



WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

July 8, 2016 12:00 p.m. – 4:00 p.m. GoToMeeting		
12:00 p.m.- 12:05 p.m.	State Board of Education <ul style="list-style-type: none"> • Call to order • Approval of agenda 	Tab A
12:05 p.m.- 1:45 p.m.	<u>Discussion:</u> Assessment Theory of Action	Tab B
1:45 p.m.- 3:45 p.m.	<u>Action:</u> Revision of the Wyoming Department of Education’s Chapter 31 Rules on Graduation Requirements	Tab C
3:45 p.m.	Public Comment	
4:00 p.m.	Adjournment	



**WYOMING
STATE BOARD
OF EDUCATION**

ACTION SUMMARY SHEET

DATE: July 8, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the July 8, 2016 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

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

COMMENTS:



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**WYOMING
STATE BOARD
OF EDUCATION**

July 1, 2016

To: State Board of Education

From: Tom Sachse, SBE Coordinator

RE: WDE Theory of Action

Attached is the WDE's Theory of Action that was suggested in the conference call some of you attended with the HumRRO representatives a couple of weeks ago. HumRRO (originally, the Human Resources Research Organization) will be helping Department staff craft the solicitation for the new Wyoming statewide assessment system. This assessment system will need to meet Wyoming's legislative specifications, as well as the new requirements for the Every Student Succeeds Act (ESSA) that replaced the No Child Left Behind Act.

As I described at your June meeting in Douglas, a Theory of Action establishes priorities (and implies trade-offs) for an educational innovation like a new statewide assessment system. During our conference call next week, we will have time to reflect on this Theory of Action and discuss implications for the subsequent solicitation process.

Assessment in Wyoming: A Theory of Action (June 2016)

Assessment Component	Overall Purpose(s)	Intended Actions	Outcomes
<i>New Standards-Based Summative (SBS) – Grades 3-10</i>	<ul style="list-style-type: none"> -Provide data for school accountability determinations under WAEA and ESSA¹ -Gauge overall system (school, district, and state) performance against state content standards -Support curricular and program evaluations -Provide data for teacher and leader evaluations 	<ul style="list-style-type: none"> -Facilitate year-to-year and state-to-state (district to district and school to school) comparisons -Identify schools and staff for recognition and support -Reflect on and identify ways to improve program & curricular implementation -Monitor trends in achievement gaps -Support strategic planning & goal-setting -Communicate student performance outcomes statewide 	Improved performance on statewide assessments used for accountability
<i>College Entrance & Work Readiness – Grades 11-12</i>	<ul style="list-style-type: none"> -Determine Hathaway eligibility -Provide data for school accountability determinations under WAEA and ESSA -Gauge overall system performance against higher education and workforce expectations 	<ul style="list-style-type: none"> -Provide students with college entrance scores and workforce readiness certification -Inform high school staff about alignment with post-secondary expectations; support potential changes to curriculum and course content/emphases 	Improved graduation rates Improved readiness for college and careers
<i>Integrated Standards-Based Interim (SBI) – Grades 1-10</i>	<ul style="list-style-type: none"> -Predict performance on SBS -Provide benchmarks on performance throughout the year -Identify domain areas of strength and concern 	<ul style="list-style-type: none"> -Support school improvement planning, grade-level teams, and PLC data work -Inform instruction & provide timely, actionable feedback to teachers on skills tested -Address achievement gaps by informing flexible grouping decisions and multi-tiered system of support (MTSS) options -Inform professional development planning and potential changes to curricular scope/sequence 	Decreased remediation rates in post-secondary institutions Fewer schools rated as Not Meeting Expectations Timely intervention with struggling schools and students
<i>Local/District Assessment Systems – Grades K-12²</i>	<ul style="list-style-type: none"> -Complement large-scale statewide assessments, especially in non-state-tested grades and subjects -Reflect local curricular aims and emphases aligned to state standards -Foster assessment literacy and standards-based instruction 	<ul style="list-style-type: none"> -Provide targeted, actionable feedback to teachers to facilitate real-time adjustments in instruction -Provide feedback to students about what they know and need to learn -Provide multiple opportunities and multiple modes for students to demonstrate what they know and can do -Establish common expectations of student performance aligned to state standards -Provide information used for grading 	Improved equity of opportunity to learn statewide

¹ School accountability indicators include achievement, growth, equity, and readiness; they are described in detail here:

<https://edu.wyoming.gov/educators/accountability/state-school-accountability/>

² Although displayed in this theory of action to reflect the context for assessment in Wyoming, district assessment systems will not be procured via the state’s RFPs in 2016 since they are locally-developed.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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On the Web
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wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, State Board of Education
FROM: Brent Young, Chief Policy Officer
DATE: June 30, 2016
RE: Agenda Item Overview

Meeting Date: July 8, 2016

Agenda Item: Chapter 31, Graduation Requirements

Item Type: Action: X Informational: _____

Background:

Senate Enrolled Act (SEA) No. 87 (2015 Session Laws, Chapter 179) eliminated the requirement for a high school diploma to provide an endorsement level (tiered diploma) to be stated on a student’s transcript (W.S. 21-2-304 (a)(iv)). This legislation also eliminated district assessment system annual reporting and review requirements. District assessment systems (DAS) will now be reviewed as part of the accreditation process every five years on a staggered basis (W.S. 21-2-304 (a)(iv)).

The Department proposes your consideration of emergency and regular rules to support compliance with legislative changes enacted through 2015 SEA No. 87(2015 Session Laws, Chapter 179).

Revisions to Chapter 31 Graduation Requirements. The board has considered several revisions to Chapter 31 over the past 10 months. Most recently, the board adopted emergency rules eliminating the tiered diploma endorsement requirement and the district assessment system annual reporting and review requirement. These emergency rules were approved by the Governor on April 13, 2016 for a 120-day period. The department contracted with Amy Starzynski of Foresight Law and Policy to consult with WDE staff and others to develop more comprehensive revisions to Chapter 31 rules. Emergency rule review documents published by the Legislative Service Office (ERR15-025 filed with the Secretary of State 12/15/15 and ERR16-008 filed with the Secretary of State 4/13/16) including the relevant statutory language were used to guide this work.

Summary of Proposed Revisions to Chapter 6

Many of the regulatory revisions needed to address changes in the requirements for graduation are included in the form of proposed amendments to Chapter 31. The statutory provisions regarding the processes for the state’s review and approval of district assessment systems, including the scope and criteria for review, are being addressed through proposed amendments to Chapter 6 – School Accreditation. The document provided is a summary of Chapter 6 amendments being considered.

Statutory References (if applicable):

2015 Senate Enrolled Act No. 87 (2015 Session Laws, Chapter 179) Revisions to W.S. 21-2-304 and 21-3-110

Fiscal Impact (if applicable)

None noted

Supporting Documents/Attachments:

- Chapter 31 revised rules, strikethrough and underline (emergency and regular rules are the same)
- Chapter 31 revised rules, clean copy (emergency and regular rules are the same)
- Statement of Reasons – Provides a rationale for the proposed changes to Chapter 31 and a request to approve emergency rules.

For questions or additional information:

Please contact Shelly Andrews, shelly.andrews@wyo.gov, or 307-777-3781

Suggested motions/recommendation:

To adopt Emergency Rules, Revised Chapter 31, Graduation Requirements, as proposed and/or amended by the State Board, and to approve moving forward with regular rules promulgation to revise Chapter 31.

Action taken by State Board of Education: _____ ***Date:*** _____

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. ~~Authority.~~

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

Section 2~~1~~. ~~Applicability.~~

~~(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. 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 earning a high school diploma with which public schools (K-12) must comply including minimum requirements for students to earn a high school diploma and the process for state board of education consultation 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 4~~2~~. ~~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 Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a wide 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)]~~

~~(c) 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~~Component Completion Requirement. An element of the Standards for Graduation

requiring that any student graduating from any high school within any school district in 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 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 Content and Performance Standards established for grades 9-12, 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)].

~~(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 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 established for graduation from any high school within any school district in this state inclusive of the content standards, benchmark standards, and performance level descriptors for grades 9, 10, 11, and 12, as applicable, in the Uniform Content and Performance Standards, and the Component Completion Requirement. [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 83. **High School Diploma Requirements.**~~

~~(a) Requirements for earning a high school diploma from any high school within any school district of this state~~Each local school district shall establish requirements for any student to earn a high school diploma which, at a minimum, shall include:

~~(i) The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the Achievement of the Standards for Graduation, including the Component Completion Requirement, 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 of the Standards for Graduation;~~

~~(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, including courses or course sequences, 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 Content and Performance Standards for grades 9-12 in all content areas for which the State Board has promulgated state standards, will be used as a factor in awarding course credit for receipt of a high school diploma;~~

~~(vi) Satisfactory performance on~~

~~Satisfactorily passing an examination on the principles of the eConstitutions 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 programs 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 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 of the Standards for Graduation, except that the district's list of courses which may be used to satisfy the Success Curriculum Requirements for Hathaway Scholarship eligibility, as required by W.S. 21-16-1307, may be used to meet this requirement unless there are courses not on that list that may be taken to satisfy the Component Completion Requirement, and provided that all such courses shall be aligned with the Uniform Content and Performance Standards established for grades 9-12, 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 include postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(viii).

~~(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 grades 9 through 12. 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 and/or grade.~~

~~(d) A district assessment system, which shall be used to measure student achievement of the state's Standards for Graduation, shall be designed to determine the various levels of student performance as aligned with the Uniform Content and Performance Standards, and subject to State Board review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The State Board'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 Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the state, such as consistency and fairness. A similar State Board 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 State Board's adoption of revisions to any component of the Uniform 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 establish higher or more onerous requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy the 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 9. District Assessment System.~~

~~(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.

~~(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.~~

~~(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 1 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 as 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 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.~~

Section 104. Effective Date for Graduation Requirements Consultation with Local School Districts.

~~(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.) On or before November 1, 2017,~~

each local district shall submit to the State Board and Department for review and consultation its revised rule establishing high school diploma requirements that fully adhere to this rule and W.S. 21-2-304(a)(iii) and (iv). Within ninety (90) days of receipt of a local school district's requirements for receipt of a high school diploma, the State Board, working through the Department, 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 State Board may request that any local district resubmit rule revisions for further consultation.

(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(c) of this chapter~~On or before November 1 of each subsequent school year, each local district shall report to the Department evidence that the district is in compliance with the requirements 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 Department shall include an explanation of the changes made, and a copy of the revised requirements for State Board and Department review and consultation with the district. District adherence to this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process. At the discretion of the Department, this annual report may be included within the annual district improvement plan process.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. **Applicability.**

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state, including minimum requirements for students to earn a high school diploma and the process for state board of education consultation with local districts on the establishment of high school diploma requirements.

Section 2. **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 Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a wide 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 in 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 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 Content and Performance Standards established for grades 9-12, 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 established for graduation from any high school within any school district in this state inclusive of the content standards, benchmark standards, and performance level descriptors for grades 9, 10, 11, and 12, as applicable, in the Uniform Content and Performance Standards, and the Component Completion Requirement. [W.S. 21-2-304 (a)(iii)]

Section 3. **High School Diploma Requirements.**

(a) Each local school district shall establish requirements for any student to earn a high school diploma which, at a minimum, shall include:

(i) Achievement of the Standards for Graduation, including the Component Completion Requirement, 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 of the Standards for Graduation;

(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, including courses or course sequences, 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 Content and Performance Standards for grades 9-12 in all content areas for which the State Board has promulgated state standards, will be used as a factor in awarding course credit for receipt of a high school diploma;

(vi) Satisfactory performance on an examination on 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 programs 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 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 of the Standards for Graduation, except that the district's list of courses which may be used to satisfy the Success Curriculum Requirements for Hathaway

Scholarship eligibility, as required by W.S. 21-16-1307, may be used to meet this requirement unless there are courses not on that list that may be taken to satisfy the Component Completion Requirement, and provided that all such courses shall be aligned with the Uniform Content and Performance Standards established for grades 9-12, 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 include postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(viii).

(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 grades 9 through 12. 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 and/or grade.

(d) A district assessment system, which shall be used to measure student achievement of the state's Standards for Graduation, shall be designed to determine the various levels of student performance as aligned with the Uniform Content and Performance Standards, and subject to State Board review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The State Board'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 Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the state, such as consistency and fairness. A similar State Board 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 State Board's adoption of revisions to any component of the Uniform 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 establish higher or more onerous requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy the 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 4. Consultation with Local School Districts.

(a) On or before November 1, 2017, each local district shall submit to the State Board and Department for review and consultation its revised rule establishing high school diploma requirements that fully adhere to this rule and W.S. 21-2-304(a)(iii) and (iv). Within ninety (90) days of receipt of a local school district's requirements for receipt of a high school diploma, the State Board, working through the Department, 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 State Board may request that any local district resubmit rule revisions for further consultation.

(b) On or before November 1 of each subsequent school year, each local district shall report to the Department evidence that the district is in compliance with the requirements 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 Department shall include an explanation of the changes made, and a copy of the revised requirements for State Board and Department review and consultation with the district. District adherence to this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process. At the discretion of the Department, this annual report may be included within the annual district improvement plan process.

**Wyoming Department of Education
Chapter 31
Graduation Requirements**

EMERGENCY RULES

STATEMENT OF REASONS

2015 SEA No. 87 (2015 Session Laws, Chapter 179) eliminates the requirement for a high school diploma to 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 that provide general guidance to districts have been approved by the Governor. However, more comprehensive revisions were necessary to address the requirements in the law.

The department utilized the expertise of outside advisors to consult with WDE staff and others to develop more comprehensive revisions to Chapter 31 rules. Emergency rule review documents published by the Legislative Service Office (ERR15-025 filed with the Secretary of State 12/15/15 and ERR16-008 filed with the Secretary of State 4/13/16) including the relevant statutory language were used to guide this work.

The proposed revisions outline the State Board-defined standards for graduation. The proposed rules also address the state's minimum requirements for receipt of a high school diploma, and outline the State Board/district consultative process on diploma requirements. The district assessment system used to measure student achievement of the standards for graduation designed to determine the various levels of student performance has also been addressed.

We believe the proposed revisions to Chapter 31 provide adequate guidance to districts and meet the plain language requirements of the law. The consequence of not approving these emergency rules will result in a board required continuance of providing an endorsement on the student's transcript, which is not the board's intent. The district assessment system annual reporting and review requirements stated in the current rules will create a lack of clarity for districts in relationship to the five (5) year accreditation review process.

Thank you for your consideration of approval of emergency rules.

Please note: If approved, regular rules promulgation on these changes will take place simultaneously and will provide a public comment period for input from all constituent groups.

Summary of Proposed Revisions to Chapter 6 – School Evaluation and Accreditation

Introduction

The Session Laws of Wyoming, 2015, include numerous statutory changes to Title 21 which necessitate revisions to rules and regulations promulgated by the State Board of Education. These changes include, but are not limited to, the elimination of the statutorily mandated tiered endorsements for student transcripts, the use of district assessments in high school diploma requirements, and the processes to be used to ensure alignment of district assessment systems with the uniform state education standards and the uniform graduation standards.

Many of the regulatory revisions needed to address changes in the requirements for graduation are being considered by the State Board in the form of proposed amendments to Chapter 31. The statutory provisions regarding the processes for the state’s review and approval of district assessment systems, including the scope and criteria for review, are being addressed through proposed amendments to Chapter 6 – School Accreditation. This document provides a summary of the Chapter 6 amendments being considered.

Summary of Proposed Revisions to Chapter 6 in Response to the 2015 Session Laws

1. **Purposes of District Assessment Systems.** Edits and additions to the section on Student Assessment would expand the stated purpose for district assessment systems to include the following:
 - a. To measure student performance relative to the uniform state content and performance standards in all content areas for which the State Board has promulgated standards, as required by 21-3-110(a)(xxiv);
 - b. To determine the various levels of student performance in all content areas of the uniform state content and performance standards, as required by 21-3-110(a)(xxiv); and
 - c. To determine whether all students have had equity of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards.
2. **Adherence to Graduation Standards.** A new provision would be added to the section on Student Assessments to require that each district’s assessment adheres

to the graduation standards prescribed by the State Board, as required by 21-2-304(a)(iii) and the district's high school graduation requirements developed in consultation with the State Board pursuant to 21-2-304(a)(iv) and the revised Chapter 31.

3. **Process for Ensuring Alignment of District Assessment Systems to the Uniform State Content and Performance Standards.** Further additions to the section on Student Assessment would provide that every district, on or before November 1 of each year, must report to the Department information sufficient to demonstrate the alignment of the district's assessment system to the uniform state content and performance standards. The process to be used for this report would require:
 - a. A statement regarding any significant changes made in the district assessment system during the prior calendar year, along with evidence that the system is aligned with the uniform state content and performance standards. If the district has not made significant changes to its assessment system since the submission of its last annual report, and subject to paragraph b, below, the district's report may be limited to an assurance of continued alignment with the uniform state content and performance standards.
 - b. No more than three (3) full school years following the adoption by the State Board of revised standards, a statement regarding the nature and degree of assessment system changes made to ensure continued alignment to the state standards, both in terms of content and cognitive complexity, and in keeping with the procedural criteria for assessment system design.
 - c. The Department will review each district's evidence of alignment and identify any district from which additional information or evidence is needed to demonstrate full alignment. The Department will then report to the State Board information on the number of districts meeting state requirements regarding district assessment system alignment, both in terms of content and cognitive complexity, within not more than three (3) full school years following State Board adoption of any uniform content and performance standards revisions.
4. **Criteria and Evidence for Accreditation Reviews of District Assessment Systems.** The section on Student Assessment would also be amended to expand and clarify what districts must demonstrate with regard to their assessment systems in order to be accredited, and the related evidence districts must submit for an accreditation site visit. The proposed changes would require:

- a. That each district has a process for determining essential standards in each content area and a systematic method for assessing and monitoring the level of student mastery of the essential standards;
- b. That each district has designed and implemented an assessment system that meets the procedural requirements established by the State Board and Department;
- c. That each district has designed and implemented assessment system changes to ensure continued alignment with uniform state content and performance standards, both in terms of content and cognitive complexity, no more than three (3) full school years after State Board adoption of any revised standards.

5. Process and Criteria for State Board Review and Approval of District

Assessment Systems. Additions to the section on Student Assessments would require that the Department will provide the State Board with a report on the district's that have been subject to an assessment system review during the course of the year or since the date of the Department's last report to the State Board. Following receipt of the Department's report, the State Board will review the extent to which each district's assessment system has been designed to determine the various levels of student performance as aligned with the uniform state standards and the attainment of high school graduation requirements as evidenced by course completion, and then make a decision on the approval of such system as required under 21-2-304(a)(iv). At the discretion of the State Board, the district may be directed to address any assessment system deficiencies, which may include technical assistance through the statewide system of support, before being considered for approval again in no more than one year from the date of initial consideration. The report produced by the Department on each district for consideration by the State Board shall include, at a minimum:

- a. Information on whether the district assessment system review was conducted through the accreditation process, as a result of the identification of one or more schools in the district as "not meeting expectations" under the state education accountability system, or some other authority and process;
- b. A summary of the district's assessment system with a description of any significant changes implemented since the last review of the system was completed;

- c. A list of strengths and deficiencies identified through the review, along with any recommendations made for the improvement of the system;
 - d. The timeline under which any identified deficiencies are to be addressed through the statewide system of support or the district's own improvement actions;
 - e. The Department's recommendation regarding the approval of the system.
6. **State Superintendent Direction for District Assessment System Review.** The section on Rewards and Consequences would be expanded to provide for the Department to review, at least annually, the accountability report of each school district that has a school identified as not meeting expectations to determine whether to recommend that the representative assigned to the district pursuant to 21-2-204(f)(vi) will be asked to carry out a comprehensive review of the district's assessment system. Any such review would be designed in order to obtain a more detailed and focused evaluation on the extent to which the system meets the requirements and procedural criteria established by the state for assessment system reviews taking place through the accreditation process, plus any additional criteria recommended by the Department. Any system deficiencies identified by this review would be addressed through the statewide system of support.
7. **Consistent Use of Terminology.** Throughout Chapter 6, as well as Chapter 31, proposed revisions provide for the consistent use of the term Uniform State Content and Performance Standards in reference to the Wyoming content and performance standards that are the focus of Chapter 10.