



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.

March 31 st , 2016 8:00 a.m. – 8:30 a.m. GoToMeeting		
8:00 a.m. - 8:05 a.m.	State Board of Education <ul style="list-style-type: none"> • Call to order • Approval of agenda 	Tab A
8:05 a.m. – 8:30 a.m.	Revision of the Wyoming Department of Education’s Chapter 31 Rules on Graduation Requirements	Tab B
	Public Comment	
	Adjournment	



ACTION SUMMARY SHEET

DATE: March 31, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 31, 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
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

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MEMORANDUM

TO: Chairman Gosar, State Board of Education
FROM: Brent Young, Chief Policy Officer
DATE: March 28, 2016
RE: Agenda Item Overview

Meeting Date: March 31, 2016

Agenda Item: Chapter 31, Graduation Requirements
Repeal or Revised Rules Approval

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 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 August 18, 2015 and again on December 15, 2015 for a second 120-day period. Additional revisions to rules Chapter 31 Graduation Requirements were proposed by the District Assessment System Steering Committee. The State Board of Education Administrative Committee provided additional revisions and this document represents all agreed upon changes. Specific guidance related to annual attestation requirements and three year review requirements are also included. These revised rules are submitted for the board's consideration.

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 timeline of changes in law related to graduation requirements and the district assessment system and support the proposal to repeal Chapter 31.

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 approval to move 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 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 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 Wyoming eContent and pPerformance sStandards through rules Chapter 10 Wyoming Content and Performance Standards, herein incorporated by reference, for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to in consultation with local districts establishes requirements for earning a high school diploma with which public schools (K-12) must comply.~~

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. **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)]~~

~~(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.~~

~~(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)]~~

(a) Annual Attestation. With reference to Chapter 31, “annual attestation” is defined as the process of validating or assuring that something is true.

(b) Content and Performance Standards for Graduation. The K-12 content and performance standards contained in rules Chapter 10 Wyoming Content and Performance Standards define what students are expected to know and be able to do by the time they graduate. The content and performance standards are reflected in locally developed curriculum and courses students complete in order to graduate.

(c) High School Equivalent Course. With reference to Chapter 31, “high school equivalent course” is defined as a course that has been determined to meet specific criteria through a district approved content area course equivalent determination policy.

~~(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.~~

~~(h) 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. [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 74. ~~Common Core of Knowledge and Common Core of Skills~~ Wyoming Content and Performance Standards.

~~—(a) All public school students shall be proficient in the~~ Districts shall provide educational programs sufficient to meet uniform student Wyoming eContent and pPerformance sStandards at the level set by the state board of education in the following content 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~~Education;

~~Humanities;~~

~~Career/vocational~~Technical eEducation;

~~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 85. High School Diploma Requirements.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

~~_____ (i) The successful completion of the following components in grades nine (9) through twelve (12), using the district assessment system framework as outlined in rules Chapter 6 School Accreditation and herein incorporated by reference. as Successful course completion will be evidenced by passing grades or by the successful performance on competency-based equivalency examinations or assessments:~~

~~_____ (iA) Four (4) school years of high school equivalent courses in English;~~

~~_____ (iB) Three (3) school years of high school equivalent courses in mathematics;~~

~~_____ (iC) Three (3) school years of high school equivalent courses in science;~~

~~_____ (iD) Three (3) school years of high school equivalent courses in 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)]~~

~~_____ (b) Satisfactorily passing The successful completion of an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)~~

~~_____ (iii) The successful completion of requirements as established by local school districts to determine whether students have met the Wyoming Content and Performance Standards.~~

~~_____ (b) The successful completion of additional requirements as established by local districts.~~

~~_____ (c) On a date determined by the department of education on or before November 1 districts will attest annually through assurance statements submitted to the department as part of the accreditation validation process evidence that the district is compliant with requirements for earning a high school diploma.~~

(d) District requirements for earning a high school diploma will be reviewed once every five (5) years in conjunction with the district accreditation process. The comprehensive review process will be conducted to ensure compliance with state and local graduation requirements.

~~(e) 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:~~

~~(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;~~

~~(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;~~

~~(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;~~

Section 96. 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)] Student performance will be assessed on Wyoming Content and Performance Standards.~~

~~(b) 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 measuring students' knowledge of student Wyoming eContent and pPerformance sStandards as reflected in rules Chapter 10 Wyoming Content and Performance Standards specified in W.S. 21-9-101 (b).~~

~~(c) The assessment system described in this section shall be designed for grades nine (9) kindergarten (K) through twelve (12) and evaluated according to the following criteria: to~~

ensure alignment, consistency, fairness, and standard setting with Chapter 10 Wyoming Content and Performance Standards. The assessments composing the system shall be comparable across schools and classrooms within the same school district.

(d) The alignment criterion shall be met if the assessments that compose the system are aligned with the Wyoming Content and Performance Standards both in terms of content and cognitive complexity.

(e) Evidence of alignment shall include but is not limited to a documented process to ensure alignment among standards, curriculum, and assessments; district assessment plans; and sample assessments.

(f) On a date determined by the department of education on or before November 1 districts will attest annually through assurance statements submitted to the department as part of the accreditation validation process evidence of the alignment of its assessment system with the Wyoming Content and Performance Standards.

(g) Districts will report evidence of alignment of revised Wyoming Content and Performance Standards within the required three- (3) year time frame as documented in rules Chapter 10 through assurance statements submitted to the department as part of the accreditation validation process.

(h) The assessment system will be reviewed once every five (5) years in conjunction with the district accreditation process and as a component of the statewide assessment and accountability system. The comprehensive review process will be conducted consistent with accreditation protocol as outlined in Rules Chapter 6 School Accreditation.

(i) The assessment system may be reviewed more frequently if a school within the district receives a not meeting expectations accountability rating.

(j) Additional guidance to support district assessment system development will be provided by the department of education as a component of the statewide system of support.

(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.~~

~~(gk) For special needs Districts shall provide students with disabilities include accommodations in accordance with current federal program requirements 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.~~

~~(l) Districts shall provide accommodations for English learners as necessary.~~

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(c) of this chapter.~~

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

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 requirements for graduation from any public high school within any school district of this state. The state board of education prescribes Wyoming Content and Performance Standards through rules Chapter 10 Wyoming Content and Performance Standards, herein incorporated by reference, and in consultation with local districts establishes requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. **Definitions.**

(a) Annual Attestation. With reference to Chapter 31, “annual attestation” is defined as the process of validating or assuring that something is true.

(b) Content and Performance Standards for Graduation. The K-12 content and performance standards contained in rules Chapter 10 Wyoming Content and Performance Standards define what students are expected to know and be able to do by the time they graduate. The content and performance standards are reflected in locally developed curriculum and courses students complete in order to graduate.

(c) High School Equivalent Course. With reference to Chapter 31, “high school equivalent course” is defined as a course that has been locally determined to contain substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed.

(d) 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.

Section 4. **Wyoming Content and Performance Standards.** Districts shall provide educational programs sufficient to meet Wyoming Content and Performance Standards at the level set by the state board of education in the following content areas:

Language Arts;

Social Studies;

Mathematics;

Science;

Fine and Performing Arts;

Physical Education;

Health Education;

Career/Technical Education;

Foreign Languages;

Section 5. High School Diploma Requirements.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

(i) The successful completion of the following components using the district assessment system framework as outlined in rules Chapter 6 School Accreditation and herein incorporated by reference. Successful course completion will be evidenced by passing grades or by the successful performance on competency-based equivalency examinations or assessments:

(A) Four (4) school years of high school equivalent courses in English;

(B) Three (3) school years of high school equivalent courses in mathematics;

(C) Three (3) school years of high school equivalent courses in science;

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

(ii) The successful completion of an examination on the principles of the constitution of the United States and the state of Wyoming.

(iii) The successful completion of requirements as established by local school districts to determine whether students have met the Wyoming Content and Performance Standards.

(b) The successful completion of additional requirements as established by local districts.

(c) On a date determined by the department of education on or before November 1 districts will attest annually through assurance statements submitted to the department as part of

the accreditation validation process evidence that the district is compliant with requirements for earning a high school diploma.

(d) District requirements for earning a high school diploma will be reviewed once every five (5) years in conjunction with the district accreditation process. The comprehensive review process will be conducted to ensure compliance with state and local graduation requirements.

Section 6. District Assessment System.

(a) Student performance will be assessed on Wyoming Content and Performance Standards.

(b) The assessment system shall be designed to best meet the needs of individual Wyoming school districts for measuring students' knowledge of Wyoming Content and Performance Standards as reflected in rules Chapter 10 Wyoming Content and Performance Standards.

(c) The assessment system shall be designed for grades kindergarten (K) through twelve (12) to ensure alignment with Chapter 10 Wyoming Content and Performance Standards. The assessments composing the system shall be comparable across schools and classrooms within the same school district.

(d) The alignment criterion shall be met if the assessments that compose the system are aligned with the Wyoming Content and Performance Standards both in terms of content and cognitive complexity.

(e) Evidence of alignment shall include but is not limited to a documented process to ensure alignment among standards, curriculum, and assessments; district assessment plans; and sample assessments.

(f) On a date determined by the department of education on or before November 1 districts will attest annually through assurance statements submitted to the department as part of the accreditation validation process evidence of the alignment of its assessment system with the Wyoming Content and Performance Standards.

(g) Districts will report evidence of alignment of revised Wyoming Content and Performance Standards within the required three- (3) year time frame as documented in rules Chapter 10 through assurance statements submitted to the department as part of the accreditation validation process.

(h) The assessment system will be reviewed once every five (5) years in conjunction with the district accreditation process and as a component of the statewide assessment and accountability system. The comprehensive review process will be conducted consistent with accreditation protocol as outlined in Rules Chapter 6 School Accreditation.

(i) The assessment system may be reviewed more frequently if a school within the district receives a not meeting expectations accountability rating.

(j) Additional guidance to support district assessment system development will be provided by the department of education as a component of the statewide system of support.

(k) Districts shall provide students with disabilities accommodations in accordance with current federal program requirements.

(l) Districts shall provide accommodations for English learners as necessary.

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

STATEMENT OF REASONS

2015 Session Laws, Chapter 179 is the most recent legislative action taken to address high school graduation requirements. The following brief outline on the timeline of legislative changes to graduation requirements and revisions to Chapter 31 Graduation Requirements rule support the rationale for these proposed changes to current rules. Note: This outline does not include all changes made to listed session laws or rules.

Wyo. Stat. Ann. § 21-2-304(a)(iii), first passed in 2002, requires the state board by rule and regulation to prescribe uniform student content and performance standards. This section also requires that these content and performance standards include standards for graduation from any high school within any school district of the state. Section 21-2-304(a)(iv) requires the state board to “establish, in consultation with the local school districts requirements for students to earn a high school diploma “as measured by each district’s body of evidence assessment system prescribed by rule and regulation of the state board required under W.S. 21-3-110(a)(xxii)”. The 2002 law also added new language requiring that “A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student,” then sets the endorsement requirements. 2002 Wyo. Sess. Laws 117-18.

Chapter 31 Graduation Requirements effective 8/19/2003 revised the nine content and performance standards and the high school diploma section to include the tiered diploma requirements as the 2002 law required. The course completion requirements predated the 2002 law and were not changed in the rules at that time. The body of evidence section was expanded to include new requirements for districts submitting information on student performance results. These rules were effective through 7/11/2012.

2012 Session Laws, Chapter 101 removed the phrase “body of evidence” and inserted new annual reporting requirements for the district assessment system. Though the term was removed, the district assessment system requirements were not otherwise addressed.

2013 Session Laws, Chapter 195 inserted new language addressing the district assessment system requirements as follows:

[E]ach district’s assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district’s measure or measures.

2012 Wyo. Sess. Laws 504.

Chapter 31 Graduation Requirements rules were revised effective 11/6/13. Changes included moving Section 8, Content and Performance Standards to a separate chapter (Chapter 10), and Section 9, District Assessment System, now included the following language:

The assessment system described in this section shall be designed for grades (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency,

fairness, and standard-setting. Guidelines for each criterion shall be determined by the State Board of Education.

Rules, *Wyo. Dep't of Educ., General Agency, Bd. or Comm'n Rules*, ch. 31 § 9(a) (Nov. 6, 2013). This section also included language requiring districts to report on its assessment system annually by August 1. *Id.* § 9(e). District Assessment System Guidebooks with detailed descriptions of the technical design criteria requirements and the reporting process were developed and presented to the state board and legislative committees for consideration. The additional reporting burden for the districts was expressed as a concern.

2015 Session Laws Chapter 179 includes significant changes to graduation requirements and district assessment system design and reporting requirements. The language that has been eliminated is as informative to the rationale for our proposal as the language that has been added. Noted changes for your information and consideration follow:

- Added section 21-2-202(a)(xxxvi): “Commencing school year 2015-2016, in conjunction with the school district accreditation process required under W.S. 21-2-304(a)(ii) and as a component of the statewide education accountability system created under W.S. 21-2-204, conduct a review of each school district’s assessment system once every five (5) years to ensure alignment with the uniform state education standards promulgated by the state board, and to ensure district adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii).”;
- Deleted the indicated language from section 21-2-304(a)(iii): “Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district, ~~and shall describe required performance levels in order to achieve proficiency of the common core of knowledge and common core of skills prescribed under W.S. 21-9-101(b).~~”;
- Amended section 21-2-304(a)(iv) as follows: “The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district’s assessment system prescribed by rule and regulation of the state board under W.S. 21-3-110 (a)(xxiv). ~~Beginning school year 2014-2015, and each school year thereafter, each district’s assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district’s measure or measures.~~”;
- Amendments to section 21-2-304(a)(iv) changes the Board’s annual review of district assessment systems to a staggered review every five (5) years and requires that the district assessment system be aligned with the uniform state standards. This section also eliminated the tiered diploma requirement and requires the board to “establish a process to ensure district assessments are aligned with the refined and revised standards within three (3) full school years following the adoption of revised standards”;
- Changes to section 21-3-110(a)(xv) adds a new assessment system reporting requirement: “on or before November 1 of each school year, [districts shall] report to the department evidence of the alignment of its assessment system with the uniform state standards provided within its schools”; Changes to 21-3-110(a)(xxv) added a new graduation standards reporting requirement: “on or before November 1 of each school year, [districts shall] report to the department of education

evidence that the district is compliant with high school graduation standards imposed by the state board under W.S. 21-2-304(a)(iii)”;¹

- Section 21-3-110(a)(xxxiv) was amended to align with section 21-2-202 (a)(xxxvi) and addresses the five-year review. The changes add the following text: “Effective school year 2015-2016, in conjunction with district accreditation, as a component of the statewide education accountability system and in accordance with W.S. 21-2-202(a)(xxxvi), be subject to a review by the department of education once every five (5) years on the alignment of the district’s assessment system with the uniform state education standards promulgated by the state board, and the district’s adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii).

Chapter 6 School Accreditation

Chapter 6 School Accreditation rules establish the evaluation and accreditation process. Initially promulgated in 1993, this chapter was most recently updated effective 8/5/2005. Though there are components of this chapter that are outdated, the technical professional quality outlined for the district assessment system during the accreditation review are still valid. The 2015 legislative changes requiring that the Board review the district assessment system and the state graduation standards as part of the accreditation process align with the guidance in this chapter.

Section 8, Student Assessment, and specifically subsection (f) provides detailed guidance on the design and implementation of a district assessment system that provides equity of educational opportunity for all students to learn the content and skills represented in the content standards and to the level established by the performance standards. The professional technical requirements in this section include alignment with the content and performance standards, consistency of assessment design and implementation, and fairness in the design and implementation of assessments to minimize bias.

Section 18, Graduation Requirements, addresses students’ mastery of the content and performance standards. This section also states that monitoring of the graduation standards will be enforced through the state accreditation process. Though the specific requirements for the content areas and number of school years required is not included, the rule refers to Wyo. Stat. Ann. §§ 21-2-304(a)(iii) and (iv).

Section 20, Verification, requires districts to report annually to the department of education that they have complied with these rules.

Chapter 10 Wyoming Content and Performance Standards

Chapter 10 Wyoming Content and Performance Standards was moved from Chapter 31 Graduation Requirements in 2012. The purpose for establishing a separate chapter for the content and performance standards was to support transparency.

Section 7, Uniform Student Content and Performance Standards, incorporates graduation standards from Chapter 31 by reference. This section also includes dates for full implementation after amendments to the standards. The dates listed are within three full school years of the most recent revision to the standards, which is consistent with new requirements in 2015 Session Laws, Chapter 179.

¹ The November 1 reporting date aligns with the existing reporting requirement for accreditation assurance statements. This new reporting requirement will be managed through the existing assurance statement submission process in order to minimize any additional reporting burden for districts.

Summary

Chapter 31 Graduation Requirements rules were originally promulgated as required by statutory content and performance standards requirements. Those statutes are intended to ensure equity of opportunity to learn for all students and establish minimum graduation standards for all students. The legislature later added the tiered diploma system, requiring three different transcript endorsements given a student's proficiency in the nine content areas, as measured by the body of evidence assessment system for grades nine through twelve. In collaboration with local school districts, the design and evaluation of the body of evidence system was developed and Chapter 31 rules were expanded to include detailed guidance on this system.

In 2012 the legislature intended to remove the requirement that district assessment systems be based on a body of evidence. 2012 Session Laws, ch. 101. The legislature further refined the relevant laws in 2013 (2013 Session Laws, Chapter 195), and restructured district assessment system requirements in 2015. 2015 Session Laws, Chapter 179. The legislature eliminated the tiered diploma requirement, leaving course completion as the only graduation requirement that is required by law. Appropriate rigor is ensured by requiring that district assessment systems align to the content and performance standards within three full school years of any changes and the evaluation of the technical professional quality of the system as part of accreditation.

The rules in Chapter 6 School Accreditation and Chapter 10 Wyoming Content and Performance Standards support compliance with the changes in law contained in 2015 Session Laws, Chapter 179. While both of these chapters will be updated to reflect changes including the statewide assessment (Chapter 6) and revisions to science content standards (Chapter 10), the existing language provides adequate standards for districts on design and reporting for district assessment systems and graduation standards. In addition to the rules, the Department has created a District Assessment System Guidebook as informal guidance to provide further support to districts related to the design and review process that the rules require.

Given these changes, and the additional guidance provided through changes recommended by the State Board of Education Administrative Committee and approved by the whole board, we are requesting the approval of these revised emergency rules. We will also move forward simultaneously with request for approval of promulgation of regular rules.