



Notice of Intent to Adopt Rules

A copy of the proposed rules may be obtained at <http://rules.wyo.gov>

Revised November 2016

1. General Information

a. Agency/Board Name*		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Agency Liaison		f. Agency Liaison Telephone Number
g. Agency Liaison Email Address		
h. Date of Public Notice		i. Comment Period End Date
j. Public Comment URL or Email Address:		
k. Program		

* By checking this box, the agency is indicating it is exempt from certain sections of the Administrative Procedure Act including public comment period requirements. Please contact the agency for details regarding these rules.

2. Legislative Enactment

For purposes of this Section 2, "new" only applies to regular rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

No. Yes. Please provide the Enrolled Act Numbers and Years Enacted:

3. Rule Type and Information

a. Provide the Chapter Number, Title, and Proposed Action for Each Chapter.
Please use the Additional Rule Information form for more than 10 chapters, and attach it to this certification.

Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
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Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New	<input type="checkbox"/> Amended	<input type="checkbox"/> Repealed

4. Public Comments and Hearing Information

a. A public hearing on the proposed rules has been scheduled. No. Yes. Please complete the boxes below.

Date:	Time:	City:	Location:
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b. What is the manner in which interested persons may present their views on the rulemaking action?

By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.

At the following URL: _____

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members. Requests for a public hearing may be submitted:

To the Agency at the physical and/or email address listed in Section 1 above.

At the following URL: _____

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption. Requests for an agency response must be made prior to, or within thirty (30) days after adoption, of the rule, addressed to the Agency and Agency Liaison listed in Section 1 above.

5. Federal Law Requirements

a. These rules are created/amended/repealed to comply with federal law or regulatory requirements. No. Yes. Please complete the boxes below.

Applicable Federal Law or Regulation Citation:
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Indicate one (1):

The proposed rules meet, but do not exceed, minimum federal requirements.

The proposed rules exceed minimum federal requirements.

Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to:

To the Agency at the physical and/or email address listed in Section 1 above.

At the following URL: _____

6. State Statutory Requirements

a. Indicate one (1):

The proposed rule change *MEETS* minimum substantive statutory requirements.

The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please attach a statement explaining the reason that the rules exceed the requirements.

b. Indicate one (1):

The Agency has complied with the requirements of W.S. 9-5-304. A copy of the assessment used to evaluate the proposed rules may be obtained:

By contacting the Agency at the physical and/or email address listed in Section 1 above.

At the following URL: _____

Not Applicable.

7. Additional APA Provisions

a. Complete all that apply in regards to uniform rules:

These rules are not impacted by the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j).

The following chapters do not differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j):

_____ (Provide chapter numbers)

These chapters differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j) (see Statement of Principal Reasons).

_____ (Provide chapter numbers)

b. Checklist

The Statement of Principal Reasons is attached to this Notice and, in compliance with *Tri-State Generation and Transmission Association, Inc. v. Environmental Quality Council*, 590 P.2d 1324 (Wyo. 1979), includes a brief statement of the substance or terms of the rule and the basis and purpose of the rule.

If applicable: In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Chapter 3, *Types of Rules Filings*, Section 1, Proposed Rules, of the Rules on Rules).

8. Authorization

a. I certify that the foregoing information is correct.

<i>Printed Name of Authorized Individual</i>	
<i>Title of Authorized Individual</i>	
<i>Date of Authorization</i>	

Wyoming Graduation Requirements

Chapter 31

STATEMENT OF REASONS

2015 SEA No. 87 (2015 Session Laws, Chapter 179) eliminates the requirement that the State Board of Education (SBE) rules require that a high school diploma provide an endorsement level (tiered diploma) on the student's transcript and eliminates the district assessment system (DAS) annual review and reporting requirement. During the past ten months, emergency rules eliminating the tiered diploma endorsement requirement and the district assessment system annual reporting and review requirement have been approved by the Governor. However, through consultation with members of the Governor's staff, the Attorney General's Office staff, and the Legislative Services Offices staff, we recognized that more comprehensive revisions were necessary to address the requirements in the law. The iteration of Chapter 31 presented here is intended to meet the will of the legislature to remove unnecessary complexity for the school districts, honor the requirement to provide students with an "equity of opportunity" during their educational experience, and recognize the authority of each school district to decide the method(s) through which the requirements herein are met.

The Department used the expertise of outside advisors to consult with the SBE liaison, WDE staff, and district leadership including superintendents, curriculum and assessment directors, and high school principals to revise Chapter 31 Graduation Requirement rules. The purpose of this consultative process was to develop revised rules, comporting with the plain language of the law, to establish minimum requirements for receipt of a high school diploma and a process for SBE consultation with school districts on the establishment of high school diploma policies. Emergency rule review documents published by the Legislative Service Office (ERR15-025 and ERR16-008) including relevant statutory language were used to guide comprehensive revisions to Chapter 31. Draft documents were developed and presented to stakeholders for consideration and feedback. The District Assessment System Steering Committee, a twelve member committee of district, University, and Department administrators was established in 2012 to provide leadership, expertise, and guidance related district assessment system development. This steering committee served as the primary consultative group.

This rule has two primary substantive sections:

Section 4 – High School Diploma Requirements

The proposed revisions outline the SBE-defined minimum requirements for any student to receive a high school diploma from any Wyoming school district. These minimum requirements are to be incorporated within each district's high school diploma policy. The proposed rules address the elimination of the tiered diploma system. The revisions include a list of district policy requirements which, at a minimum, must be in place, as well as specific actions districts must take with regard to the establishment and implementation of high school diploma requirements.

The statutory requirement for course completion as measured by the district assessment system has been addressed by providing districts with four (4) choices in measurement approaches that represent widely-established methods for using assessment data in determining when a student should be awarded course credit: 1) course-based, 2) course-based with common assessments, 3) common assessments – stand alone, and 4) a mixed model approach for measurement through the district assessment system. These options support the SBE's objective of providing flexibility at the district level in order to demonstrate adherence to this statutory requirement. This menu of options was developed by the Department with

significant input from district representatives more than eight (8) years ago, and were codified in the District Assessment System Handbook (2008). Because these approaches have been recognized by the Department, detailed in Department guidance and related materials on district assessments, and used by local school districts for some time, the level of detail provided in this rule is sufficient to guide district policy.

The minimum requirements for district high school diploma policies include a requirement that students meet the Standards for Graduation, including satisfaction of the Component Completion Requirement. Both terms are defined in these rules. The Uniform Student Content and Performance Standards establish what students are expected to know and be able to do by the time they graduate in mathematics, science, language arts, social studies, and in any other content areas as the SBE may undertake to define such expectations. These expectations are provided as frameworks that support a *progression of learning* from the time early learners enter Wyoming public schools until they complete high school and earn a diploma.

It is important to note that not every set of standards that currently make up the Uniform Student Content and Performance Standards is written to reflect a progression of learning from kindergarten to college- and career-readiness; this is intentional for certain content areas. Fine and Performing Arts (FPA) is an example of such a content area. As stated in the most recent FPA standards document, the FPA standards reflect the desire for all Wyoming students to receive a uniform and consistent art education in order to prepare them for success in and out of the classroom; however, they do not presume that the standards will be implemented at every grade level. Instead, they are organized by grade bands to provide specific guidance about what students need to know and be able to do in each discipline at the end of 4th, 8th and 11th grades ([2013 Wyoming Fine and Performing Arts Content and Performance Standards](#), p. 2). As with the other eight (8) content areas, districts have a responsibility to provide students with opportunities and access to FPA courses, and they must offer avenues for students to demonstrate a progression of learning based on the FPA standards, but students are not required to participate in FPA programs in order to progress from one grade level to the next or to graduate from high school.

Students entering high school are not initiating their education for the first time in a 9-12 system; instead, they are continuing their educational experience in a comprehensive K-12 system. Therefore, the Standards for Graduation are based, in part, on the acquisition of knowledge and skills that logically rely upon the foundations for learning acquired throughout a student's entire K-12 experience, including high school. In order to provide such foundations and to ensure an educational program is in compliance with W.S. 21-3-110(a)(xv), it is incumbent upon local school boards to align curriculum, assessment, and instruction to the Uniform Student Content and Performance Standards. The requirements for receipt of a high school diploma set out in this rule compel local boards of trustees and district leaders to develop a strong working knowledge of the Uniform Student Content and Performance Standards and the expectations established therein for what students should know and be able to do at the end of each grade level, where applicable, including by the time they graduate. Additionally, W.S. 21-2-304(a)(iii) directs school districts to identify and provide courses which students must complete to earn a high school diploma, develop and implement assessments to measure student learning, and establish minimum thresholds for student performance as evidence that the standards have been met.

Performance level descriptors provided in the Uniform Student Content and Performance Standards help teachers determine where students are performing in relation to the standards and include expectations through 12th grade. The following excerpts from the Uniform Student Content and Performance Standards, which can be found [here](#), are examples of how they incorporate expectations of what students should know and be able to do by the time they graduate high school:

1. [2012 Wyoming Mathematics Content and Performance Standards](#)

- The Standards for Mathematical Practice are embedded at every grade level to establish habits of mind which will empower students to become mathematically literate. (p. 3)
- The Standards for Mathematical Content are grade-level specific kindergarten through grade eight and conceptual category specific in high school. They provide a scaffold that allows students to become increasingly more proficient in understanding and using mathematics with a steady progression leading to college and career readiness by the time students graduate from high school. (p. 3) The mathematical standards for high school are provided on pp. 58-83.
- Performance Level Descriptors help teachers judge where students are performing in relation to the standards. They describe student performance at various levels of proficiency. To consider a standard as “met”, students are required to perform at the “proficient” level. (p. 3) Performance Level Descriptors are provided on p. 5.
- Each grade level in the K – 8 standards is prefaced with an explanation of instructional focus areas for that grade level. Each conceptual category in the high school standards is prefaced with an explanation of the implication of that category to a student’s mastery of mathematics. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).

2. 2016 Wyoming Science Content and Performance Standards

- The standards . . . provide the necessary foundation for local school district decisions about curriculum, assessments, and instruction. Implementation of the new standards will better prepare Wyoming high school graduates for the rigors of college and/or careers. In turn, Wyoming employers will be able to hire workers with a strong science and engineering base – both in specific content areas and in critical thinking and inquiry-based problem solving. (p. 3)
- Content Standards: Content standards define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. (p. 3)
- Benchmarks: Benchmarks (also called “performance expectations” in this document) specify what students are expected to know and be able to do at the end of each of the benchmark grade levels. These benchmarks specify the skills and content students must master along the way in order to demonstrate proficiency of the content standard by the time they graduate. In this standards document, you will find these are broken out into individual grades for Kindergarten through 5th grade and then banded by grade bands for middle school/junior high school and high school grade levels (6-8 and 9-12). (p. 3)
- Students in high school continue their learning from the middle school grades to develop more complete understanding of these four areas: Physical Science, Life Science, Earth and Space Science, and Engineering, Technology, and Applications of Science. These standards and benchmarks include the most fundamental concepts of science, but are intended to leave room for expanded study in upper-level high school courses. The high school performance expectations allow high school students to explain more in-depth phenomena across the science disciplines . . . (p. 172)

3. 2012 Wyoming Language Arts Content and Performance Standards

- The Language Arts standards reflect the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. (p. 13)
- They are written to individual grade levels in kindergarten through grade 8, and two-year bands in grades 9–12. Ninth grade students work toward the achievement of the tenth grade

standards; eleventh grade students work toward the achievement of the twelfth grade standards... (p. 4)

- The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards. (p. 14) The CCR and high school standards for grade spans 9-10 and 11-12 are provided on pp. 38, 45, 50, 54-55, 61- 62, and 64-66.
- Performance Level Descriptors are statements that describe how well students must perform the standards. (p. 5) Grade 12 Performance Level Descriptors are provided on pp. 8-9.

4. 2014 Wyoming Social Studies Content and Performance Standards

- The social studies standards specify the essential learning that students must master providing a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum. It is not intended to prescribe courses, materials, or instructional methodology. Content and performance standards are identified for grade spans K-2, 3-5, 6-8, and 9-12 with benchmarks at grades two, five, eight, and twelve. Teachers, parents, and students work toward the achievement of the benchmarks at the completion of each grade band level. (p. 4)
- Content Standards: what students are expected to know and be able to do by the time they graduate. (p. 4)
- Benchmarks: specify the skills and content students must master in order to meet the content standards by the time they graduate. (p. 4) Benchmarks for the 9-12 grade span are provided on pp. 6-7 for Content Standard 1; p. 10 for Content Standard 2; p. 13 for Content Standard 3; pp. 16-17 for Content Standard 4; pp. 20-21 for Content Standard 5; and p. 26 for Content Standard 6.
- Performance Level Descriptors: determine student performance of the benchmarks. (p. 4) Performance Level Descriptors for the 9-12 grade span are provided on p. 9 for Content Standard 1; p. 12 for Content Standard 2; p. 15 for Content Standard 3; p. 19 for Content Standard 4; p. 25 for Content Standard 5; and p. 29 for Content Standard 6.
- Descriptors help teachers assess where students are performing in relation to the benchmarks, and ultimately, the content standards.

During consultation, district leadership emphasized local control in designating courses meeting these requirements, with alignment to the Uniform Student Content and Performance Standards and a logical sequence and progression of instruction included in the definition of Component Completion Requirement.

Section 5 – Consultation with Local School Districts

Section 5 establishes the requirement for SBE consultation with local school districts and details the review process that will take place to support districts as they develop and implement the new requirements of these revised rules. The SBE recognizes the November 1 statutory reporting requirement to provide evidence that the district is compliant with high school graduation standards (W.S. 21-3-110 (a)(xxv)). The requirement within these rules for the SBE to offer feedback applies as of November 1, 2017 and takes into consideration the timing of the rules promulgation process and provides a reasonable timeframe for implementation.

In summary, the proposed revisions to Chapter 31 provide guidance to districts related to the minimum high school diploma requirements, the SBE consultative process with local boards of trustees in establishing graduation requirements, and meet the plain language requirements of the law and legislative intent. There is merit in combining Chapters 10 (Wyoming Content and Performance Standards) and 31 (High School Diploma Requirements) in the future. However, given the revisions to Chapter 10 currently taking place, this is not the appropriate time to consider this change.

Wyoming Graduation Requirements Chapter 31

Section 1. Authority. These rules and regulations are promulgated under W.S. 21-2-304 (a) (iii) and (iv).

Section 2. Applicability. These rules and regulations pertain to the minimum requirements for students to earn a high school diploma from any public high school within any school district of the State of Wyoming, and the process for Wyoming State Board of Education to consult with local districts on the establishment of high school diploma requirements.

Section 3. Definitions.

(a) **Competency-Based Equivalency Examination.** One or more assessments used to evaluate the degree to which a student has achieved explicit, measurable, transferable learning objectives that are aligned with the Uniform Student Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a variety of ways, including through performance-based assessments. Pursuant to W.S. 21-2-304(a)(iii), successful performance on a district-approved competency-based assessment may be used in lieu of a passing grade in order for a district to determine that a student has successfully completed one or more of the components that are included within the state-established Standards for Graduation.

(b) **Component Completion Requirement.** An element of the Standards for Graduation requiring that any student graduating from any high school within any school district of this state shall have first earned a passing grade, as defined by the district, or demonstrated successful performance on a competency-based equivalency exam, for courses designated by the local school district in which the student is enrolled to satisfy each of the following components: four (4) school years of English; three (3) school years of mathematics; three (3) school years of science; and three (3) school years of social studies, including history, American government and economic systems and institutions. The courses designated by any local school district that may be used to satisfy the Component Completion Requirement shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. [W.S. 21-2-304(a)(iii)]

(c) **Standards for Graduation.** The standards contained within the Uniform Student Content and Performance Standards establishing a progression of student learning leading to college and career readiness by the time students graduate from high school, which include the content standards for mathematics, science, language arts, and

social studies required to be covered within courses any district offers to satisfy the Component Completion Requirement. [W.S. 21-2-304 (a)(iii)]

(d) Uniform Student Content and Performance Standards. The standards adopted by the Wyoming State Board of Education in the areas required by W.S. 21-9-101(b) which include the Standards for Graduation as required by W.S. 21-2-304(a)(iii).

Section 4. High School Diploma Requirements.

(a) Each local school district shall establish high school diploma requirements, which shall be reflected in policy and related documents, as appropriate. The district's policy shall include, at a minimum:

(i) A requirement that students achieve the Component Completion Requirement and the corresponding Standards for Graduation, which shall be satisfied by receipt of a passing grade, as defined by the district, or successful performance on competency-based equivalency examinations, for courses or course sequences that the district offers and identifies for credit to satisfy each of the subject area components required by W.S. 21-2-304(a)(iii), as follows:

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

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

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

(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions.

(ii) A description of the district's definition of course credit, which may be synonymous with a Carnegie Unit of study, for any course which may be taken to satisfy the Component Completion Requirement;

(iii) A description of the process by which successful performance on a competency-based equivalency examination may evidence attainment of one or more of the courses used to satisfy the Component Completion Requirement, along with information on the level of performance needed in order for course credit to be awarded;

(iv) A description of any additional requirements that a student must successfully complete at the discretion of the local school district;

(v) A description of the way in which student performance on assessments that are part of the district's assessment system, designed to measure student

performance relative to the Uniform Student Content and Performance Standards will be used as a factor in awarding course credit for receipt of a high school diploma;

(vi) A requirement that students demonstrate satisfactory performance on an examination of the principles of the Constitutions of the United States and the State of Wyoming as required by W.S. 21-9-102;

(vii) An assurance that academic credit toward the district's high school diploma requirements will be awarded for successful completion of any course offered under a qualifying postsecondary education enrollment options program as required by W.S. 21-20-201;

(viii) An assurance that no diploma or credit for a course which has been successfully completed shall be denied to a pupil who has earned it; provided, such diploma or credit shall not be deemed earned until payment has been made for any and all indebtedness due to the school district as required by W.S. 21-4-308.

(b) The district shall maintain and publish a list of courses deemed eligible to satisfy the Component Completion Requirement. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(vii).

(c) In order to meet the requirements of Section 3(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

(i) Course-Based. The curriculum and instruction for required courses are tied to the appropriate content and performance standards for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school). Course grades are based on achievement of the standards and include student performance on district assessments at a weight determined by the district;

(ii) Course-Based with Common Assessments. The assessments used to gauge student mastery of standards for a particular course include one or more assessments that are common across all such courses taught in the district. Common assessments are assigned a weight by the district and factored into the course grade;

(iii) Common Assessments – Stand-Alone (Not Factored Into Course Grade). Common assessments are administered at key checkpoints, in addition to or in lieu of receipt of a passing grade, for successful completion of a course. At the discretion of the district, such assessments may also be used as a competency-based equivalency examination in lieu of course completion;

(iv) Mixed Model. The district assessment system utilizes a combination of approaches that, taken as a whole, meet the state Standards for Graduation. The approach used may differ by content area and/or grade.

(d) A district assessment system, which shall be used, in part, to measure student achievement, shall be aligned with the Uniform Student Content and Performance Standards and shall be designed to determine the various levels of student performance. This system will be subject to Wyoming State Board of Education review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The Wyoming State Board of Education's review and approval of district assessment systems shall be based on the consideration of information gathered through the accreditation process or any other comprehensive district assessment system review as may be required by the State Superintendent pursuant to W.S. 21-2-204(f)(vi), including an evaluation of the degree to which district assessments are aligned with the Uniform Student Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the Wyoming State Board of Education, such as consistency and fairness. A similar Wyoming State Board of Education process and criteria shall be used to ensure district assessment systems are modified, as needed, to achieve full alignment within three (3) full school years following the Wyoming State Board of Education's adoption of revisions to any component of the Uniform Student Content and Performance Standards.

(e) At the discretion of the local board of trustees, a minimum threshold of student performance on district assessments may be set and required for a student to earn a passing grade on any course used to meet the Component Completion Requirement. In no instance shall a district revise its requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy any additional requirements.

(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 3(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to parents. In addition, the district's current high school diploma requirements should be included in school handbooks and policies, as applicable, as well as on the official website of the district.

Section 5. Consultation with Local School Districts.

(a) Within 12 months of final promulgation of these rules, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.

(b) On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.

Wyoming Department of Education
Chapter 31
Wyoming Graduation Requirements
Chapter 31

Section 1. Authority.

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

Section 2. Applicability. (a) — These rules and regulations pertain to the minimum requirements for graduation students to earn a high school diploma from any public high school within any school district of this State of Wyoming. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for students to earning a high school diploma, with which public schools (K-12) must comply and the process for Wyoming State Board of Education to consult with local districts on the establishment of high school diploma requirements.

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

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

Section 43. Definitions.

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)] Competency-Based Equivalency Examination. One or more assessments used to evaluate the degree to which a student has achieved explicit, measurable, transferable learning objectives that are aligned with the Uniform Student Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a variety of ways, including through performance-based assessments. Pursuant to W.S. 21-2-304(a)(iii), successful performance on a district-approved competency-based assessment may be used in lieu of a passing grade in order for a district to determine that a student has successfully completed one or more of the components that are included within the state-established Standards for Graduation.

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

Graduation requiring that any student graduating from any high school within any school district of this state shall have first earned a passing grade, as defined by the district, or demonstrated successful performance on a competency-based equivalency exam, for courses designated by the local school district in which the student is enrolled to satisfy each of the following components: four (4) school years of English; three (3) school years of mathematics; three (3) school years of science; and three (3) school years of social studies, including history, American government and economic systems and institutions. The courses designated by any local school district that may be used to satisfy the Component Completion Requirement shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. [W.S. 21-2-304(a)(iii)]

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

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

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

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

~~(g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.~~

~~(hc) Standards for Graduation. The K-12 content standards contained within the Uniform Student Content and Performance Standards establishing a progression of student learning leading to college and career readiness by the time students graduate from high school, which include the content standards for mathematics, science, language arts, and social studies required to be covered within courses any district offers to satisfy the Component Completion Requirement in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]~~

~~(d) Uniform Student Content and Performance Standards. The standards adopted by the Wyoming State Board of Education in the areas required by W.S. 21-9-101(b) which include the Standards for Graduation as required by W.S. 21-2-304(a)(iii).~~

~~**Section 5. — Wyoming Statutes.**~~

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

~~**Section 6. — Wyoming State Board of Education Policies and Regulations.**~~

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

~~**Section 7. — Common Core of Knowledge and Common Core of Skills.**~~

~~(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):~~

~~Common core of knowledge:~~

~~Reading/Language Arts;~~

~~Social Studies;~~

~~Mathematics;~~

~~Science;~~

~~Fine Arts and Performing Arts;~~

~~Physical Education;~~

~~Health and safety;~~

~~Humanities;~~

~~Career/vocational education;~~

~~Foreign cultures and languages;~~

~~Applied technology;~~

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

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

~~Life skills, including personal financial management skills.~~

Section 84. High School Diploma Requirements.

(a) Each local school district shall establish Requirements for earning a high school diploma requirements, which shall be reflected in policy and related documents, as appropriate. from any high school within any school district of this state The district's policy shall include, at a minimum:

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

(i) A requirement that students achieve the Component Completion Requirement and the corresponding Standards for Graduation, which shall be satisfied by receipt of a passing grade, as defined by the district, or successful performance on competency-based equivalency examinations, for courses or course sequences that the district offers and identifies for credit to satisfy each of the subject area components required by W.S. 21-2-304(a)(iii), as follows:

~~(iA)~~ Four (4) school years of English;

~~(iiB)~~ Three (3) school years of mathematics;

~~(iiiC)~~ Three (3) school years of science;

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

(ii) A description of the district's definition of course credit, which may be synonymous with a Carnegie Unit of study, for any course which may be taken to satisfy the Component Completion Requirement;

(iii) A description of the process by which successful performance on a competency-based equivalency examination may evidence attainment of one or more of the courses used to satisfy the Component Completion Requirement, along with information on the level of performance needed in order for course credit to be awarded;

(iv) A description of any additional requirements that a student must successfully complete at the discretion of the local school district;

(v) A description of the way in which student performance on assessments that are part of the district's assessment system, designed to measure student performance relative to the Uniform Student Content and Performance Standards will be used as a factor in awarding course credit for receipt of a high school diploma;

(vi) A requirement that students demonstrate satisfactory performance on an examination of the principles of the Constitutions of the United States and the State of Wyoming as required by W.S. 21-9-102;

(vii) An assurance that academic credit toward the district's high school diploma requirements will be awarded for successful completion of any course offered under a qualifying postsecondary education enrollment options program as required by W.S. 21-20-201;

(viii) An assurance that no diploma or credit for a course which has been successfully completed shall be denied to a pupil who has earned it; provided, such diploma or credit shall not be deemed earned until payment has been made for any and all indebtedness due to the school district as required by W.S. 21-4-308.

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102) The district shall maintain and publish a list of courses deemed eligible to satisfy the Component

Completion Requirement. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(vii).

(c) ~~Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student~~ In order to meet the requirements of Section 3(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

(i) ~~Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards~~ Course-Based. The curriculum and instruction for required courses are tied to the appropriate content and performance standards for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school). Course grades are based on achievement of the standards and include student performance on district assessments at a weight determined by the district;

(ii) ~~Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards~~ Course-Based with Common Assessments. The assessments used to gauge student mastery of standards for a particular course include one or more assessments that are common across all such courses taught in the district. Common assessments are assigned a weight by the district and factored into the course grade;

(iii) ~~General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as~~

defined by the uniform student content and performance standards Common Assessments – Stand-Alone (Not Factored Into Course Grade). Common assessments are administered at key checkpoints, in addition to or in lieu of receipt of a passing grade, for successful completion of a course. At the discretion of the district, such assessments may also be used as a competency-based equivalency examination in lieu of course completion;

(iv) Mixed Model. The district assessment system utilizes a combination of approaches that, taken as a whole, meet the state Standards for Graduation. The approach used may differ by content area and/or grade.

(d) A district assessment system, which shall be used, in part, to measure student achievement, shall be aligned with the Uniform Student Content and Performance Standards and shall be designed to determine the various levels of student performance.-This system will be subject to Wyoming State Board of Education review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The Wyoming State Board of Education’s review and approval of district assessment systems shall be based on the consideration of information gathered through the accreditation process or any other comprehensive district assessment system review as may be required by the State Superintendent pursuant to W.S. 21-2-204(f)(vi), including an evaluation of the degree to which district assessments are aligned with the Uniform Student Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the Wyoming State Board of Education, such as consistency and fairness. A similar Wyoming State Board of Education process and criteria shall be used to ensure district assessment systems are modified, as needed, to achieve full alignment within three (3) full school years following the Wyoming State Board of Education’s adoption of revisions to any component of the Uniform Student Content and Performance Standards.

(e) At the discretion of the local board of trustees, a minimum threshold of student performance on district assessments may be set and required for a student to earn a passing grade on any course used to meet the Component Completion Requirement. In no instance shall a district revise its requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy any additional requirements.

(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 3(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to parents. In addition, the district’s current high school diploma requirements should be included in school handbooks and policies, as applicable, as well as on the official website of the district.

Section 95.—~~District Assessment System~~ Consultation with Local School Districts.

(a) ~~Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].~~

~~The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101 (b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard setting. Within 12 months of final promulgation of these rules, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.~~

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

~~(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements. On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.~~

~~(c) — At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.~~

~~(d) — Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.~~

~~(e) — The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August thereafter.~~

~~(f) All Wyoming school districts with a high school shall submit their assessment system documentation to the Wyoming Department of Education according to the following schedule:~~

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

~~(g) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 2002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.~~

Section 10. — Effective Date for Graduation Requirements.

~~(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)~~

~~(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(e) of this chapter.~~