	_____
Small district adjustment \$ _____	_____
Transportation \$ _____	_____
Student Activities \$ _____	_____
Utilities \$ _____	_____
EDY \$ _____	_____
LES \$ _____	_____
Food Services \$ _____	
See WDE 100	

Interview Questions for Administrator at Small District Office

District Washakie 2

Name of MAP researcher conducting interview Ehlers

Name(s) and titles of person(s) interviewed Supt Judy Morrison

Date of site visit 10/2/01

1. Describe the district. How many schools? How many are remote? How far apart? Other unique characteristics.

See form 4

2. It tends to cost more per pupil to educate a child in a small school district than in a larger district. What are the characteristics of this district that tend to cost more per child than in larger districts? (Ask for specific cost examples.)

See Form 4

3. Are there schools in your district that create additional costs because of their remote location? Which schools? What is the nature of the additional costs?

See Form 4

- 4. Below are the costs you reported to WDE in 99-00 and 00-01. Do you anticipate that they will change substantially in 01-02? Why?**

	00-01	99-00	Change?
a. Utility costs			
b. Transportation costs			
c. Student activities			
d. Food services			

See Form 4

- 5. Your school district generates \$_____ from the small school adjustment, \$_____ from the small district adjustment, \$_____ for the EDY adjustment and \$_____ for the LES adjustment. What the procedure do you use to allocate expenditures from these funds within the district?**

See Form 4

- 6. In your opinion, are students who attend school in this district disadvantaged relative to students who attend school in larger districts? Why?**

See Form 4

- 7. Does the instructional program in your district cover all of the state standards? If not, which ones are not being offered? Why not? What will you do about it?**

See Form 4

- 8. Which schools in your district are accredited? When?**

See Form 4

- 9. How well do the students leaving this school district do at the next level of schooling? How do you know? How many go on to higher ed?**

See Form 4

- 10. How difficult do you find it to attract and retain qualified teachers? Please cite examples. Has this changed over time? Have you implemented any new recruiting strategies the past 5 years?**

See Form 4

11. How many teachers did you hire this year? What are their names? From where did you hire them? (i.e. college, state etc.) Do you have any unfilled vacancies?

See Form 4

12. How many teachers did you hire last year? What are their names? From where did you hire them?

See form 4

13. How many teachers left this district last year? For what reasons? How do you know?

See form 4

14. How many teachers left this district two years ago? For what reasons? How do you know?

See Form 4

15. Do you offer teachers an opportunity for early retirement? Why?

See Form 4

16. Looking at Form 6, please describe the duties of each central office employee.

17. Does this district have a written professional development plan for teachers? (If so, please attach.)

Attached

18. If the state were to adopt the following definition of school, what would be the effect on this district?

A school is one or more buildings that contain one or more grades and at least three of the following facilities that are not shared with another school: (1) library, (2) cafeteria, (3) administrative office, (4) heating and ventilation system.

See Form 4

Appendix A: Small Schools Survey Data