



Certification Page Regular and Emergency Rules

Revised September 2016

Emergency Rules *(After completing all of Sections 1 through 3, proceed to Section 5 below)*

Regular Rules

1. General Information

a. Agency/Board Name State Board of Education		
b. Agency/Board Address 2300 Capitol Avenue, Hathaway Bldg, 2nd Floor	c. City Cheyenne	d. Zip Code 82002
e. Name of Agency Liaison Julie Magee	f. Agency Liaison Telephone Number 307.777.8740	
g. Agency Liaison Email Address julie.magee@wyo.gov	h. Adoption Date 3/24/2017	
i. Program General Agency, Board or Commission Rules		

2. Legislative Enactment

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

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

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

3. Rule Type and Information

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

Chapter Number: 31	Chapter Name: Graduation Requirements	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
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Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed

3. State Government Notice of Intended Rulemaking

a. Date on which the Proposed Rule Packet (consisting of the Notice of Intent as per W.S. 16-3-103(a), Statement of Principal Reasons, strike and underscore format and a clean copy of each chapter of rules were: 1/3/2017

- approved as to form by the Registrar of Rules; and
- provided to the Legislative Service Office and Attorney General:

4. Public Notice of Intended Rulemaking

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. No. Yes. N/A

b. A public hearing was held on the proposed rules. No. Yes. Please complete the boxes below.

Date:	Time:	City:	Location:

c. If applicable, describe the emergency which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

5. Final Filing of Rules

a. Date on which the Certification Page with original signatures and final rules were sent to the Attorney General's Office for the Governor's signature: [redacted] March 28, 2017

b. Date on which final rules were approved as to form by the Secretary of State and sent to the Legislative Service Office:

c. The Statement of Reasons is attached to this certification.

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

Signature of Authorized Individual	Walter Wilcox (W) 3/24/17
Printed Name of Signatory	Walt Wilcox
Signatory Title	Chairman, State Board of Education
Date of Signature	3/24/17

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

Governor's Signature	
Date of Signature	

Wyoming Graduation Requirements

Chapter 31

STATEMENT OF REASONS

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

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

This rule has two primary substantive sections:

Section 4 – High School Diploma Requirements

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

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

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

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

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

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

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

1. 2012 Wyoming Mathematics Content and Performance Standards

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

2. 2016 Wyoming Science Content and Performance Standards

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

3. 2012 Wyoming Language Arts Content and Performance Standards

- The Language Arts standards reflect the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school (p. 13).

- They are written to individual grade levels in kindergarten through grade 8, and two-year bands in grades 9–12. Ninth grade students work toward the achievement of the tenth grade standards; eleventh grade students work toward the achievement of the twelfth grade standards... (p. 4)
- The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards. (p. 14) The CCR and high school standards for grade spans 9-10 and 11-12 are provided on pp. 38, 45, 50, 54-55, 61- 62, and 64-66.
- Performance Level Descriptors are statements that describe how well students must perform the standards (p. 5). Grade 12 Performance Level Descriptors are provided on pp. 8-9.

4. 2014 Wyoming Social Studies Content and Performance Standards

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

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

Section 5 – Consultation with Local School Districts

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

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

THEME	SUMMARY	PROPOSED RESPONSE
Comments* related to additional graduation requirements	WDE Summary Notes	74 comments
<i>I think that math needs four credits. Our kids are not college and career ready for math. I also feel that we should look at civics as a requirement also. We need to focus kids on the important of citizenship and voting rights. How these two items are important to every citizen in America. Included in that is Wyoming Legislature and how their vote matters to our State!</i>	Commenter proposes 4 credits of math rather than 3. Additionally, commenter would like to revisit civics as a requirement.	The State Board has chosen not to impose requirements above and beyond those required by statute. These rules, as proposed, give local school boards and districts the discretion to add on to the minimum graduation requirements outlined in statute. <i>(No change)</i>
<i>There are two things missing from the graduation requirements which I consider extremely important: 1. Physical Education 2. Health. These two areas are vital because of the lack of activity in our adolescences which continues to decline due to use of electronics. By not including these two area we support the inactivity in our youth and promote development of a very unhealthy population.</i>	Commenter proposes to add a PE and Health requirement for graduation.	
<i>One thing missing from the requirements is the ACT exam and those types of standardized exams should be counted toward final graduation requirements and individual grade point averages. This will help prevent students from playing the "Hathaway Game" by avoiding more difficult classes. It is just one more demonstration of competence, and everything a students does in high classes should count towards graduation.</i>	Commenter proposes that the ACT (and similar exam) should be required for graduation.	
<i>Graduation requirements should include a one-year interdisciplinary course which includes Wyoming History and Wyoming Literature.</i>	Commenter proposes an interdisciplinary course to include WY History and WY Literature as a requirement.	
<i>My husband taught Jr./Sr. High school for forty years. I worked as an Outreach Coordinator for Western Wyoming Community Outreach. I worked for WWCC for over twenty years. Both my husband and I still substitute teach today. I feel that we have an inside view of education today. It seems that we have good requirements in the core subjects of Math, English, History, and Science. We also see the need for Physical Education. But when it comes to the vocational and artistic side to education, we are short. Colleges use introductory courses to find areas that students might not have even considered but they discover a real love for the subject area. Introductions to Business, Home Ec., Music and Art are just as important to a well rounded education as core courses are. Once introduced, some students might find their real joy and desire to make a lifetime occupation from one of these areas. Please make these areas part of your graduation requirements. Thank you for the opportunity to comment on this subject.</i>	Commenter proposes to add FPA, PE, and CTE requirement.	
<i>Multiple comments related to adding Fine & Performing Arts as a graduation requirement, some citing research</i>	66 commenters propose to add Fine & Performing Arts as a requirement.	
Comments* related to calculation of graduation rate	WDE Summary Notes	2 comments
<i>On another note, the graduation rates published be the Department of Ed. should include 5th year rates. The data presented to the public is flawed, because it assumes everyone must graduate from high school in four years--an obvious misassumption. I taught for years, and our school consistently under-reported our rate because we did not count 5th year seniors who eventually earned a diploma.</i>	Commenter states that graduation rates should include 5th year seniors.	These rules are intended to address the requirements for obtaining a high school diploma. They do not, nor are they intended, to address methods for calculating graduation rates. <i>(No change)</i>
<i>The constantly changing rules regarding high school graduation places a significant burden on schools, and continues to erode the public trust in graduation data. For example, the current practice from WDE that counts these types of students as drop-out is not fair to schools, and does not report accurately to the public the actual graduation rate. These students are currently counted as drop-outs: special education students who do not receive a diploma due to their disability; homeschool students who choose this option during high school; and students who transfer to a non-accredited high school of their choice.</i>	Commenter does not like the way graduation/dropout rate is calculated at WDE and feels it's inaccurate.	

Comments* related to budget constraints	WDE Summary Notes	2 comments
<p><i>I think it would be wise to wait and observe the funding impacts; we may need to adjust program offering if the budget can no longer can support current curriculum offerings??</i></p> <p><i>Until we see what dollars are available and what we have to cut in terms of program, it is difficult for me as a school board member to talk much about graduation requirements.</i></p>	<p>Commenters state budget constraints could impact curriculum offerings and educational programs.</p>	<p>No change requested. (No change)</p>
Comments* related to Basket of Goods	WDE Summary Notes	2 comments
<p><i>These rules allow high schools to bypass the basket of goods requirements described in the Campbell County cases and in statutes 21-9-101 b (i). There is no reference in Section 4 of the rules that require the teaching of the basket of goods, merely that students must be assessed in the courses they do take according to the standards.</i></p> <p><i>Not all districts address the basket of goods. When the Governor line item vetoed the Body of Evidence portion of the rules during the change that brought common core into the standards, the requirements for proficiency in a majority of the basket of goods was removed. This change does not require proficiency in all of the basket of goods.</i></p>	<p>Commenter states that proposed rules would remove Basket of Goods requirement and the associated proficiency requirements.</p>	<p>The proposed rules do not, nor are they intended, to reduce or eliminate statutory requirements related to the common core of knowledge and skills (Basket of Goods) or the proficiency requirements. Wyoming school districts are required to provide students the opportunity to access the full Basket of Goods. (No change)</p>
Comments* related to District Assessment System	WDE Summary Notes	3 comments
<p><i>I have concerns about the "District adherence to other procedural criteria such as consistency and fairness as determined by the State Board of Education" Districts do not want to be back in the business of meeting the 5 design components of the old BOE system.</i></p> <p><i>A one size fits all district assessment system (body of evidence) is punitive and harmful to students. It's a wrongheaded solution to problems that are either misunderstood or else is politically motivated and morally wrong in harming kids and hindering their intellectual development. It deprives students of instructional time needed to foster individual student growth.</i></p> <p><i>For a variety of reasons, many students by high school may or may not be ready to demonstrate proficiency in the same way as others. Whatever system is developed should empower local districts to develop a teacher developed assessment system that is rigorous (but rigor for some high school students could mean writing a sentence, for others, a paragraph; for others it could mean aural retelling) and that can be adapted flexibly at the classroom and site/building level.</i></p> <p><i>Our most vulnerable, under-resourced students (special education, ESL, low SES/poverty students, unidentified special education) often reach us having grown significantly but who are still not yet capable of the sophisticated research and writing skills that were required by the body of evidence district assessments.</i></p> <p><i>As a teacher of at-risk, under-resourced students for twelve years and a board-certified teacher, I can attest the old body of evidence district assessment system meant that I had to spend at least a third of my instructional time in a semester remediating reading and writing skills on these stand-alone events for students to be able to produce something that could score as marginally proficient which meant their exposure to curriculum suffered. That's why local control and a dynamic flexible system needs to be developed by teachers in every district who know their students best and the state would be wise to ensure financial resources for</i></p> <p><i>As an educator, I support a dynamic and flexible heterogeneous assessment system controlled at the district level but developed by teachers in every district. I work at a title I elementary school, and I see first hand the effects poverty has on children and their ability to learn. I have found that the more I utilize and integrate multiple instructional strategies into my lessons and assessments, the better my students perform. This is due to their ability to learn in their preferred method, and it allows them to demonstrate proficiency or mastery of the content through multiple forms of assessments.</i></p>	<p>Commenter states that s/he does not want to return to the Body of Evidence (BOE) system.</p> <p>Commenter states that the BOE system is punitive and harms kids. The commenter additionally states that the system should empower districts to create teacher-developed assessment system that is adaptable and flexible.</p> <p>Commenter proposes a dynamic, flexible (multiple approaches) assessment system controlled locally and developed by teachers.</p>	<p>The proposed rules conform to the statutory requirement that each district's assessment system is aligned to the Uniform Student Content and Performance Standards. The proposed rules do not, nor are they intended, to limit a district to a single approach for evaluating what a student knows or is able to do. (No change)</p>

Comments* related to additional emphasis to specific areas	WDE Summary Notes	3 comments
<p><i>I would like to see us take a hard look at what we mean by college and career ready in relation to our graduation requirements. As a parent I feel like we do a great job in Wyoming with college ready and completely drop the ball on career ready. If we were really honest with ourselves, what would graduation requirements look like for a student that is career ready? Do our minimum graduation requirements reflect this or are our hands tied to the point we are unable to make solid graduation paths to career readiness? Let's create certificate programs for ALL students across Wyoming. Why not a path to leave high school owning and operating a business? Please don't tell me this already exists, because it only exists for some schools and it is not equitable across the state.</i></p>	<p>Commenter proposes greater emphasis on career-ready (equal to emphasis we give to college-ready) through certificate programs for all students (not equitable across the state).</p>	
<p><i>I understand the rules, but I feel that a class or classes should be required on basic knowledge of banking, student loans, ethics, work place requirements (what is the requirements to hold a job) and also basic living skills like budgeting, minimal car maintenance, insurance and wellness. There are so many students who leave high school that might have excellent book knowledge, but lack the common understanding of what it takes to survive on a day to day basic. A well rounded student is one that can do the tasks that are listed above. Also, please do not forget the students who are taking FFA or career vocational classes as those classes should also help meet some of the graduation requirements in science and math.</i></p>	<p>Commenter proposes additional emphasis on skills such as banking, car maintenance, wellness, budgeting, ethics, and other "day-to-day basics". Commenter also proposes that FFA and Career/VocEd courses be allowed for meeting math and science requirements.</p>	<p>The State Board has chosen not to impose requirements above and beyond those required by statute. These rules, as proposed, give local school boards and districts the discretion to add on to the minimum graduation requirements outlined in statute. (No change)</p>
<p><i>Chapter 31 graduation requirements seem to be designed by academia to meet requirements of academia. Would many of our students and communities be better served if high school graduation was defined as more specific career preparation? Could the use of blended and online instruction be used to expedite certifications in vo-tech and specialized next-level preparation, so that students could customize their own education plans and initiate the development of their specific acquisition of knowledge? We need to look for ways to expedite the efficient development of productive tax-paying citizens.</i></p>	<p>Commenter states that the rules are too focused on higher ed requirements and proposes more emphasis on preparing high school graduates specific careers rather than college. Commenter also proposes using blended and online learning to expedite certifications.</p>	
Other*	WDE Summary Notes	3 comments
<p><i>The term 1 year is not actually relevant if a student is capable of completing a course in less than a year. It may be more appropriate to say 1 credit.</i></p>	<p>Commenter proposes changing the term "year" to "credit".</p>	<p>To remain consistent with statute, the State Board has chosen to adopt the rules as proposed. (No change)</p>
<p><i>I teach at Casper College and we have a large number of high school graduates who require remedial English and or Math classes even though they were awarded a high school diploma. It seems to me that the graduated diplomas should allow us to identify students who are college ready when they graduate. How can someone graduate high school in May and need remedial Math and English in August?</i></p>	<p>Commenter states that too many high school graduates are not college-ready and need remedial math and English.</p>	<p>The State Board has chosen to adopt the rules as proposed. (No change)</p>
<p><i>I feel that the requirements need all to be consistent with all districts. I do not feel the districts should make these decisions but only the representative for education or governor. These children are the future of Wyoming and they need consistency and often to many times school systems administrators and board member are short term.</i></p>	<p>Commenter states that graduation requirements should be consistent for all WY school districts and set by the state or the governor.</p>	<p>The authority to set graduation requirements beyond those set forth in statute rests with the local school boards. The State Board has chosen to adopt the rules as proposed. (No change)</p>
<p><i>*For brevity, all comments are represented in the document, but some that are duplicative in nature have been excluded. Additionally, some of the comments presented here have been truncated. There were 90 public comments received related to the proposed revisions to the Chapter 31 rules. All public comments, in their entirety, are available upon request. Contact Julie Magee at julie.magee@wyo.gov</i></p>		

Wyoming Graduation Requirements Chapter 31

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

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

Section 3. Definitions.

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

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

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

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

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

Section 4. High School Diploma Requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) The district shall maintain and publish a list of courses deemed eligible to satisfy the Component Completion Requirement. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 4(a)(vii).

(c) In order to meet the requirements of Section 4(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

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

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

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

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

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

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

(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 4(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to parents. In addition, the district’s current high school diploma requirements should be included in school handbooks and policies, as applicable, as well as on the official website of the district.

Section 5. Consultation with Local School Districts.

(a) Within 12 months of final promulgation of these rules, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 4 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.

(b) On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 4 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 4 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.

Wyoming Department of Education
Chapter 31
Wyoming Graduation Requirements
Chapter 31

Section 1. Authority.

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

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

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

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

Section 43. Definitions.

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

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

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

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

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

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

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

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

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

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

~~Section 5. — Wyoming Statutes.~~

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

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

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

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

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

~~Common core of knowledge:~~

~~Reading/Language Arts;~~

~~Social Studies;~~

~~Mathematics;~~

~~Science;~~

~~Fine Arts and Performing Arts;~~

~~Physical Education;~~

~~Health and safety;~~

~~Humanities;~~

~~Career/vocational education;~~

~~Foreign cultures and languages;~~

~~Applied technology;~~

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

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

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

Section 84. High School Diploma Requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Completion Requirement. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 4(a)(vii).

(c) ~~Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student~~ In order to meet the requirements of Section 4(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

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

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

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

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

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

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

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

(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 4(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to parents. In addition, the district’s current high school diploma requirements should be included in school handbooks and policies, as applicable, as well as on the official website of the district.

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

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

~~The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101 (b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard setting. Within 12 months of final promulgation of these rules, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 4 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.~~

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

~~(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements. On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 4 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 4 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.~~

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

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

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

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

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

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

Section 10. — Effective Date for Graduation Requirements.

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

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