SUBJECT

Every Student Succeeds Act (ESSA) Consolidated State Plan Discussion

REFERENCE

December 2015	The Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee recommend-actions and public input gathered by staff through public forums held around the state
June 2017	Board received an update on the development of and initial draft of Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
February 2019	Board approved amendments to the Consolidated State Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative Code, IDAPA 08.02.02 – Section 111, Assessment in the Public Schools; IDAPA 08.02.02 – Section 112, Accountability; IDAPA 08.02.02 – Section 113, Rewards; and IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measurable Progress

BACKGROUND/DISCUSSION

The Elementary Secondary Education Act (ESEA) of 1965 provides for the federal funding of elementary and secondary education and emphasizes equal access to education and high accountability standards. The original bill was directed toward reducing achievement gaps between student groups and providing every child with

the same public educational opportunities. The ESEA was reauthorized in 2001 by the No Child Left Behind (NCLB) Act and now by the Every Student Succeeds Act (ESSA) of 2015. The original Act was made up of six "Titles" with two additional Titles being added the 1967 Act. Today the Act consists of nine Titles:

- Title I – Improving Basic Programs Operated by State and Local Educational Agencies (Accountability)
- Title II – Preparing, Training, and Recruiting High-quality Teachers, Principals, or Other School Leaders (High-quality Teachers)
- Title III – Language Instruction for English Learners and Immigrant Students
- Title IV – 21st Century Schools
- Title V – State Innovation and Local Flexibility
- Title VI – Indian, Native Hawaiian, and Alaska Native Education
- Title VII – Impact Aid
- Title VIII – General Provisions
- Title IX – Education for the Homeless and Other Laws

The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's State Educational Agency (SEA) to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements.

The U.S. Department of Education (USDOE) approved Idaho's Consolidated State Plan (Plan) in March 2018. Prior to the 2018/19 school year, the state implemented its new school accountability system for the first time. In accordance with the Plan, schools have been identified for Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement.

IMPACT

This review will provide the Board with the opportunity to discuss the Consolidated State Plan and feedback received and direct changes to be made (if applicable) prior to taking action on the ESSA Consolidated State Plan the following day.

ATTACHMENTS

Attachment 1 – State Report Card
Attachment 2 – Idaho's State Accountability Framework

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the SEA and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to

the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting.

Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

Idaho's public school system accountability framework approved by the Board has been effective since March 29, 2017, following acceptance by the legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and requires "The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education." Unless specifically noted in the rule, all accountability measures were required to be first collected in the 2017-2018 school year.

The academic measures established in Idaho's accountability framework are broken out by school category and include:

a. K-8:
    i. Idaho Standards Achievement Tests (ISAT) Proficiency.
    ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
    iii. ISAT proficiency gap closure.
    iv. Idaho statewide reading assessment proficiency.
    v. English Learners achieving English language proficiency.
    vi. English Learners achieving English language growth toward proficiency.
b. High School:
    i. ISAT proficiency.
    ii. ISAT proficiency gap closure.
    iii. English Learners achieving English language proficiency.
    iv. English Learners achieving English language growth toward proficiency.
    v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
    vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools
c. Alternative High School:
    i. ISAT proficiency.
    ii. English learners achieving English language proficiency.

iii. English learners achieving English language growth towards proficiency.
iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

In addition to the academic measures identified above, Administrative Code, identifies school quality measures by school category and provides definitions for the two (4 year and 5 year) cohort graduation rates, participation rate, and identified subgroups along with other provisions.

BOARD ACTION

This item is for informational purposes only.

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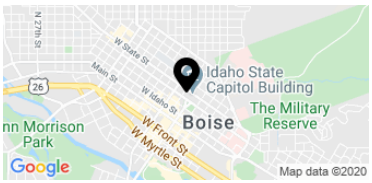
https://idahoschools.org/state/ID/profile

STATE OF IDAHO

Grades Served:
Kindergarten - Grade 12

This information includes excepts from the state profile available through idahoschools.org. Additional information is provided through the link above, including achievement by all subgroups and more detailed information on the areas shown here.

•••Menu



650 West State Street
Boise, IDAHO 83702
View on Google Maps

Not Reported

(208) 332-6800

http://www.sde.idaho.gov/

OVERVIEW

GRADES SERVED
Kindergarten - Grade 12

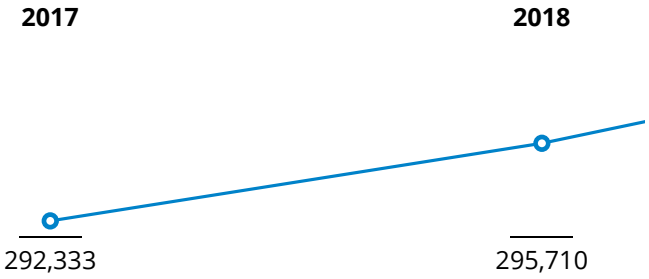
ADMINISTRATOR
Sherri Ybarra

ABOUT OUR STUDENTS

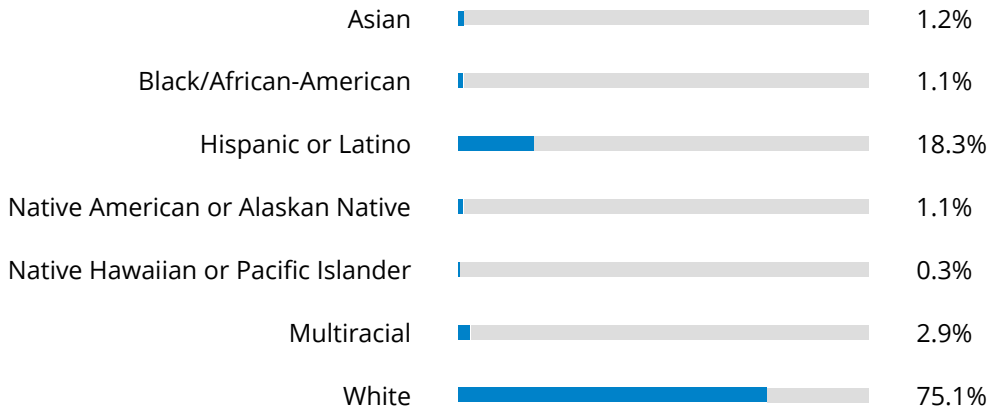
TOTAL ENROLLMENT

300193

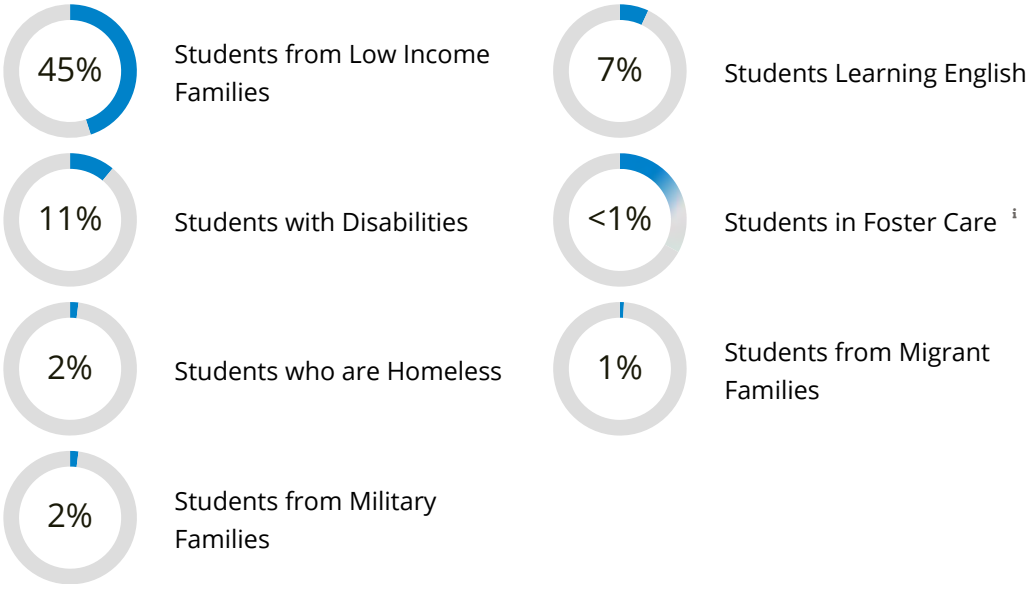
HISTORICAL ENROLLMENT



ENROLLMENT BY RACE/ETHNICITY



ENROLLMENT BY STUDENT GROUPS



Attachment 1

STUDENT ACHIEVENT

ARE STUDENTS IN IDAHO MEETING GRADE LEVEL EXPECTATIONS?

Idaho content standards establish the knowledge and skills that all students should master by the end of each grade level. Students meeting grade level expectations demonstrate proficiency on the statewide assessments aligned to the content standards.

Only students who spend most of the year enrolled in their school are included when reporting the performance of students. Additionally, to ensure students participate, the achievement holds schools accountable for a portion of students who did not take the test.

IDAHO STANDARDS ACHIEVEMENT TEST - ISAT

ENGLISH LANGUAGE ARTS/LITERACY

(99.0% participation rate)

55.6%

2019 Target: 60.8%

View Details

MATHEMATICS

(98.9% participation rate)

45.1%

2019 Target: 51.3%

View Details

SCIENCE

(97.9% participation rate)

59.6%

View Details

⊕ View Science Subject Results

IDAHO READING INDICATOR

FALL 2018 PROFICIENCY

52.6%

View Details

SPRING 2019 PROFICIENCY

70.4%

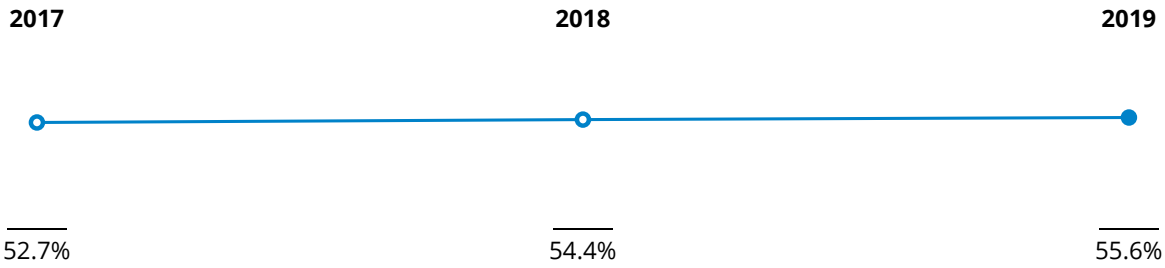
View Details

SCHOOL YEAR FALL TO SPRING CHANGE ↑ 17%

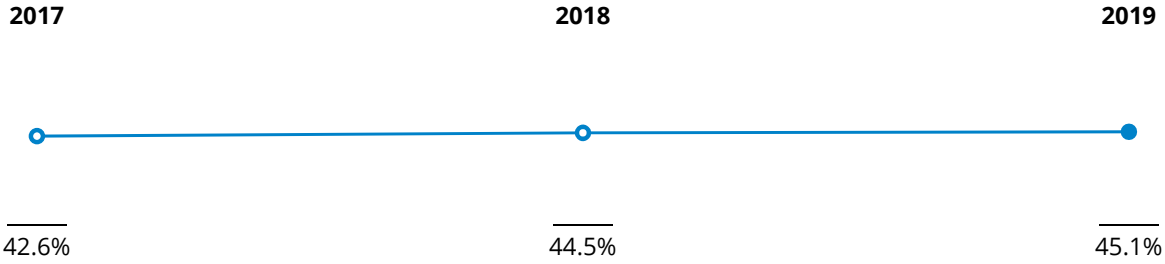
Attachment 1

IDAHO STANDARDS ACHIEVEMENT TEST - ISAT

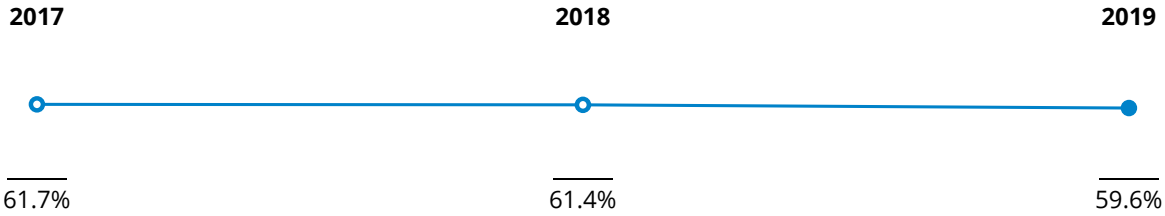
ENGLISH LANGUAGE ARTS/LITERACY



MATHEMATICS



SCIENCE



IDAHO READING INDICATOR

SPRING 2019 PROFICIENCY

FALL 2018 PROFICIENCY

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STATE OF IDAHO

Grades Served:
Kindergarten - Grade 12

STUDENT ACADEMIC PROGRESS

ARE STUDENTS IN IDAHO IMPROVING ENOUGH ON STATE ASSESSMENTS TO BE PROFICIENT IN THREE YEARS?

Academic growth recognizes the improvement a student achieves from year to year, toward mastery of grade level content standards. In measuring progress, a student does not need to be currently proficient. Instead, he or she only has to be showing sufficient improvement to meet those standards in the future. Idaho considers a student to be making adequate progress on the statewide assessments in ELA/Literacy and Mathematics if he or she demonstrated enough growth to be "on track" for proficiency in three years.

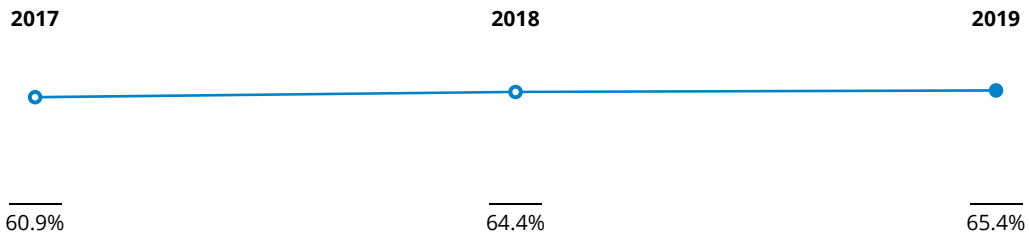
ENGLISH LANGUAGE ARTS

65.4% View Details

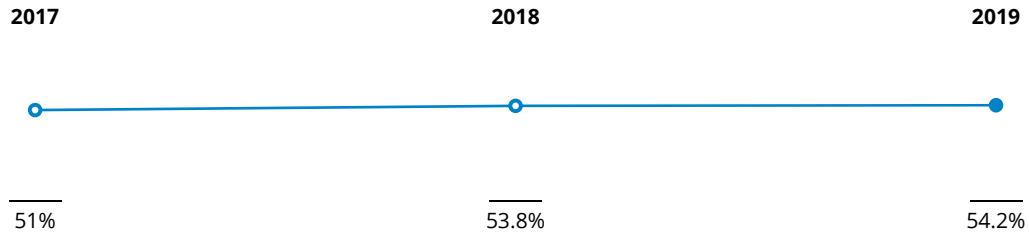
MATHEMATICS

54.2% View Details

ENGLISH/LANGUAGE ARTS GROWTH



MATHEMATICS GROWTH



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STATE DEPARTMENT OF EDUCATION

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STATE OF IDAHO

Grades Served:
Kindergarten - Grade 12

ABOUT US | ACADEMIC INDICATORS | NON-ACADEMIC INDICATORS | SCHOOL LIST

GROUP ACHIEVEMENT

HOW DOES THIS STATE SERVE ALL STUDENTS?

Schools are responsible for the success of all students and the success of students in specific student groups. When students in a group fall behind their peers, an achievement gap is identified. Schools focusing on the needs of all students can close (improve) the achievement gap for the group. An achievement gap is improving when the performance of the group improves more than the performance of their peers from the previous year. The achievement gap remains the same when the performance of the group and their peers is the same as the previous year. The achievement gap is growing when the performance of the group does not keep pace with, or exceed, the performance of their peers.

IDAHO
STATE DEPARTMENT OF EDUCATION

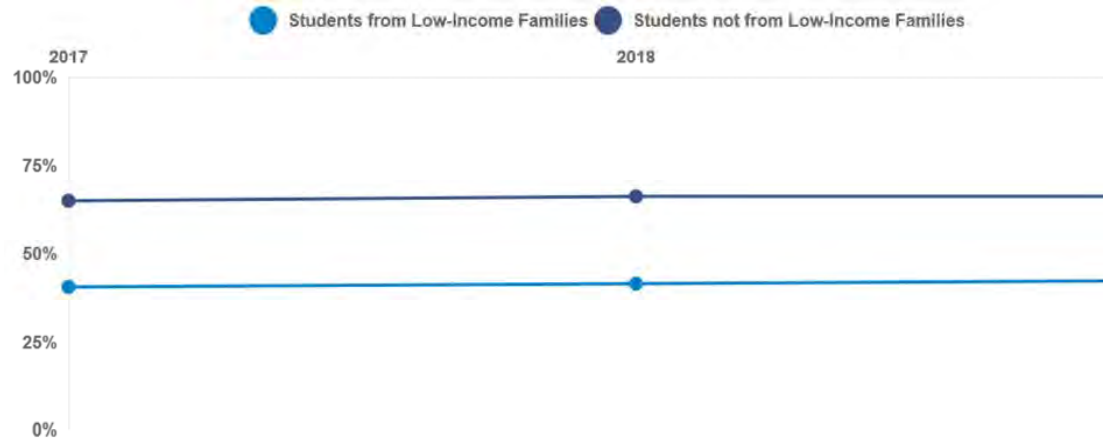
Students from Low-Income Families

STUDENT ACHIEVEMENT

Hide

English/Language Arts | Math | Science

THE GAP IS CLOSING (IMPROVING)



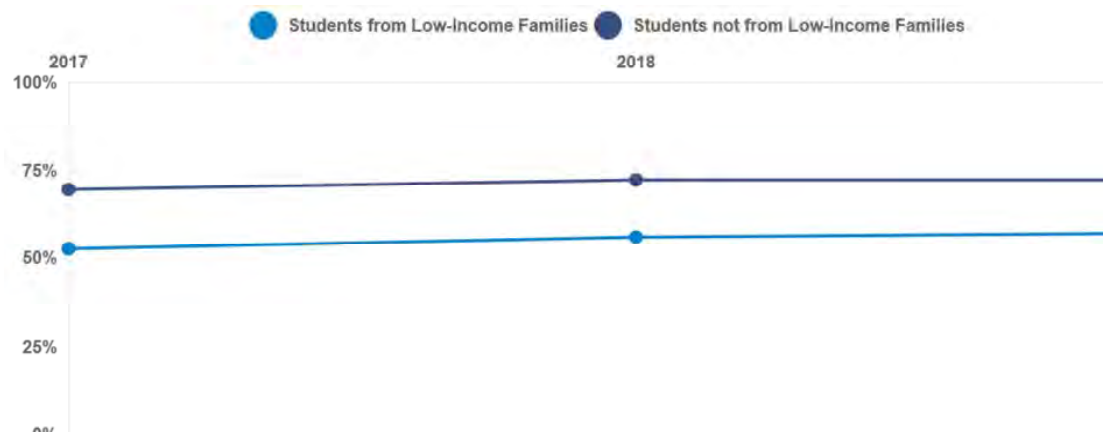
	2017	2018	2019
Students from Low-Income Families	40.8%	41.6%	42.7%
Students not from Low-Income Families	65.0%	66.1%	66.3%

STUDENT ACADEMIC PROGRESS

Hide

English/Language Arts | Mathematics

THE GAP IS CLOSING (IMPROVING)



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Grades Served:
Kindergarten - Grade 12

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ENGLISH LEARNER PROGRESS

ARE STUDENTS LEARNING ENGLISH MAKING ENOUGH PROGRESS TO BE PROFICIENT WITHIN SEVEN YEARS?

English language proficiency is the level of knowledge and skill with the English language required for academic success. Whenever a student increases their level of knowledge and skill, they are making progress toward English language proficiency, which has a direct impact on success in academic subjects and in career and college.

PERCENT OF STUDENTS REACHING PROFICIENCY

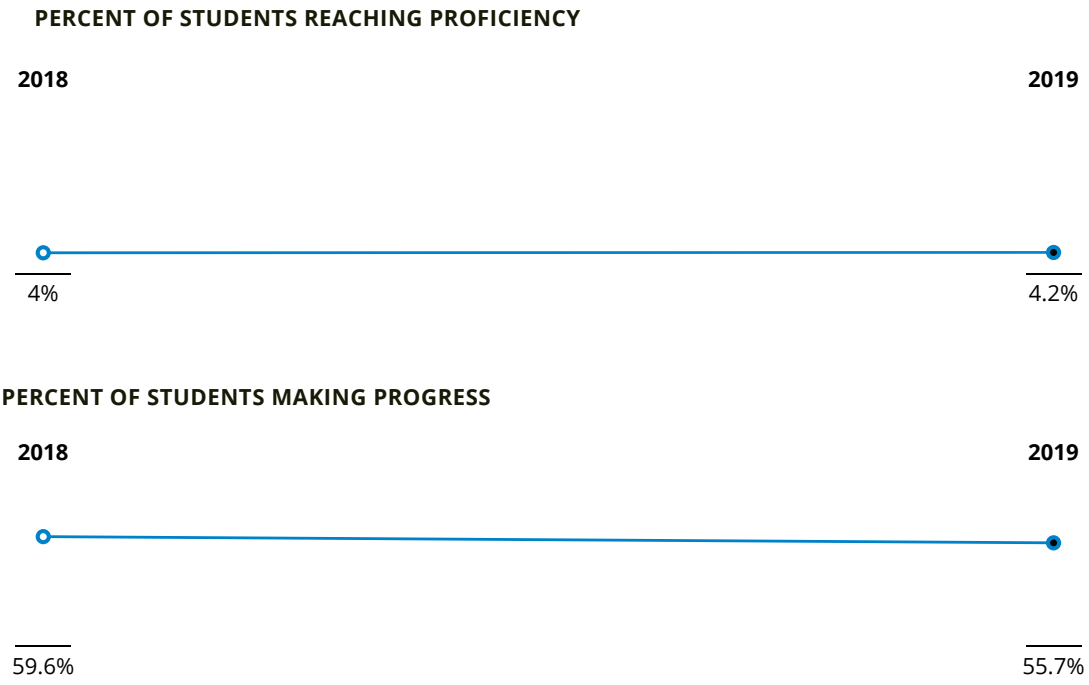
4.2% View Details

PERCENT OF STUDENTS MAKING PROGRESS

55.7% View Details

2019 Target: 54.9%

Attachment 1



ENGAGEMENT

ARE STUDENTS IN IDAHO ENGAGED IN THEIR LEARNING?

Student engagement is defined in The Glossary of Education Reform as the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught.

Research indicates that students who are engaged find more value in the learning experience and exhibit greater persistence, and report higher levels of achievement. To measure student engagement, Idaho students participate in an annual survey with 20 questions exploring their perceptions about school and learning. Their responses provide evidence about student engagement across the behavioral, emotional, and cognitive domains.

OVERALL STUDENT ENGAGEMENT

51.3%	53.5%	52.9%
Cognitive Engagement This domain measures the extent to which a student is invested in learning.	**Social Engagement** This domain captures a student's efforts in the classroom.	**Emotional Engagement** This domain describes how a student feels about his or her classroom and school.

Number of Responses: 37441

HOW ENGAGED ARE STAFF IN IDAHO?

Staff engagement and satisfaction is the degree to which school employees believe their school provides them with appropriate resources and support while fostering a positive culture. The state measures staff engagement and satisfaction using a short survey that Idaho stakeholders developed. The survey asks staff members to rate the extent to which they agree with various positive statements about their school, such as 'Our school has adequate facilities to support student learning.' To summarize staff engagement and satisfaction for every school and district, Idaho reports the total percentage of these survey questions with which staff members agreed or strongly agreed.

STAFF ENGAGEMENT AND SATISFACTION

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COLLEGE/CAREER READINESS

ARE STUDENTS IN IDAHO PREPARED FOR COLLEGE OR A CAREER AFTER HIGH SCHOOL?

Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry to, and success in, education and career training after high school.

MEETING COLLEGE READINESS BENCHMARKS About this metric

30.8% View Details

⊕ View Benchmarks Sections

PARTICIPATION IN COLLEGE AND CAREER READINESS COURSES About this metric

88.6% View Details

⊕ View College/Career Readiness Details

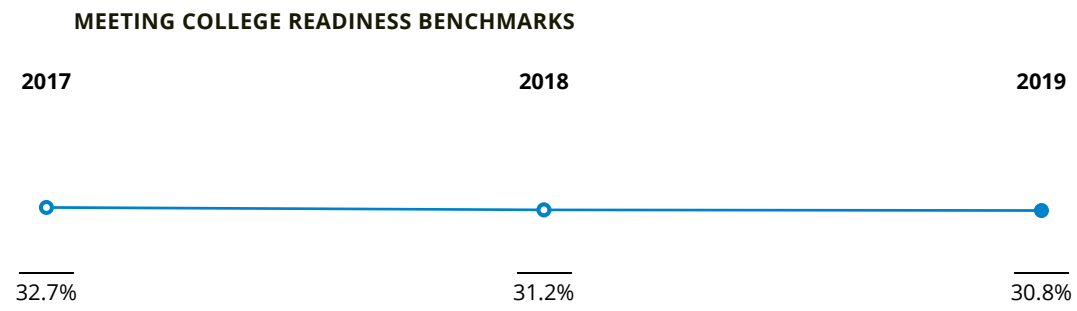
ENROLLMENT IN GRADE 8 MATHEMATICS COURSES About this metric

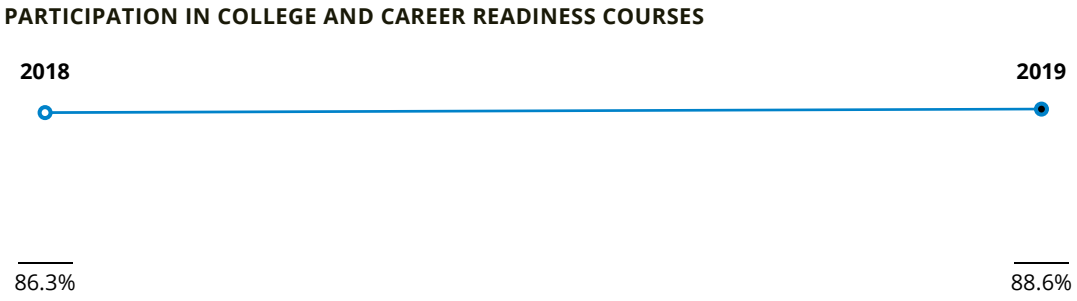
90.4% View Details

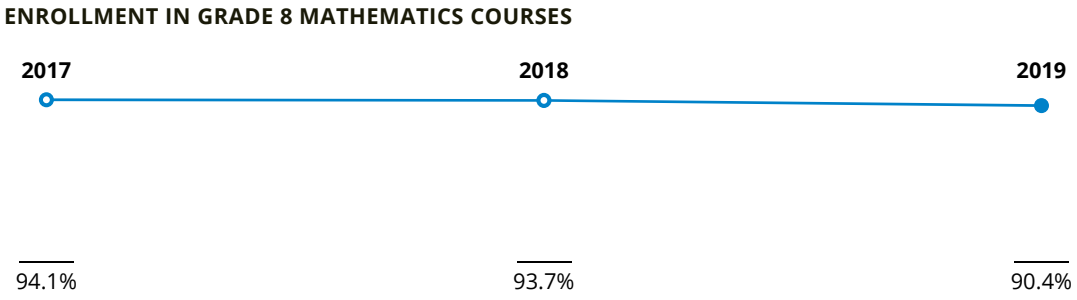
ENROLLMENT IN GRADE 9 MATHEMATICS COURSES About this metric

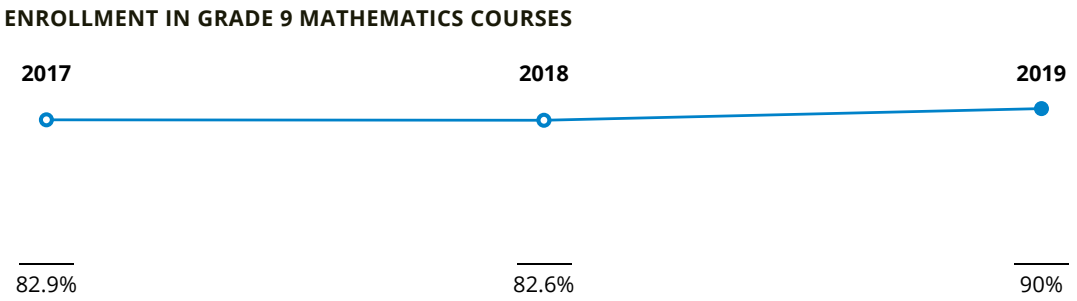
90.0% View Details

Attachment 1









Attachment 1

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Grades Served:
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GRADUATION RATE

ARE STUDENTS IN IDAHO EARNING THEIR HIGH SCHOOL DIPLOMA IN FOUR YEARS?

Obtaining a high school diploma dramatically increases a student's future educational and workplace opportunities.

FOUR-YEAR GRADUATION RATE

80.6%

2018 Target: 87.3%

View Details

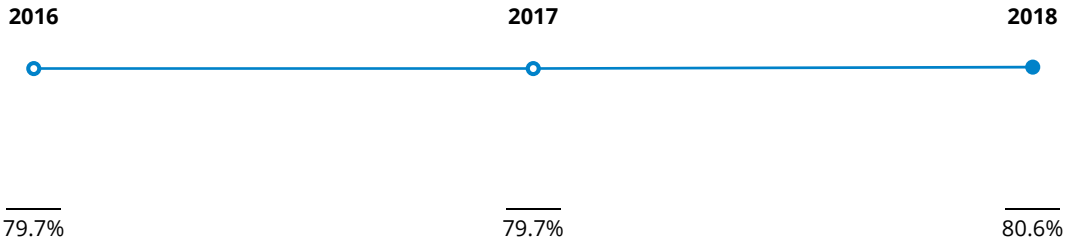
FIVE-YEAR GRADUATION RATE

82.0%

View Details

WHAT IS THE GRADUATION RATE IN IDAHO OVER TIME?

FOUR-YEAR GRADUATION RATE



ATTACHMENT 2

Idaho State Accountability Framework

IDAPA 08.02.03 – Approved by the Board August 2016

Objective of System:
Performance Measures

- An accountability system that meets state and federal accountability needs
- Multiple indicators used to show overall performance and school climate rather than only standardized test scores.
- Indicators to be provided on a data dashboard that present a well-rounded picture of school performance in addition to use for accountability

Framework:

- Schools separated into three types:
  - Elementary and Middle Schools (K-8)
  - High Schools
  - Alternative High Schools
- Indicators separated into two types:
  - Academic
  - School Quality

K-8 Indicators

- **Academic**
  - Idaho Standards Achievement Tests (ISAT) Proficiency
  - ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education
  - ISAT proficiency gap closure
  - Idaho statewide reading assessment proficiency
  - English Learner achieving English language proficiency
  - English Learner achieving English language growth toward proficiency
- **School Quality**
  - Students in grade 8 enrolled in Pre-Algebra or higher
  - State satisfaction and engagement survey
    - ✓ Administered to parents, students and teachers (2018-19 school year)
  - Communication with parents on student achievement (2018-19 school year)

High School Indicators

- **Academic**
  - ISAT proficiency
  - ISAT proficiency gap closure
  - English Learner achieving English language proficiency
  - English Learner achieving growth toward proficiency
  - Four-Year Cohort Graduation Rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term

  - Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term
- **School Quality**
  - College and Career Readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs
  - Students in grade 9 enrolled in Algebra I or higher
  - State satisfaction and engagement survey
    - ✓ Administered to parents, students and teachers (2018-19 school year)
  - Communication with parents on student achievement (2018-19 school year)

Alternative High School Indicators

- **Academic**
  - ISAT proficiency
  - English Learner achieving English language proficiency
  - English Learner achieving growth toward proficiency
  - Four-Year Cohort Graduation Rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term
  - Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term
- **School Quality**
  - Credit recovery and accumulation
  - College and Career Readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs
  - Students in grade 9 enrolled in Algebra I or higher
  - State satisfaction and engagement survey
    - ✓ Administered to parents, students and teachers (2018-19 school year)
  - Communication with parents on student achievement (2018-19 school year)

Scoring and Reporting

- All indicators will be broken-out by population subgroups
- Board to determine other methodologies for reporting indicators and determine performance expectations
  - Board to determine interim and long-term measures of progress (goals)
  - Board to determine how indicators are to be weighted and combined to identify if schools are meeting interim and long-term measures of progress
- 95% participation rate required or school identified as not having achieved measurable progress on ISAT Proficiency (May be calculated based on three-year average)

ATTACHMENT 2

- Board to determine to establish targets for all academic and school quality measures, schools must maintain or make progress toward targets each year.
- Accountability system applies to all public schools.

SUBJECT

High School Graduation Requirements

REFERENCE

August 31, 2017	Board approved proposed rules amending the senior project graduation requirements allowing students who participate in an internship or earn and associated degree or certificate at the time of graduation to use this to meet the senior project requirement and defined diploma to include language clarify that school districts may provide endorsement or designations on the diploma to indicate the student completed a emphasis area such as CTE, STEM, or Arts pathway.
November 15, 2017	Board approved both pending rules April 19, 2018 Board approved a temporary rule, Docket 08-0203-1801, expanding the exemptions to the High School Graduation Requirements to include the exemption established in SB 1267a (2018)
August 15, 2018	Board evaluated the current high school graduation requirements and discussed potential amendments that should be included in the proposed rule updated the state minimum graduation requirements.
August 30, 2018	Board approved pending rule updating the graduation requirements, expanding options for the senior project and adding exemptions from the senior math requirement pursuant to the statutory STEM Diploma requirements.
November 8, 2018	Board approved pending rule amendments for the Legislature consideration in 2019.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness – High School Graduation Requirements

Section 33-523, Idaho Code, STEM Diploma; Section 33-1612, Idaho Code, Thorough System of Public Schools.

BACKGROUND/DISCUSSION

The Board established minimum graduation requirements (originally referred to as "Exit Standards") are specified in IDAPA 08.02.03.105. In 2006 the Board went through an inclusive process to gather input and communicate the importance of raising the standards for high school graduation. This two year effort resulted in the following new high school graduation requirements: the completing a college entrance exam, increased math and science credits, taking two of the six required math credits during the senior year, and the senior project. The purpose of this high school redesign initiative was to align our state graduation requirements with minimum postsecondary admission requirements. In addition, the new graduation

requirements are intended to help students be better prepared to go on to some form of postsecondary education after high school and to remove barriers to "going-on" after high school and reduce the high remediation rates in gateway college math courses. As part of this process, a number of compromises were made. Rather than require four years of math, the math credit requirements were moved to three years of math with at least one of those years being during the senior year. Additionally, the development of the senior project was left up to the school district as long as it included a written report and an oral presentation. While the senior project is required to be completed in the senior year, language allowed the senior project to be started much earlier and span over multiple years. However, many school districts interpreted this original language, based on the title, to mean the senior project must be done during the senior year.

In recent years, Board members have expressed an interest in making sure our graduation requirements are relevant and meaningful. The College and Career Readiness Competencies were adopted by the Board and added to the content standards incorporated by reference into IDAPA 08.02.03 in 2017 as a part of this effort. Additionally, the Board has added exemptions to the senior math requirement to accommodate students taking more rigorous math during their high school career and would like other options available to them during their senior year.

When amending graduation requirements, consideration must be given to effective dates. The removal of requirements may have an effective date of the following academic year, but any increases in the graduation requirements (such as a requirement for students to earn additional credits in a subject area) would need to have an extended effective date starting with an entering freshman cohort. As an example, the increase in the math and science credit requirements were adopted by the Board and established in rule in 2006. The first year these new graduation requirements went into effect was for students entering the ninth grade in 2009 (graduating in 2013). This allowed school districts to restructure their schedules and hire additional math and science teachers prior to students entering high school and being subject to the new requirements.

IMPACT

The purpose of this Work Session item is to open a discussion on the state minimum high school graduation requirements. The discussion will provide guidance to staff and identify additional information and resources the Board might want to consider as part of their consideration of the graduation requirements.

ATTACHMENTS

Attachment 1 – Current High School Graduation Requirements
Attachment 2 – Accountability Oversight Committee Recommendation
Attachment 3 – ECS Analysis of State Graduation Requirements
Attachment 4 – State Requirements – Staff Summary
Attachment 5 – Senior Math Requirement Analysis

STAFF COMMENTS AND RECOMMENDATIONS

The Board last took a comprehensive look at the state graduation requirements at the August 2018 Board meeting. The Board explored various options for updating the graduations requirements and discussed possible administrative rule amendments, both short term and more comprehensive long term amendments that could be vetted with various stakeholder groups around the state for future discussion. At that time, the Board chose to move forward with amendments to the senior project and expansion of the exemptions for students taking rigorous math courses or credits over the minimum from the senior math requirement.

As part of the process in 2018, Board staff submitted an information request to the Education Commission for the States (ECS) for information on national trends and what some of the more "high performing" indicators (such as college going rates and college and career readiness) are required for high school graduation requirements. The Board's research staff have also completed an analysis of the impact of the senior math requirement. This information is provided in Attachments 3 through 5. ECS has also offered to help provide additional information to the Board or come and discuss what they are seeing in other states at a future Board meeting.

Since the 2018 Work Session discussion and subsequent amendments through the negotiated rulemaking process to the graduation requirements, Board members and staff have continued to receive feedback that there is an interest around the state in the Board considering more comprehensive amendments to the state graduation requirements. On some issues feedback have been split depending on the group. The following bulleted list shows of some of the areas of potential contradiction that the Board may want to include in the discussion:

- Creating multiple pathways that lead to graduation – these comments have ranged from creating specific career technical based pathways for students going into technical areas and separate academic pathways for students planning to go on to a four-year institution. The flip side of this suggestion are those that are open to multiple pathways as long as they all have a strong academic base that would prepare all students to go-on to college after high school if they change their mind.
- Creating math pathways for STEM focused students and non-STEM focused students.
- Replacing the senior project with an industry based experience (like a required internship) or service learning requirement
- Update or remove the minimum math subject areas vs. add statistics or computer science as a requirement.

In addition to this more general feedback listed above, Board staff has received more formal requests regarding amendments to the graduation requirements.

While not in the final report, members of the Career Technical Education Work Group provided feedback supporting options that would provide career technical education students to meet graduation requirements through areas that build on their career technical programs and pathways. At a minimum, the Board has been asked to look at providing more specific language on career technical courses meeting the current credit requirements in aligned areas. There is language in the math requirements that identifies specific career technical courses which meet math requirements. No language indicates credits may only be earned in non-career technical courses, but there persists a belief that in order for a student to earn credits that count toward graduation the teacher must have a Standard Instructional Certificate (or interim certificate leading to a Standard Instructional Certificate). While credits earned must be for instruction aligned to the Idaho content standards for the applicable grades and subject area, there are no graduation requirements specific to the type of certification the teacher holds outside of grade range.

The Computing Technologies K-20 Working Group is a group made up of industry leaders in technology areas, Idaho Technology Council representation, and education stakeholders (K-12 and postsecondary). This group has been very active over the years in expanding opportunities for students to have access to computer science courses. The group has formally requested the Board consider including some form of computational thinking or computer science requirement in the state graduation requirements.

The final request comes from the Board's Accountability Oversight Committee. The Accountability Oversight Committee has submitted a list of considerations for the Board provided in Attachment 2.

As the Board considers the state graduation requirements, staff would recommend the Board consider not only the credit requirements, senior project, and college entrance exam prescribed in IDAPA 08.02.03.105, but also look at the instructional requirements that are established for each grade range in IDAPA 08.02.03.103 and 104. This information is provided in Attachment 1.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 – RULES GOVERNING THOROUGHNESS

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-20-14)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:

Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each student shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan

describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (3-28-18)

b. A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (4-11-19)

c. Other required instruction for all middle school students:

Health (wellness)
Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:

Family and Consumer Science
Fine and Performing Arts
Career Technical Education
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

03. High Schools. (4-11-15)

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-28-18)

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a. (4-11-15)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in

communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit. (4-11-19)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (4-11-19)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (4-11-19)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than mathematics are not required to retake a mathematics course as long as they have earned six (6) credits of high school level mathematics. (4-11-19)

iii. Students who have completed six (6) or more high school credits of mathematics prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking mathematics during their last year of high school. High School mathematics credits completed in middle school shall count for the purposes of this section. (4-11-19)

iv. Students who earn eight (8) or more high school credits of mathematics that include Algebra II or higher level of mathematics class before the student's senior year are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for the purposes of this section. (4-11-19)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-11-19)

i. Up to two (2) credits in Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science, Dual Credit Computer Science may be used as science credits. Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (4-11-19)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-28-18)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (3-28-18)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (3-28-18)

b. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-25-16)

i. Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (3-28-18)

ii. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (3-28-18)

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

c. A student may elect an exemption in from the college entrance exam requirement if the student is: (3-28-18)

i. Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; (3-28-18)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Transferring from out of state to an Idaho high school in grade twelve (12). (3-28-18)

d. A school district, on behalf of a student, on a form established by the State Department of Education,

may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (3-28-18)

04. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (4-11-19)

05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)

06. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (3-25-16)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school for the same course; and (3-25-16)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.06.a. through 105.06.b. of this rule. (3-25-16)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

ATTACHMENT 2

AOC Recommendations Regarding Idaho High School Graduation Requirements
December 10, 2019

The Accountability Oversight Committee (AOC) was asked by the State Board of Education to discuss Idaho's current high school graduation requirements and whether the Board should consider adjusting them. To that end, the AOC considered the following questions. Under each question is a summary of the conclusions of the AOC's discussion.

1. Should the Board review and consider changing the graduation requirements?

- Yes

2. What should the board consider in their deliberations?

- What are the basics that all students need? How do we meet the needs of the State to establish a foundation of knowledge, skills, and preparation for citizenship that maintains uniformity across all districts (balance of uniformity vs. flexibility)?
    - Flexibility should not negatively impact current graduation requirements that are functioning well. We should use caution to ensure changes intended to increase flexibility do not stretch resources and, thus, negatively impact programming that prepares students to pursue higher education.
    - If greater flexibility is introduced, would school districts take advantage of it? What resources do they need if they choose to do so?

- Be aware of the impacts of changes on funding, facilities, course offerings, staffing, etc. Sometimes it feels like decisions are made in isolation, but there are far-reaching effects.
    - Not only do requirements affect traditional and alternative high schools, but middle schools as well.
    - Ensure changes do not negatively impact students' postsecondary options.
- Focus on the needs and strategic direction of our state.
    - Focus on the needs of students first.
    - Consider the needs of business and industry, including soft skills.
    - There appears to be little correlation between state-level graduation requirements and performance outcomes. For example, requirements vary considerably between high performing states such as Massachusetts, New Jersey, Utah, New Hampshire, and Wyoming .
- Consider the difference between state minimum requirements and district requirements.
    - Districts may require more than the state, and some do. What impact might changes to state requirements have on those closely following the state minimums vs. those that have more specific and/or additional requirements in place already?
    - A survey of districts could be valuable to understand what is happening in the field. Questions should focus on requesting information about additional requirements and the reasons for them, including differences in expectations for alternative schools, online schools, and CTE programs.

- Overall, our system could benefit from more flexibility for students to design their own path.
    - Ideas to accomplish this:
        - Differentiated diplomas (if this is pursued, it will be critical to ensure all diploma paths are fully accessible to all students, including those with disabilities)
        - Articulating required competencies and then leaving it to districts to decide how those competencies are to be taught
    - Focus on options rather than additions.
    - Flexibility is needed for CTE and work-based learning (or work release). Current requirements are extensive enough to restrict choices for some CTE students.
    - Understand the impact of funding on flexibility. For example, how we define ADA, enrolled, and seat time affects funding. This, in turn, impacts districts' ability to offer adequate options to support students' choices.

- Remove potential stumbling blocks, including but not limited to:

  For all of the potential stumbling blocks, we recommend a review of the data to consider whether the current requirement has led to improved outcomes, as intended.
    - Address challenges with ensuring students with disabilities have an accessible graduation rate path
    - Math (3 years, with math in senior year)
        - The value of requiring two credits of math during senior year should be reviewed. For some students, this might restrict their ability to pursue their chosen path / course of study.
    - College entrance exam requirement
        - Entrance exams have limited value for a significant portion of students.
        - The Board might consider removing the college entrance exam graduation requirement while recommending that Idaho continue to pay for at least one postsecondary pathway exam (SAT, ACT, CTE certification tests, etc.). This was previously recommended by the AOC, as it would remove a requirement that is not purposeful for all students while minimizing barriers students face in pursuing postsecondary options.
    - Senior project
        - The senior project is being done differently across districts with varying degrees of utility. Some districts express that it has significant value, while others see it as a hoop students have to jump through to get a diploma. In its current form, is it relevant for all senior students?
        - If the intent is to make sure students can research, write, and present large projects, is the senior project the right means for doing so? Is the senior year the proper placement for it? Some districts are requiring development and presentation of large projects as early as middle school.
        - Anecdotal evidence indicates that some districts are ensuring that student are able to complete their senior project, as they do not wish to withhold a diploma from a student who has met all other high school graduation requirements.
        - Do we know what value the senior project requirement is providing to students, parents/caregivers, educators, stakeholders, and the state? If

we can't answer this question with valid and reliable information, what is the purpose of the requirement going forward?

3. What is a reasonable timeline for implementation of changes?

- Some actions can be completed relatively quickly (e.g., removing requirements).
- Actions that require rule consideration (with adequate time for stakeholder feedback) will most likely be ready no sooner than the 2021 legislative session.
- Any substantial changes or additions to graduation requirements should not impact students who have already earned high school credits. Instead, adequate time should be given to prepare for the changes and students have a full high school cycle to meet the requirements.

EDUCATION COMMISSION OF THE STATES
Your education policy team.

Response to information request

Prepared August 2018
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This response was prepared for Tracie Bent, Idaho State Board of Education

Your Question:

You requested updated information on state-by-state high school graduation requirements.

Our Response:

Statewide graduation requirements: 47 states and the District of Columbia have minimum statewide high school graduation requirements. The three states that do not have statewide minimum Carnegie unit requirements are Colorado, Massachusetts, and Pennsylvania, though all three have statewide assessment or recommended graduation requirements.

Total units required: These vary broadly, from 13 units in a small number of states to 26 units for some pathways in a small number of states.

Endorsements/seals to the standard diploma, and advanced diplomas: At least eight states currently offer an endorsement or seal to the standard diploma, while in at least four additional states, 2017 legislation or state board rulemaking calls for endorsements or seals to be added to the diploma at a later date.

In addition, at least five states offer an advanced diploma with requirements that exceed those for the standard diploma.

These options vary considerably across states, in terms of whether states offer an academically- or CTE-oriented diploma or endorsement (or both), the number of measures students must meet to earn an advanced diploma or endorsement, how far those measures deviate from those required for the standard diploma, and whether the advanced diploma or endorsement is awarded based on accumulation of additional and/or more rigorous Carnegie units, assessment scores, other achievements, or some combination thereof.

The eight states offering an endorsement or seal to the standard diploma does not include the states that make available a state seal of biliteracy to students who, in addition to completing high school graduation requirements, have completed certain coursework and/or demonstrated proficiency in a language other than English.
Unless otherwise indicated, all high school graduation requirements in this table are presented in Carnegie units, with 1 unit reflecting one year of study.

Additional data & links

High School Diploma Options That Meet Federal Graduation Rate Calculation Requirements (ECS, February 2018)

This analysis does not include:

Exit exam requirements. Some 15 states currently require students to achieve a minimum score on subject area assessment(s) in addition to completing course requirements.

Civics assessment requirements. An increasing number of states require all students to correctly answer a certain number of questions from the USCIS Naturalization Exam as a condition of high school graduation.

Competency-based alternatives to Carnegie unit requirements. Approximately 40 states allow students to substitute a locally or state-determined demonstration of competency in a subject for Carnegie unit requirements. These policies vary significantly, with those at one end limiting students to demonstrating competency in a foreign language, to those at the other end completely eliminating references to Carnegie unit in statute or regulation. Additional information on these policies is available on request.

ATTACHMENT 3

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Alabama	Standard	4, incl. English I, II, III, IV	4, incl. 1 Algebra I, 1 Geometry, 1 Algebra II[1]	4, incl. 1 World History, 1 U.S. History I, 1 U.S. History II, .5 U.S. Government, .5 Economics	4, incl. 1 Biology, 1 physical science[2]	1.5, incl. 1 Lifelong Individualized Fitness Education (LIFE), .5 Health Education	See below 3 units chosen from CTE, foreign language, arts ed.	See below 3 units chosen from CTE, foreign language, arts ed.	2.5	1 Career Preparedness See below 3 units chosen from CTE, foreign language, arts ed.	•	24	Ala. Admin. Code r. 290-3-1-.02(8)(a)
Alaska	Standard	4	3	3	2	1 Health/ Physical Education	•	•	-	-	•	21 (13 specified in reg.)[3]	4 AAC 06.075
Arizona	Standard	4 units English or English as a Second Language[4]	4, incl. 3 units containing content aligned to the Arizona Math Standards for Algebra I, Geometry, and	3, incl. 1 American history (incl. AZ history), 1 world history/geography, .5 U.S. govt. (incl. civics and AZ govt.), .5 economics	3	•	See below 1 unit arts or CTE	•	7[7]	See below 1 unit arts or CTE	•	22	A.A.C. R7-2-302

[1] 4th unit math must be chosen from *Alabama Course of Study: Mathematics* or Career and Technical Education/Advanced Placement/International Baccalaureate/ postsecondary equivalent courses

[2] 3rd and 4th unit science must be chosen from *Alabama Course of Study: Science* or Career and Technical Education/Advanced Placement/International Baccalaureate/ postsecondary equivalent course

[3] Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit. Specific subject area units-of-credit requirements must be set out in each district plan and must require students to complete the 13 units specified here.

[4] Units shall include but not be limited to the following: reading American and other world literature, reading informational text, writing, research methods, speaking and listening skills, grammar, and vocabulary.

[7] Seven units of additional courses prescribed by the local school district governing board or charter school.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Algebra II[5], 1 unit that includes significant math content[6]										
Arkansas	Standard (Smart Core)	4	4 units, with student choosing Option 1 or Option 2 Option 1[8]: Incl. 1 Algebra I or Algebra A & B[9], 1 Geometry or Investigating Geometry or Geometry A & B[10], 1 Algebra II and 1 unit with range of options[11]	3, incl. 1 unit world history, 1 unit U.S. history, .5 unit civics .5 unit economics reqd. and may meet social studies or career focus reqts.	3 units, with student choosing Option 1 or Option 2 Option 1: 3 lab units, chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics	1, incl. .5 p.e., .5 health and safety	.5 Fine Arts		6 Career Focus .5 unit economics reqd. and may meet social studies or career focus reqts.	.5 Oral Communications		22	ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; section 9.03.1 et seq.)

[5] The requirement for the third credit covering Algebra II may be met by but is not limited to the following: a math course comparable to Algebra II course content; computer science, career and technical education and vocational education, economics, science and arts courses as determined by the local school district governing board or charter school.
[6] As determined by local school district or charter school.
[8] All students must take a math course in grade 11 or grade 12 and complete Algebra II.
[9] Grades 7-8 or 8-9
[10] Grades 8-9 or 9-10
[11] Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an AP math.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Option 2: 1 unit Computer science and 3 units from Option 1		Option 2: 1 unit Computer science and 2 units from Option 1								
Arkansas	Waiver (Core)	4	4 units, with student choosing Option 1 or Option 2 Option 1: Incl. 1 unit Algebra or equivalent, 1 unit Geometry or equivalent [12] Option 2: 1 unit Computer Science and 3 units from Option 1	3, incl. 1 unit world history, 1 unit U.S. history, .5 unit civics 5 unit economics reqd. and may meet social studies or career focus reqts.	3 units, with student choosing Option 1 or Option 2 Option 1: Incl. 1 unit Biology or equivalent, 1 unit physical science. Option 2: 1 unit Computer science and 2 units from Option 1	1, incl. .5 p.e., .5 health and safety	.5 arts	•	6 Career Focus 5 unit economics reqd. and may meet social studies or career focus reqts.	.5 Oral Communications	•	22	ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; section 9.03.1 et seq.)
California	Standard	3	2[13], incl. Algebra I	3, incl. 1 unit United States history and geography;	2, incl. biological and physical sciences	2 units p.e.	See below 1 visual or performing arts or	See below 1 visual or performing arts or	•	•	•	13	West's Ann.Cal.Educ. Code § 51225.3, 51224.5

[12] All math units must build on the base of algebra and geometry knowledge and skills. A two-year algebra equivalent or a two-year geometry equivalent may each be counted as 2 units of the 4 unit requirement.
[13] If the district requires more than 2 units math for graduation, a district may adopt a policy allowing a student to substitute a "category C" approved computer science course for a math course, per Section 51225.35.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				1 unit world history, culture, and geography; .5 unit American government and civics; .5 unit economics			foreign language	foreign language					
California	Advanced	California awards the Golden State Seal Merit Diploma to students who complete all graduation requirements and who demonstrate mastery of the curriculum in at least 6 subject areas, 4 of which must be English language arts, math, science and U.S. history, with the 2 remaining subject areas chosen by the student. Specifically: • English language arts/literacy (ELA): Student must earn either: o Grade of ≥ B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11 o Earn achievement level of ≥ "Standard Met" for the high school Smarter Balanced Summative Assessment • Mathematics: Students must earn either: o Grade of ≥ B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11 o Earn achievement level of ≥ "Standard Met" for the high school Smarter Balanced Summative Assessment • Science: Student must earn either: o Grade of ≥ B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11 o A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA • Social studies: Student must earn either: o A grade of ≥ B (or numerical equivalent) upon completion of the required U.S. history course (each semester) o A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA • Two additional subject areas—students may choose from any of the following: o Any additional qualifying grade or score listed above, earned for the subject of ELA, math, science, or U.S. history not already used to meet eligibility o A grade of ≥ B (or numerical equivalent) upon the completion of high school courses in other subjects o A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA.										West's Ann.Cal.Educ. Code § 51450 – 51455; 5 CCR § 876; California Department of Education website
Colorado	Standard	With the exception .5 unit U.S. and Colorado government, all graduation requirements set by local districts. **Eff. Class of 2021**: All districts must adopt graduation requirements that at a minimum meet the requirements of state board-set Graduation Guidelines. State-level menu of options identifies minimum cut scores or other metrics in English and math on the following measures: Accuplacer, ACT, ACT WorkKeys, Advanced Placement, ASVAB, Concurrent Enrollment, District Capstone, Industry Certificate, International Baccalaureate, SAT, and collaboratively developed, standards-based performance assessment.										CO Const. Art. IX, § 15; C.R.S.A. § 22-1-104; C.R.S.A. §22-2-106(1)(a.5); Colorado Department

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		Districts may make all options available or choose which choices from the menu of options to make available to students. Students select from district-determined menu of options how they will demonstrate college- and career-readiness in English language arts and math. Students may use different options to demonstrate college- and career-readiness in English and math. Districts may raise minimum scores required on an option for the standard diploma, add graduation requirements in other content areas, or adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for English learners, gifted students and students with disabilities.											of Education Graduation Guidelines Menu of Options
Colorado	Advanced diploma and endorsement	**Postsecondary and Workforce Readiness (PWR) Diploma**: Conversations are underway to identify the metrics necessary for students to earn a Postsecondary and Workforce Readiness endorsement to the high school diploma. **Diploma Endorsement in STEM**: HB17-1201 authorizes a local education provider to grant a diploma endorsement in STEM (local education providers are not required to award the diploma endorsement in STEM) to a student who: • Meets high school graduation requirements at a high level of proficiency as specified by the local education provider • Completes with a minimum 3.5 GPA on a 4.0 scale, a coherent sequence of at least four courses in the areas of science, technology, engineering and mathematics as determined by the local education provider, which courses are in addition to minimum graduation requirements in these areas • Demonstrate proficiency in math by achieving of the following scores: o ≥ 28 on the math portion of the ACT o ≥ 600 on the math portion of the SAT o ≥ 5 on an IB math exam o ≥ 4 on an AP math exam o ≥ 100 on the Accuplacer o ≥ on the Armed Services Vocational Aptitude Battery Test (ASVAB) • Complete a final capstone project that demonstrates a high level of mastery, as set by the local education provider for each of the following competencies (additional definitions for each competency set forth in statute) o Inquiry-based learning o Creative problem-solving o Experimentation o Critical thinking o Deductive and inductive reasoning o Understanding of engineering principles o Effective communication skills. Each granting local education must work with local STEM-related business and industry leaders and appropriate institutions of higher education to establish the high proficiency levels of mastery that a student must demonstrate in each of the aforementioned competencies.											C.R.S. 22-7-1009 and 22-7-1017; 22-7-1009.3
Connecticut	Standard	4	3	3, incl. .5 unit civics and American govt.	2	1 unit p.e.	See below 1 unit arts or vocational education			See below 1 unit arts or vocational education		20 (14 specified in statute)	C.G.S.A. § 10-221a(b)

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Connecticut (eff. Class of 2023)	Standard	Effective with the class of 2023, course requirements are not prescribed by subject area but by the following subject area groups: • Nine units in the humanities, incl. civics and the arts • Nine units in science, technology, engineering and mathematics • One unit in physical education and wellness • One unit in health and safety education, as described in section 10-16b • One unit in world languages[14] • One unit mastery-based diploma assessment.										25	C.G.S.A. § 10-221a(c)
Delaware	Standard	4	4, incl. Algebra I, Geometry, Algebra II or equivalent [15]	3, incl. 1 unit U.S. History	3 lab science, incl. 1 Biology	1.5, incl. 1 unit p.e. and .5 health education	-	2[16]	3.5	3 units in a Career Pathway	[17]	24	14 Del. Admin. Code 505 4.0
District of Columbia	Standard	4	4, incl. Algebra I, Geometry, Algebra II[18]	4, incl. World History 1 and 2, U.S. History, U.S. Government, and District of Columbia History	4, incl. 3 lab science, incl. 1 Biology	1.5 p.e. and health	1, incl. .5 art and .5 music	2	3.5	[19]	100 hours volunteer community service	24	5-A DCMR § 2203

[14] May be completed (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed 4.
[15] Students must earn a unit of math during the senior year.
[16] Earned either by (a) completing 2 units in the same world language, or (b) demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.
[17] During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A student participating in a dual enrollment or dual credit course shall be considered to be meeting the majority of credits, as long as a credit in Mathematics is earned during the senior year.
[18] All students must enroll in Algebra I by the 10th grade, unless the school is approved for a waiver.
[19] At least 2 of the 24 Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Florida	Standard	4, incl. ELA I, II, III, IV	4, incl. 1 Algebra I and 1 Geometry [20]	3, incl. 1 U.S. history, 1 world history, .5 economics[21], .5 U.S. govt.	3, incl. 2 lab units, incl. 1 Biology I and 2 in equally rigorous courses[22]	1 unit p.e.	See below 1 unit fine or performing arts, speech and debate, or practical arts[23]	•	8	See below 1 unit fine or performing arts, speech and debate, or practical arts[24] One of the 24 units must be completed as an online course	Minimum 2.0 GPA on 4.0 scale	24[25]	West's F.S.A. § 1003.4282
Florida	Endorsed	The following designations may be included on the standard high school diploma, **by completing the standard diploma requirements as well as the designation requirements**. **Scholar designation**: • **Math**: Earn one credit in Algebra II and one unit in statistics or an equally rigorous course. Eff. Class of 2018, students must also pass the Geometry standardized, statewide assessment.											West's F.S.A. § 1003.4285

[20] A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
[21] .5 unit economics must include financial literacy
[22] A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I.
[23] The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.
[24] The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.
[25] In lieu of completing these 24 units, students may earn a standard diploma by completing an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		• **Science**: Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.[26] • **Social studies**: Pass the statewide, standardized United States History EOC assessment.[27] • **Foreign language**: Earn two credits in the same foreign language. • **Electives**: Earn at least one credit in an AP, IB, an Advanced International Certificate of Education, or a dual enrollment course. **Merit designation**: • Earn one or more industry certifications from a state approved list.											
Georgia	Standard	4, incl. 1 American Literature/Composition and 1 Ninth-Grade Literature and Composition	4, incl. Mathematics I or GPS Algebra, or equivalent and Mathematics II or GPS Geometry, or equivalent and Mathematics III or GPS Advanced Algebra or equivalent.	3, incl. 1 U.S. History, 1 World History, .5 American Government/Civics, .5 Economics.	4, incl. 1 Biology, 1 either Physical Science or Physics, 1 unit chosen from Chemistry, Earth Systems, Environmental Science or an AP/IB course, and a 4th unit.	1 unit Health and Physical Education	See below 3 units chosen from CTAE, Fine Arts or Modern Language/Latin	See below 3 units chosen from CTAE, Fine Arts or Modern Language/Latin[28]	4	See below 3 units chosen from CTAE, Fine Arts or Modern Language/ Latin		23	Ga Comp. R. & Regs. 160-4-2-.48
Hawaii	Standard	4, incl. English Lang. Arts 1, English Lang. Arts 2,	3, incl. 1 unit Algebra I, 1 unit Geometry,	4, incl. 1 unit U.S. History and Govt., 1 unit World	3, incl. Biology and 2 units standards based	1 unit p.e. and .5 unit health[29]	See below 2 units chosen from world	See below 2 units chosen from world	6	.5 Personal/ Transition Plan	•	24	Board of Education Policy 102-15

[26] A student enrolled in an AP, IB, or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets this requirement without having to take the statewide, standardized Biology I EOC assessment.

[27] A student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets this requirement without having to take the statewide, standardized United States History EOC assessment.

[28] Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

[29] Or proficiency-based equivalent of p.e. and/or health

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		.5 Expository Writing, 1.5 Common Core-aligned-electives or proficiency-based equivalents	1 unit Common Core-aligned math elective or proficiency-based equivalent	History and Culture, .5 unit Modern History of Hawaii, .5 unit Participation in a Democracy, 1 unit standards based social studies elective or proficiency based equivalent	science electives or proficiency-based equivalents		language, fine arts, or CTE, or proficiency-based equivalents	language, fine arts, or CTE, or proficiency-based equivalents		See below 2 units chosen from world language, fine arts, or CTE, or proficiency -based equivalent			
Hawaii	Advanced	Students who earn a minimum cumulative 3.0 GPA and complete the standard diploma requirements may earn one or more honors recognition certificates by completing additional requirements: **Academic Honors**: Student must complete the following: • 4 units math, including 1 Algebra II and one unit beyond Algebra II. The unit beyond Algebra II must be earned through the following course, or AP, IB or Running Start equivalent: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus. • 4 units science, including Biology I or AP or IB equivalent. • 2 units minimum of AP/IB/Running Start courses (equivalent to credits for two college courses). **CTE Honors**: Student must complete program of study (2-3 courses in sequence plus a state-identified specific academic course requirement). In doing so, student must: • Earn at least a B in each required program of study. • Meet or exceed proficiency on performance-based exams for corresponding program of study. **STEM Honors**: Student must complete the following: • 4 units math, including 1 Algebra II and one unit beyond Algebra II. The unit beyond Algebra II must be earned through the following course, or AP, IB or Running Start equivalent: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus. • 4 units science, including Biology I or AP or IB equivalent. • STEM Capstone project in one of the approved ACCN courses identified in the link.											Hawaii State Department of Education Graduation Requirements webpage
Idaho	Standard	4.5, incl. .5 communications	3, incl. 1 unit Algebra, 1 unit	2.5 units, incl. 1 unit govt., 1 unit U.S. history,	3, incl. 2 lab-based.	.5 health/	See below 1 unit humanities,	See below 1 unit humanities,	•	•	College entranc	23 (14.5 specif	IDAPA 08.02.03.105

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Geometry, 1 unit math of the student's choice[30] AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may be counted as a math credit if the student has completed Algebra II standards.[31]	.5 unit economics	Up to 1 unit AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science Credit.[32]	wellness[33]	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions[34]	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions			e exam[35] Senior project[36]	ied in reg.)	

[30] Algebra I or Geometry may be fulfilled by courses that meet the Idaho Algebra I or Geometry Content Standards as approved by the State Department of Education. One of the required math units must be taken in the last year of high school in which the student intends to graduate. An exemption from this requirement is available to students who (a) have completed 3 units or more of high school math prior to the fall of their last year of high school, including at least 2 semesters of an Advanced Placement or dual credit calculus or higher level course, or (2) complete 4 or more high school units of math and complete Algebra II or higher level math courses. In both instances, math courses completed in middle school must count for purposes of these provisions.

[31] Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

[32] Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

[33] As part of the Health/Wellness course, students must receive a minimum of 1 class period on CPR training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED).

[34] To fulfill this requirement, visual arts, music, theatre, dance, world language course must be aligned to the Idaho content standards for those subjects; literature, history, philosophy, architecture, or comparative world religions course may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.

[35] Student must take the SAT or ACT before the end of grade 11. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT.

[36] By the end of grade 12, a student must complete a senior project, which must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Illinois	Standard	4	3, incl. 1 unit Algebra I, 1 unit that incl. geometry content, and 1 unit (which may be AP CS)[37]	2, incl, 1 unit U.S. history (or a combination of U.S. history and U.S. govt.) Eff. Class of 2020: .5 unit civics	2	.5 health[38]	See below 1 unit chosen from art, music, foreign language or CTE	See below 1 unit chosen from art, music, foreign language or CTE	•	2 writing-intensive courses[39] .25 unit consumer education See below 1 unit chosen from art, music, foreign language or CTE	-	16.75	105 ILCS 5/27-22; February 2016 Guidance Document, State Graduation Requirements
Indiana	Standard (Core 40)	4, which must incl. a balance of literature, composition and speech	3, either Algebra I, geometry, Algebra II or Integrated Mathematics I, II, III[40]	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and civilization or geography and history of the world	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l unit Core 40 science courses	1.5, incl. .5 health and wellness and 1 p.e.	See below 3 units "directed electives" chosen from world languages, fine arts or CTE	See below 3 units "directed electives" chosen from world languages, fine arts or CTE	3	See below 3 units "directed electives" chosen from world languages, fine arts or CTE	•	20	511 IAC 6-7.1-5

[37] If student successfully completes Algebra II or an integrated mathematics course with Algebra II content.
[38] While not a graduation requirement, 105 ILCS 5/27-6 provides that daily physical education is a required course for students each year of high school. In addition,
[39] One of which must be English (and may count toward meeting 1 of the 4 required units of English) and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
[40] Three units math must be taken after entering high school. A student must be enrolled in a math or quantitative reasoning course each year of high school.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Indiana	Waiver (Minimum)	4, which must incl. a balance of literature, composition and speech[41]	2, incl. 1 Algebra I or Integrated Mathematics I[42]	2, incl. 1 U.S. history, .5 U.S. govt., .5 in another social studies course, global economics, or consumer economics	2, incl. 1 biology. The 2 units must include content from one of the major science discipline categories[43]	1.5, incl. .5 health and wellness[44] and 1 p.e.			3, plus 2.5 "flex credits"[45]	3 college and career pathway		20	511 IAC 6-7.1-4
Indiana	Advanced (Core 40 with Academic Honors)[46]	4, which must incl. a balance of literature, composition and speech	4, incl. either Algebra I, geometry, Algebra II or Integrated Mathemati	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l	1.5, incl. .5 health and wellness[48] and 1 p.e.	1	3 or 4 – either 3 units in Core 40 courses in a single world language,	3 or 4, depending on # of world lang. units completed	Student must earn "C" or higher in courses that count toward the diploma, and min "B" cumulative GPA in all courses.		23.5	511 IAC 6-7.1-6

[41] Min. 3 units must be from English language arts; 1 unit may be from business technology, family and consumer sciences, technology education or career-technical having predominantly English language arts content. If a student completes a Level III world language course, the school may waive 1 unit of the language arts requirement.
[42] Unless the student has completed Algebra I or Integrated Mathematics I before entering high school. A minimum of 1 unit of the math requirement must be from the mathematics area of study. One unit may be from business technology, family and consumer sciences, technology education or career-technical having predominantly math content.

2 math units must be earned after the student enters high school. A student must earn 1 unit math or quantitative reasoning during the student's junior or senior year.
[43] Life science, physical science, earth and space science. One unit may be from family and consumer sciences or career-technical courses having predominantly science content.
[44] May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.
[45] "Flex credits" are 2.5 units in any combination of the following: (A) Additional courses to extend the college and career pathway; (B) Courses involving workplace learning [list of possible courses in regulation]; (C) Advanced career-technical education, college credit; (D) Additional courses in language arts, social studies, math, science, world languages or fine arts.
[46] A student who has earned an international baccalaureate diploma is eligible to receive a Core 40 diploma with academic honors.
[48] May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			cs I, II, III, and 1 add'l unit in Core 40 math courses[47]	civilization or geography and history of the world	unit Core 40 science courses			or 2 units in Core 40 courses in each of 2 world languages		Students encouraged to complete college and career pathway. In addition, student must complete 1 of the following: • 2 units in 2 or more AP courses and take correspondi ng AP exams • Dual credit courses from the priority course list resulting in six (6) verifiable transcripted college credits. • Combinatio n of AP/IB/dual credit[49] • SAT with composite score ≥ 1250 composite, ≥ 560 math, ≥ 590 evidence-based			

[47] Student must earn at least 3 of the required 4 math units after entering high school. Student must be enrolled in a math or quantitative reasoning course each year of high school.

[49] Two of the following: (a) A minimum of 3 verifiable transcripted college credits from the priority course list; 1 unit in an AP course and take corresponding AP exam; (c) 1 unit of IB standard level course and corresponding exams.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
										reading and writing section • ACT with composite score of ≥ 26 and completion of written section • 2 units in IB courses and take corresponding exams			
Indiana	Advanced (Core 40 with Technical Honors)	4, which must incl. a balance of literature, composition and speech	3, incl. either Algebra I, geometry, Algebra II or Integrated Mathematics I, II, III[50]	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and civilization, or geography and history of the world	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l Core 40 science course	1.5, incl. .5 health and wellness[51] and 1 p.e.			6	Min. 3 units in the college and career preparation courses in a state-approved college and career pathway, and earn either pathway-designated industry-based certification or credential, or pathway-designated dual credit courses from the lists of priority courses resulting in 6 verifiable transcripted college credits. Student must earn "C" or higher in courses that count toward the diploma, and min "B"		23.5	511 IAC 6-7.1-7

[50] Students must earn 3 units math after entering high school. A student must be enrolled in a math or quantitative reasoning course each year of high school.
[51] May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
										cumulative GPA in all courses. Student must complete one of the following: • Any of the options listed for the Core 40 with Academic Honors • Min. scores on WorkKeys[52] • Minimum scores on Accuplacer[53] • Minimum scores on Compass[54]			
Indiana	Standard (Eff. Class of 2023)	Effective with the graduating Class of 2023, all students will be required to satisfy three Graduation Pathway Requirements: • Meet statutorily defined diploma credit and curricular requirements • Demonstrate employability skills through at least one of the following: o Project-based learning experience o Service-based learning experience o Work-based learning experience • Complete at least one postsecondary competency: o Honors Diploma: Complete requirements for either academic or technical honors diploma o ACT: College-ready benchmarks o SAT: College-ready benchmarks o ASVAB: Minimum qualifying score to enter military o State- and industry-recognized credential or certification o State-, federal-, or industry-recognized apprenticeship o CTE concentrator (complete at least 3 units in career sequence with min. "C" average)											Indiana State Board of Education Graduation Pathways

[52] Level 6 for Reading for information and Applied mathematics, and Level 5 for Locating information.
[53] Writing 80, Reading 90, Math 75
[54] Algebra 66, Writing 70, Reading 80

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			o AP.IB/dual credit/Cambridge International courses or CLEP exams: Earn "C" average in at least 3 courses o Locally created pathway that meets the framework from and earns approval of state board										
Iowa	Standard	4	3	3[55]	3	1 unit p.e.	•	•	•	•	•	14	Iowa Admin. Code 281-12.5(5)
Kansas	Standard	4, incl. reading, writing, literature, communication, and grammar[56]	3, incl. algebraic and geometric concepts	3, incl. world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in S.B.R. 91-31-32, a course of instruction in Kansas history and govt.	3, incl. at least 1 lab. 3 units must incl. physical, biological, and earth and space science concepts	1 unit p.e. - must incl. health and may incl. safety, first aid, or physiology	1 unit, which may include art, music, dance, theatre, forensics, and other similar studies	•	6	•	•	21	K.A.R. 91-31-35(a), (b)

[55] The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history

[56] The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Kentucky	Standard	4, incl. 1 unit each English I, II, III, IV[57]	3, incl. 1 unit each Algebra I, Geometry, Algebra II[58], [59]	3	3 units lab science	.5 unit p.e., .5 unit health	1 unit history and appreciation of visual and performing arts[60]	•	7[61]	As necessary: math or language arts transitional course or intervention[62]	Demonstrate performance based competency in technology	22	704 Ky. Admin. Regs. 3:305, Section 2
Louisiana	Standard (TOPS University Diploma)	4, incl. English I, English II, English III or an alternative	4, incl. Algebra I, geometry, Algebra II (or Integrated Mathematics I, II, III)	4, incl. 1 U.S. history (or AP U.S. History or IB History of the Americas I); 1 unit chosen from civics with a section on free enterprise, government, or AP U.S. government and politics,	4, incl. Biology I, Chemistry	2, incl. 1.5 p.e. and .5 health	1[68]	2 units same language	3		All students complete the FAFSA	24	La. Admin Code. tit. 28, Pt CXV, § 2318

[57] Language arts must be taken each year of high school
[58] Math course must be taken each year of high school.
[59] An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards. Any mathematics course other than Algebra I, Geometry, or Algebra II shall be counted as an elective.
[60] Or another arts course that incorporates this content
[61] Seven units "Academic and career interest standards-based learning experiences," including 4 standards-based learning experiences in an academic or career interest based on the student's individual learning plan.
[62] If a student does not meet the college readiness benchmarks for math or English and language arts as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take a math or English and language arts transitional course or intervention, which is monitored to address remediation needs, before exiting high school.
[68] Chosen from art, music, dance, theater, speech III and IV (one unit combined), fine arts survey, drafting, media arts, photography I/II, or digital photography

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		[63] and English IV or	and 4th unit[65]	and 2 add'l units[66]	I, 2 add'l units[67]								

[63] AP English language arts and composition, IB literature, IB language and literature, IB literature and performance
[65] Chosen from algebra III, advanced math--functions and statistics, advanced math--pre-calculus, pre-calculus, IB math studies (math methods), calculus, AP calculus AB, IB mathematics SL, AP calculus BC, AP statistics, IB further mathematics HL, IB mathematics HL, probability and statistics, or AP computer science A.
[66] (a). one of:

(i). European history;
(ii). AP European history;
(iii). western civilization;
(b). one of:
(i). world geography;
(ii). AP human geography;
(iii). IB geography;
(c). one of:
(i). world history;
(ii). AP world history;
(iii). IB history of the Americas II;
(d). IB economics;
(e). economics;
(f). AP macroeconomics;
(g). AP microeconomics;
(h). AP psychology
[67] (a). Earth science;

(b). environmental science;

(c). physical science;
(d). agriscience II--the elective course agriscience I is a pre-requisite;
(e). one of:
(i). chemistry II;
(ii). AP chemistry;
(iii). IB chemistry I;
(iv). IB chemistry II;
(f). one of:
(i). AP environmental science;
(ii). IB environmental systems;

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		alternative [64]											
Louisiana	Standard (Career Diploma)	4, incl. English I, English II, 2 add'l units[69]	4, incl. algebra I, applied algebra I, or algebra I-Pt. 2 and 3 add'l units[70]	2, incl. 1 unit chosen from U.S. history, AP U.S. history, IB history of the Americas I, and 1 add'l unit[71]	2, incl. 1 biology and 1 add'l unit[72]	2, incl. 1.5 p.e. and .5 health education[73]	•	•	•	9 units in Jump Start course sequence, workplace experiences and credentials	Completion of approved industry-recognized credential All student	23	La. Admin Code. tit. 28, Pt CXV, § 2319

(g). one of:
(i). physics I;
(ii). IB physics I;
(iii). AP physics I;
(h). one of:
(i). AP physics C: electricity and magnetism;
(ii). AP physics C: mechanics;
(iii). IB physics II;
(iv). AP physics II;
(i). one of:
(i). biology II;
(ii). AP biology;
(iii). IB biology I;
(iv). IB biology II;

[64] AP English literature and composition, IB literature, IB language and literature, IB literature and performance

[69] Chosen from technical writing, business English, English III, English IV, any AP or IB English course, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE.

[70] Chosen from geometry, financial literacy (formerly financial math), math essentials; algebra II; advanced math-functions and statistics; advanced math--pre-calculus, algebra III, pre-calculus, business math, probability and statistics, comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, or integrated mathematics I, II, and III may be substituted for algebra I, geometry, and algebra II and shall count as 3 math credits.

[71] Chosen from civics, government, AP U.S. government and politics comparative, or AP U.S. government and politics: United States.

[72] Chosen from chemistry I, physical science, earth science, agriscience II, environmental science, or any AP or IB science course.

[73] JROTC I and II may be used to meet the health education requirement

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											s complete the FAFSA		
Maine	Standard	Until the passage of 2018 L.D. 1666 in July 2018, Maine statute required districts, effective with students graduating in 2020-21, to phase in the following graduation requirements in which awarding of a diploma was contingent on student demonstration of proficiency in the state standards in the following content areas (state standards have been developed in 8 content areas: career and education development, English language arts, health and physical education, mathematics, science and technology, social studies, visual and performing arts, and world languages. • 2020-2021: Student demonstrates proficiency in meeting state standards in English language arts, math, science and technology, and social studies. • 2021-2022: Above plus meets state standards in **one additional content area** of the student's choice • 2022-2023: Above plus meets state standards in **two additional content areas** of the student's choice • 2023-2024: Above plus meets state standards in **three additional content areas** of the student's choice • 2024-2025: Student demonstrates proficiency in meeting the state standards in **all content areas**. With the passage of L.D. 1666, districts may choose whether to award diplomas based on proficiency-based or credit-based standards. State-determined credit requirements that must be adopted by districts declining the proficiency-based diploma option do not appear to have been determined as of August 2018.											20-A M.R.S.A. § 4722-A
Maryland	Standard	4[74]	3, incl. 1 with algebra instruction, or 1 or more units in subsequent math courses for which	3, incl. 1 unit U.S. history, 1 unit world history, 1 unit	3 units, incl. 1 lab[76]	5 unit p.e., .5 unit health	1 unit visual arts, music, theater, or dance, or a combination thereof	See below 2 units chosen from world language or advanced technology education, or successful completion		1 unit technology education [77] Students complete a locally designed, state approved high	75 hours student service [78]	21 (18 specified in regs)	COMAR 13A.03.02.03, COMAR 13A.03.02.05

[74] Four units of organized instruction in comprehension of literary and informational text, writing, speaking and listening, language, and literacy
[76] Three credits of organized instruction which includes a laboratory component engaging in the application of the science and engineering practices, the crosscutting concepts, and disciplinary core ideas including Earth/space science, life science, physical science (chemistry and physics), engineering, and technology, aligned to the Maryland High School Assessment for science;
[77] Includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities
[78] Students complete either (a) 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades, or (b) A locally designed program in student service that has been approved by the State Superintendent of Schools.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			algebra is a prereq.[75]					of a state-approved career and technology program		school program of environmental literacy			
Massachusetts	Standard	Graduation requirements are generally established by local boards. "Physical education shall be taught as a required subject in all grades for all students."											M.G.L.A. 69 § 1D, M.G.L.A. 71 § 3
Massachusetts	Recommended (MassCore)	4	4, incl. Algebra II or integrated equivalent[79]	3, incl. U.S. history and world history	3 lab-based[80]	As req'd by law	1[81]	2 units same language[82]	5 units add'l core courses, which may include CTE	Students encouraged to complete as many as possible: Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.		22	Adopted by state board 2007
Michigan	Standard	4	4 units, incl. Algebra I, Geometry, Algebra II or integrated equivalent,	3, incl. 1 unit U.S. history and geography, 1 unit world history and geography, .5 unit	3 units, incl. at least biology and either chemistry, physics, anatomy, or	1 unit covering p.e. and health	1 unit visual arts, performing arts, or applied arts	2 units same foreign language completed in any grades K-12[86]		Complete an online course or learning experience			M.C.L.A. 380.1278a, M.C.L.A. 380.1278b, M.C.L.A. 380.1166

[75] Each student shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement.
[79] Students recommended to take math their senior year of high school.
[80] Technology/engineering coursework may count for MassCore science credit
[81] Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.
[82] Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.
[86] Or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. For the graduating classes of 2016 through 2024, a student may partially or fully complete 1 unit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction (that is in addition to the 1 unit arts required for all students).

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			and 4th math unit[83]	economics[84] and .5 unit civics	agricultural science[85]								
Minnesota	Standard	4	3, incl. 1 unit Algebra II, and 1 unit Algebra I by end of 8th grade[87]	3.5, incl. U.S. history, geography, government and citizenship, world	3, incl. 1 biology, 1 chemistry or physics[89]	•	1 unit arts[90]	•	7	•	•	21.5	M.S.A. § 120B.024

[83] 4th unit such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, or a course in financial literacy. A student may complete algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded for the purposes of these provisions.

A pupil also may partially or fully fulfill the algebra II requirement by completing a department-approved formal career and technical education program or curriculum, such as a program or curriculum in electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the algebra II benchmarks assessed on the department-prescribed state high school assessment, as determined by the department.

Each pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment.

[84] The ½ -credit economics requirement may be satisfied by completion of at least a ½ -credit course in personal economics that includes a financial literacy component as described in section 1165, if that course covers the subject area content expectations for economics developed by the department and approved by the state board.

[85] Or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks, as determined by the department. A student may fulfill the requirement for the third science credit by completing a department-approved computer science program or curriculum or formal career and technical education program or curriculum. The legislature strongly encourages pupils to complete a fourth credit in science, such as forensics, astronomy, Earth science, agricultural science, environmental science, geology, physics, chemistry, physiology, or microbiology.

[87] A CTE credit may fulfill a math credit requirement. A computer science credit or Project Lead the Way credit may fulfill a math credit requirement if the credit meets state academic standards in math.

[89] An agriculture science or CTE credit may fulfill the elective science credit if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the district. An agriculture or CTE credit may fulfill the credit in chemistry or physics if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or CTE credit may not fulfill the required biology credit.

A Project Lead the Way credit may fulfill a science credit requirement if the credit meets the state academic standards in science.

[90] A CTE credit may fulfill the arts credit requirement

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				history, and economics[88]									
Mississippi	Standard (no longer avail. eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I	4, incl. 1 world history, 1 U.S. history, .5 geography, .5 U.S. govt., .5 economics, .5 Mississippi Studies	4, incl. 1 Biology	1, incl. .5 Contemporary Health and .5 p.e.	1 arts	•	5	1 Technology or Computer Science	•	24	Mississippi Public School Accountability Standards 2018, Appendix A-2
Mississippi	Waiver (District Option; not required to be offered) (no longer avail. eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I	3, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 Mississippi Studies	3, incl. Biology I	.5 Contemporary Health	1 arts	-	4.5	1 Technology or Computer Science	•	21	Mississippi Public School Accountability Standards 2018, Appendix A-1
Mississippi	Career Pathway Diploma (no longer avail. eff. Class of 2020)	4, incl. English I, English II	3, incl. Algebra I	3, incl. 1 U.S. history, .5 U.S. govt.,.5 Mississippi Studies	3, incl. Biology I	.5, either Contemporary Health or p.e.	•	-	2.5 units selected from the student's approved program of study	5, incl. 4 units career and technical in student's program of study, and 1 Technology or Computer Science	•	21	Mississippi Public School Accountability Standards 2018, Appendix A-3

[88] A .5 unit of economics taught in a school's agriculture education or business department may fulfill a .5 unit in social studies if the credit is sufficient to satisfy all of the academic standards in economics.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Mississippi	Early Exit Diploma (no longer avail. eff. Class of 2022)	2, incl. English II (equivalent course)	3, incl. Algebra I (equivalent course)	2.5, incl. 1 world history, 1 U.S. history (equivalent course), .5 Mississippi Studies	2, incl. Biology I (equivalent course)	1 any combination p.e. and health	1 arts	•	5[91]	1 Technology or Computer Science	-	17.5	Mississippi Public School Accountability Standards 2018, Appendix A-4
Mississippi	Standard (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I[92]	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I	1, incl. .5 p.e.,.5 Contemporary Health	1 arts	•	5.5	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness		24	Mississippi Public School Accountability Standards 2018, Appendix A-6
Mississippi	Career and Technical Endorsement (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I[93]	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I	1, incl. .5 p.e.,.5 Contemporary Health	1 arts	•	3.5	6, incl. 4 career and technical, 1 Technology or Computer Science and 1 College and Career Readiness	Overall GPA of ≥ 2.5, ≥ Silver level on WorkKeys, successfully complete either a CTE dual credit, a career pathway experience, or	26	Mississippi Public School Accountability Standards 2018, Appendix A-7

[91] Should focus on college admission or national certification requirements
[92] Student should take a math or math equivalency senior year
[93] Student should take a math or math equivalency senior year

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											earn state board of ed. approved national credential		
Mississippi	Academic Endorsement (eff. Class of 2022)	4, incl. English I, English II, and 2 units above English II	4, incl. Algebra I and 2 math courses above Algebra I[94]	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I and 2 add'l courses above Biology I	1, incl. .5 p.e.,.5 Contemporary Health	1 arts	•	7.5, incl. 2 advanced electives of the College Preparatory curriculum reqts.	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness	Overall GPA of ≥ 2.5, courses must meet MS IHL college prep. curriculum (CPC) reqts., Earn MS college readiness benchmarks (ACT sub scores of 17 in English and 19 in Math or completion of	26	Mississippi Public School Accountability Standards 2018, Appendix A-8

[94] Student should take a math or math equivalency senior year

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											appropriate Essentials of College Math or Essentials of College Literacy with an 80 or above (in senior year) or on the SAT as defined by IHL, complete one add'l reqt.[95]		
Mississippi	Distinguished Academic Endorsement	4, incl. English I, English II and 2 units above English II	4, incl. Algebra I and 2 math courses above Algebra I[96]	4, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	4, incl. Biology I and 2 add'l courses above Biology I	1, incl. .5 p.e.,.5 Contemporary Health	1 arts	•	8, incl. 2 IHL advanced electives and meet College Preparatory Curriculum	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness	Earn overall GPA of ≥ 3.0, courses must meet MS IHL CPC recommended	28	Mississippi Public School Accountability Standards 2018, Appendix A-9

[95] Complete either (a) AP course with ≥ C and take appropriate AP exam, (b) Diploma Program IB Course with ≥ C and take appropriate IB exam, (c) One dual credit course and earn ≥ C in the course.
[96] Student should take a math or math equivalency senior year

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											requirements, Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or on the SAT as defined by IHL, meet one add'l reqt.[97]		
Missouri	Standard	4 "Communication Arts"	3	3	3	1 p.e. and .5 health ed.	1 fine art	•	7	1 unit practical arts, .5 personal finance	•	24	5 Mo. Code of State Regulations 20-100.190
Montana	Standard	4	2	2	2	1 unit health enhancement [98]	1 unit arts	•	•	1 unit CTE	•	20 (13 specified in reg.)	Mont. Admin. R. 10.55.905

[97] Complete: (a) One AP course with ≥ B and take appropriate AP exam, (b) Diploma Program IB course with ≥ B and take the appropriate IB exam, (c) One dual credit course and earn ≥ B in the course.
[98] .5 unit each year for 2 years

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Nebraska	Standard	4	3, with course content that incl. algebraic, geometric, data analysis, and probability concepts	3, with course content that includes civics/government, geography, United States and world history, and economic concepts	3, with course content that incl. biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.	•	•	•	•	•	•	20 (13 specified in reg.)	Neb. Admin. R. & Regs. Tit. 92, Ch. 10, §003.05
Nevada	Standard	4, incl. reading, composition and writing	3	2, incl. 1 American govt., 1 American history	2	2.5, incl. 2 p.e. and .5 health	See below 1 arts and humanities, JROTC (Level III or IV), or CTE		7.5	.5 use of computers See below 1 arts and humanities, JROTC (Level III or IV), or CTE Eff. Class of 2022: College and career ready flex credit[99]		22.5	NAC 389.664
Nevada	Advanced	4, incl. reading, composition and writing	4, incl. Algebra II or higher	3, incl. 1 American govt., 1 American history, 1	3	2.5, incl. 2 p.e. and .5 health			6	.5 use of computers See below	Min. 3.25 GPA on 4.0 grading	24	NAC 389.663

[99] May be completed by any of the following: (a) Level II or Level III course of study in a CTE program area prescribed pursuant to NAC 389.803, (b) 4th year of mathematics, which must include Algebra II or another course which follows such a course of study, (c) Third year of social studies, or (d) Third year of science.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				social studies						1 arts and humanities, JROTC (Level III or IV), or CTE	scale (weighted or unweighted) for all credits applicable toward graduation		
Nevada	College and Career Ready Diploma	To receive a college- and career-ready diploma, a student must: • Successfully complete the requirements to receive an advanced diploma • Demonstrate proficiency in speaking no less than two languages, or have earned not less than two of the credits used to complete the advanced diploma requirements in: o AP courses o IB courses o Dual credit or dual enrollment courses o CTE courses o Work-based learning courses o A world language course • Obtain a college-ready endorsement or a career-ready endorsement. **College-ready endorsement**: To earn a college-ready endorsement, a student must: • Complete a college readiness assessment prescribed in the Nevada Board of Regents Handbook, and • Receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed in the Nevada Board of Regents Handbook **Career-ready endorsement**: To earn a college-ready endorsement, a student must: • Receive not less than the minimum score prescribed by the State Board of Education on a career readiness assessment prescribed by the State Board • Either: o Satisfy the requirements for the issuance of a certificate pursuant to subsection 4 of NAC 389.800; or o Obtain an industry-recognized credential identified by the Executive Director of the Office of Workforce Innovation in the Office of the Governor									24	N.R.S. 390.605; text of regulation adopted but not yet codified

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
New Hampshire [100]	Standard	4[101]	3, incl. algebra credit that may be earned through a sequential, integrated or applied program[102]	2.5, incl. 1 US and NH history, .5 US and NH govt./civics, .5 economics (incl. personal finance), .5 world history, global studies or geography	2, incl. 1 physical sciences and 1 biological sciences	1.5, incl. 1 p.e. and .5 health education	.5 arts	•	6	.5 information and communications technologies	•	20	N.H. Code Admin. R. 306.27
New Jersey	Standard	4	3, incl. Algebra I or equivalent, Geometry or equivalent, and a third year of mathematics that builds on the concepts and skills of	3, incl. 2-year course in U.S. and NJ history, 1 world history, and the integration of civics, economics, geography and global content in	3 lab units, incl.1 lab biology/life science or equivalent, 1 chosen from chemistry, environmental science, or physics, and a 3rd	3 units health, safety, and p.e., to be taken as .75 unit each year of enrollment	1 visual and performing arts	1 world languages or demonstration of proficiency	•	.5 financial, economic, business, and entrepreneurial literacy 1 unit either 21st century life and	Technological literacy integrated throughout the curriculum	24 (19.5 specified in reg.)	N.J.A.C. 6A:8–5.1; N.J.S.A. 18A:35-1

[100] Regulations provide for "required credits for graduation and graduation competencies" but clarify: "Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work."

[101] Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts.

[102] Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts.

ATTACHMENT 3

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			algebra and geometry and that prepares students for college and 21st century careers	all course offerings	lab/inquiry-based unit					careers, or CTE			
New Mexico	Standard	4, with major emphasis on grammar, nonfiction writing and literature	4, incl. 1 unit equal to or higher than Algebra II[103]	3.5, incl. U.S. history and geography, world history and geography, government and economics, and .5 New Mexico history	3, incl. 2 lab	1 p.e. Students must also complete a course in health education in middle or HS	•	See below 1 unit chosen from a career cluster course, workplace readiness or a language other than English	7.5	See below 1 unit chosen from a career cluster course, workplace readiness or a language other than English At least one unit reqd. for graduation must be earned as an AP, honors, dual credit or distance learning course	•	24	N. M. S. A. § 22-13-1.1

[103] Algebra II is a requirement unless a parent submits written, signed permission for the student to complete a lesser math unit

A financial literacy course that meets state math academic content and performance standards shall qualify as one of the four required math units.

ATTACHMENT 3

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
New York	Standard (Regents Diploma)	4	3, incl. either Integrated Algebra, Geometry, and Algebra 2/Trigonometry or Mathematics A and Mathematics B	4, incl. 1 American history, .5 economics and .5 participation in govt. (or the equivalent of these three courses) Eff. Class of 2020: 1 American history, 2 units global history and geography, .5 economics and .5 participation in govt. (or the equivalent of these courses)	3	2.5, incl. 2 p.e. and .5 health	1 units arts	1	•	The learning standards for technology may be met either through a course in technology education or through an integrated course combining technology with mathematics and/or science. The learning standards for parenting may be met either through a separate course in parenting or through integration in a course in health or family and consumer sciences.		22 (18.5 specified in regulation)	8 NYCCR 100.5

ATTACHMENT 3

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
New York	Regents Diploma with Honors	A local school district may award a student a Regents diploma with honors or a Regents diploma with advanced designation with honors to a student who achieves an average of 90% in all Regents examinations required for the diploma. Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined. Averages below 90.0 percent shall not be rounded upward to 90 percent. A district may award a Regents diploma with honors or a Regents diploma with advanced designation with honors to a student who has substituted no more than two approved alternative assessments for a Regents examination required for the diploma. In such instance, the student's score on any substituted alternative assessments shall not be considered in the calculation to determine whether such student has achieved an average of 90 percent.											8 NYCRR 100.5
New York	Regents Diploma with Advanced Designation	To earn a Regents diploma with an advanced designation a student must complete, in addition to the requirements for a Regents diploma: • Additional Regents exams in math: Students must pass two or three commencement level Regents exams in math through one of the following combinations: o Two exam combination. A student must pass: ▪ Mathematics A and Mathematics B ▪ Mathematics A and Algebra 2/Trigonometry; or ▪ Mathematics B and Integrated Algebra. o Three exam combination: A student must pass: ▪ Mathematics A or Integrated Algebra or Algebra I (common core); and ▪ (B) Geometry or Geometry (common core); and ▪ (C) Mathematics B or Algebra 2/Trigonometry or Algebra II (common core); and o For students who elect to meet the requirements for a Regents diploma through the mathematics pathway assessment, such students must also pass one additional assessment in mathematics in a different course selected from the list of department approved alternatives • One additional Regents exam in science or a department-approved alternative, for a total of two Regents exams, with at least one in life science and at least one in physical science o For students who elect to meet the requirements for a Regents diploma through the science pathway assessment, such students must also pass one additional Regents exam in science or a department-approved alternative, for a total of three Regents exams, provided that the total number of science examinations passed include at least one in life science and at least one in physical science • Two additional units in a language other than English for a total of three units and the Regents comprehensive assessment in that language when available. In those languages for which no Regents comprehensive assessment is available, a locally developed test, which is aligned to the checkpoint B learning standards for languages other than English, may be administered. Students completing a five-unit sequence in CTE or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.											8 NYCRR 100.5
North Carolina	Standard (Future	4: English I, II, III, IV	4, incl. NC Math 1, 2, and 3 and a	4, incl. 1 American History:	3, incl. 1 physical science, 1	1 Health and	See below	See below	4[105], chosen from CTE,	See below	•	22	North Carolina State Board of

[105] Four-course concentration recommended

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
	Ready Core)		fourth mathematics course to be aligned with the student's post high school plans[104]	Founding Principles, Civics and Economics; 1 American History I, 1 American History II; and 1 World History	Biology, 1 earth/environmental science	Physical Education	2 units chosen from CTE, arts, or world language	2 units chosen from CTE, arts, or world language	ROTC, arts, or any other subject area or cross-disciplinary courses (e.g., math, science, social studies, English and dual enrollment courses	2 units chosen from CTE, arts, or world language			Education Policy **GRAD-004**
North Carolina	Endorsements	The North Carolina State Board of Education Policy Manual sets forth the requirements for students to earn a: • Career Endorsement • College Endorsement • College/UNC Endorsement • North Carolina Academic Scholars Endorsement • Global Languages Endorsement											North Carolina State Board of Education Policy GRAD-007
North Dakota	Standard	4, from a sequence that includes literature, composition, and speech	3, which may incl. 1 unit computer science	3, incl. 1 U.S. history, and either .5 U.S. govt. and .5 economics, or 1 problems of democracy	3, consisting of either: 1 biology, 1 chemistry, 1 physics, or 1 biology, 1 physical science, 1 unit or two	1, either 1 unit p.e. or .5 p.e. and .5 health	See below 3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	See below 3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	5	See below 3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	•	22	NDCC, 15.1-21-02.2

[104] In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart. Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				And One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history	.5 units any other science.								
North Dakota	Waiver (Optional High School Curriculum)[106]	4, from a sequence that includes literature, composition, and speech	2	3, which may include up to one-half unit of North Dakota studies and one-half unit of multicultural studies	2	1, either 1 unit p.e. or .5 p.e. and .5 health	See below 2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	See below 2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	7	See below 2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	•	21	NDCC, 15.1-21-02.3

[106] If after completing at least two years of high school a student has failed to pass at least one-half unit from three subsections in section 15.1-21-02.1 or has a GPA at or below the twenty-fifth percentile of other students in the district who are enrolled in the same grade, the student may request that the student's career advisor, guidance counselor, or principal meet with the student and the student's parent to determine if the student should be permitted to pursue an optional high school curriculum, in place of the requirements set forth in section 15.1-21-02.1. If a student's parent consents in writing to the student pursuing the optional high school curriculum, the student is eligible to receive a high school diploma upon completing the following requirements:

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Ohio	Standard	4	4, incl. either 1 Algebra II or equivalent, or 1 advanced computer science[107]	3, incl. .5 American history, .5 American govt., 2 social studies[108] Eff. Class of 2021: 2 units social studies must incl. .5 world history and civilizations	3 lab science, incl. 1 physical science, 1 life science, 1 unit advanced study[109], [110]	1, incl. .5 p.e. and .5 health	•	•	5	•	[111]	20	R.C. § 3313.603(C)
Ohio	Honors	Until Class of 2021: For the academic honors diploma, the international baccalaureate diploma, and the career tech honors diploma, students may choose to pursue the diploma by meeting the requirements of the former rule or by meeting the requirements below. For any honors diploma, a student must: • Maintain an overall GPA of at least 3.5 on a 4.0 scale up to the last grading period of the senior year • Earn a composite score of 27 on the 2016 ACT assessment (excluding the optional writing test) or a combined score of 1280 on the 2016 SAT math and evidence-based reading and writing sections, or an equivalent score on future ACT or SAT assessments. Eff. Class of 2021: **Academic honors diploma**: • At least four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher level course, or a four course sequence that contains equivalent or higher content • At least four units of science including two units of advanced science										OAC 3301-16-02

[107] Students in Class of 2019 and beyond pursuing a career-technical instructional track shall not be required to take algebra II or advanced computer science, and instead may complete a career-based pathway mathematics course approved by the department of education as an alternative.
[108] Each school shall integrate the study of economics and financial literacy, as expressed in the social studies academic content standards adopted by the state board of education and the academic content standards for financial literacy and entrepreneurship adopted under division (A)(2) of that section, into one or more existing required social studies credits or into the content of another class.
[109] Chosen from (a) Chemistry, physics, or other physical science, (b) Advanced biology or other life science, (c) Astronomy, physical geology, or other earth or space science, (d) Computer science
[110] No student shall substitute a computer science course for a life sciences or biology course
[111] All students must achieve one of the following: (a) **Earn at least 18 points on seven end-of-course tests**, (b) **Earn an industry-recognized credential and score of at least 13 on ACT WorkKeys**, (c) **Earn "remediation-free" scores on ACT or SAT**.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		• Four units of social studies • Either three units of one world language or no less than two units of each of two world languages studied • One unit of fine arts. **International Baccalaureate Honors Diploma**: Complete all requirements established by the International Baccalaureate Organization for the International Baccalaureate Diploma Programme, and: • Earn four units of mathematics including algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or complete a four course sequence that contains equivalent or higher content • Earn four units of science including biology, chemistry, and at least one unit of advanced science • Earn four units of social studies • Earn four units of world languages (with at least two units for each language studied) • Earn one unit of fine arts • Complete a field experience and document the experience in a portfolio specific to the student's international baccalaureate area of focus • Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's international baccalaureate area of focus that is reviewed and validated by external experts. **Career technical honors diploma**: • At least four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher level course, or a four course sequence that contains equivalent or higher content • At least four units of science including two units of advanced science • Four units of social studies • Four units in a career-technical education program that leads to an industry recognized credential, results in an apprenticeship, or is part of an articulated career pathway which can lead to post-secondary credit. If the student's program design does not provide for any of these outcomes, then the student must achieve the proficiency benchmark established for the applicable Ohio career-technical competency assessment or the equivalent • Achieve the proficiency benchmark established for the Ohio career-technical competency assessment available at webxam.org (additional content available at education.ohio.gov) or an equivalent assessment aligned with state-approved and industry validated technical standards • Two units of one world language • Complete a field experience and document the experience in a portfolio specific to the student's career technical area of focus • Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's career technical area of focus that is reviewed and validated by external experts • A score of least six on the ACT WorkKeys reading for information assessment section and a score of at least six on the ACT WorkKeys applied mathematics section satisfies the requirement. **STEM honors diploma**:											

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		• Five units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or a four course sequence that contains equivalent or higher content • Five units of science including two units of advanced science. One single course may fulfill the fifth required credit in both science and mathematics for the STEM honors diploma. • Either three units of one world language or no less than two units of each of two world languages studied • One unit of fine arts • Two units of electives with a focus in STEM coursework • Complete a field experience and document the experience in a portfolio specific to the student's STEM area of focus • Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's STEM area of focus that is reviewed and validated by external experts. **Arts honors diploma**: • Four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other highe- level course or a four course sequence that contains equivalent or higher content • Three units of science including one unit of advanced science • Either three units of one world language or no less than two units of each of two world languages studied • Four units of fine arts • Two units of electives with a focus in fine arts coursework • Complete a field experience and document the experience in a portfolio specific to the student's art area of focus • Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's art area of focus that is reviewed and validated by external experts. **Social science and civic engagement honors diploma**: • Four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or a four course sequence which contains equivalent or higher content • Three units of science including one unit of advanced science • Five units of social studies • Either three units of one world language or no less than two units of each of two world languages studied • One unit of fine arts • Three units of electives with a focus in social science and/or civics coursework • Complete a field experience and document the experience in a portfolio specific to the student's social studies area of focus • Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's social studies area of focus that is reviewed and validated by external experts.										

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Oklahoma [112]	Standard	4, incl. Grammar, Composition, Literature, or any English course approved for college admission reqts	3, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission reqts.	3, incl. 1 American history, .5 Oklahoma history, .5 U.S. govt, and 1 add'l unit[113]	3 lab science, including one unit or set of competencies of life science, meeting the standards for Biology I; one unit or set of competencies of physical science, meeting the standards for Physical Science, Chemistry or Physics; and one unit or set of competencies from the domains of physical science, life science or earth and	-	See below 1 unit or set of competencies in fine arts or speech	See below 2 units same foreign language or two computer technology approved for college admission reqts	1[114]	See below 2 units same foreign language or two computer technology approved for college admission reqts See below 1 unit or set of competencies in fine arts or speech	[115]	17	70 Okl.St.Ann. § 11-103.6(B)

[112] All requirements are framed as "units or sets of competencies"
[113] From the subjects of History, Government, Geography, Economics, Civics, or non-Western culture and approved for college admission requirements
[114] Unit or set of competencies in English, math, lab science, history and citizenship skills, foreign language or computer technology, or career and technology education courses, concurrently enrolled courses, AP courses or IB courses approved for college admission requirements
[115] Complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
					space science such that the content and rigor is above Biology I or Physical Science								
Oklahoma [116]	Waiver	4, incl. 1 grammar and composition[117]	3, incl. Algebra I which may be taught in contextual methodology	3, incl. 1 U.S. history, .5 to 1 U.S. govt., .5 Oklahoma history, .5 to 1 other social studies[118]	3, incl. Biology I or Biology I taught in a contextual methodology, 2 units or sets of competencies in the areas of life, physical, or earth science or technology	-	1 arts	See below 1 computer education or world language	-	See below 1 computer education or world language	[119]	15	70 Okl. St. Ann. § 11-103.6(C)
Oregon	Standard	4, incl. equivalent of 1 unit Written Composition	3, incl. 1 Algebra I and 2 units at a level higher than Algebra I	3, incl. history, civics, geography and economics (including personal finance)	3	2, incl. 1 p.e. and 1 health	See below 3 units chosen from CTE, the arts or world languages	See below 3 units chosen from CTE, the arts or world languages	•	See below 3 units chosen from CTE, the arts or world languages	Demonstrate proficiency in Essential Skills	24 (18 specified in reg)	OAR 581-022-2000(6)

[116] Requirements framed as "units or sets of competencies"
[117] 3 remaining units may include, but are not limited to American Literature, English Literature, World Literature, Advanced English Courses, other English courses with content and/or rigor equal to or above grammar and composition
[118] May include, but are not limited to World History, Geography, Economics, Anthropology, or other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History.
[119] Complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Pennsylvania	Standard	Unit requirements set by local districts. Other high school graduation requirements must include: • Course completion and grades • Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the State academic standards not assessed by a State assessment • Demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics (Appendix A-2); Science and Technology and Environment and Ecology (Appendix B), as determined by: o Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if applicable o Locally approved and administered assessments o Completion of an AP or IB exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.										22 Pa. Code § 4.24
Rhode Island	Standard	4	4	3	3	"Pursuant to LEA policies and applicable state law, the additional six required courses are presumed to include, but not limited to world languages, the arts, technology, physical education, and health."					[120]	20	200-RICR-20-10-2.3.1
South Carolina	Standard	4	4	3, incl. 1 U.S. History and Constitution, .5 economics, .5 U.S. govt., 1 other social studies	3	1 p.e. or junior ROTC	•	See below 1 foreign language or career and technology education	7	1 computer science See below 1 foreign language or career and technology education	•	24	S.C. Code of Regulations R. 43-234
South Dakota	Standard	4, incl. 1.5 writing, 1.5 literature, (incl. .5 American lit.), .5 speech or debate, .5	3, incl. 1 Algebra I, 1 geometry, 1 Algebra II	3.5, incl. 1 U.S. history, .5 U.S. govt., .5 geography, .5 world history, .5 personal	3 lab science, incl. 1 biology, 1 physical science, 1 chemistry or physics	1, incl. .5 p.e. and .5 health or health integration	1 fine arts	See below 1 unit in any combination CTE, capstone experience or service	•	•	•	22 (16.5 specified in reg.)	ARSD 24:43:11:01, :02

[120] Eff. Class of 2021 (?), students must also successfully complete a performance-based diploma assessment, defined in regulation as "multifaceted assignments that serve as a culminating demonstration of a student's applied learning skills and knowledge of one or more content areas."

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		language arts elective		finance or economics				learning, or world language					
Tennessee	Standard	4, incl. English I, English II, English III, and English IV	4, incl.. Algebra I, Geometry, Algebra II or the equivalent Integrated Math I, II, III, and another math course beyond Algebra I or Integrated Math I.[121]	3, incl. United States History and Geography, World History and Geography, Economics, and United States Government and Civics.	3 lab science, incl. Biology, Chemistry or Physics, and a third lab science	1.5, incl. .5 p.e. and 1 wellness	1	2	3	.5 personal finance[122]	Students must complete ACT or SAT, complete 1 year of computer education, and have a satisfactory record of attendance and discipline	22	Tenn. Comp. R. & Regs. 0520-01-03-.06; T. C. A. § 49-6-1010
Tennessee	Endorsed (State Distinction)												Tenn. Comp. R. & Regs. 0520-01-03-.06(c)(3)
Texas	Standard (Foundation)	4, incl. English I, English II, English III (or AP or IB),	3, incl. 1 Algebra I, 1 geometry, 1 advanced math	3, incl. 1 U.S. History Studies Since 1877, .5 U.S. Govt., .5	3, incl. 1 Biology, 1 unit chosen from lab-based	1 p.e.	1 fine arts	2 units same language or 2 units computer programmi	5	•	[125]	22	V.T.C.A. Ed. Code § 28.025(b-1); 19 TAC § 74.11, 74.12

[121] Students must be enrolled in a mathematics course each year of high school.
[122] Three years of JROTC may be substituted for one-half (½) credit of Personal Finance if the JROTC instructor attends the Personal Finance training.
[125] Demonstrated proficiency, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		and an advanced English course selected from specified courses	selected from specified courses	Economics with Emphasis on the Free Enterprise System and Its Benefits, 1 world history or world geography	courses[123], and 1 lab science chosen from specified courses			ng languages, incl. computer coding[124]					
Texas	Endorsements and performance acknowledgemnets	Students are expected to earn 1 or more endorsements in addition to the credit requirements for the Foundation High School Program, unless the student's parent or person in loco parentis, after being advised by the school's counselor of the benefits of graduating from high school with one or more endorsements, files written permission on a Texas Education Agency-adopted form, allowing the student to graduate without earning an endorsement. To earn any endorsement, a student must: • Complete 26 units • Complete a 4th unit math chosen from specified courses • Complete an additional unit science chosen from specified courses (alternatives available for student pursuing an arts and humanities endorsement) • Two additional elective credits that may be selected from the list of courses specified in §74.11(g) or (h). Regulations set forth the additional requirements necessary to earn the following endorsements: • Science, technology, engineering, and mathematics (STEM) • Business and industry • Public services • Arts and humanities • Multidisciplinary stides In addition, regulation defines how students may earn performance acknowledgements on the student's transcript for outstanding performance on various measures.											19 TAC § 74.12
Utah	Standard	4	3, incl. Secondary	3, incl. 1 U.S. history, .5	3, incl. 2 units from two of the	2 units physical and	1.5 arts	-	5.5	2, incl. 1 CTE course from menu	-	24	U.A.C. R277-700-6

[123] Integrated Physics and Chemistry; Chemistry; Physics; Principles of Technology; or a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.
[124] To be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Mathematics I, II, III[126]	Geography for Life, .5 World Civilizations, .5 U.S Govt. and Citizenship, and .5 Social studies	following five science foundation areas: earth science, biological science, chemistry, physics, computer science, plus 1 unit from an approved list	health education from a menu of options				of options, .5 Digital Studies, .5 General Financial Literacy			
Vermont	Standard	Vermont is implementing proficiency-based graduation requirements. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in the curriculum below, and completion of any other requirements specified by the student's local board. • Literacy • Mathematical content and practices • Scientific inquiry and content knowledge • Global citizenship • Physical education and health education • Artistic expression • Transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology)											Vermont State Board of Education Series 2000 – Education Standards, rule 2120.7
Virginia	Standard	4	3, incl. at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data	3, plus 1 economics and personal finance. Social studies courses must include U.S. and Virginia History, U.S.	3 lab science, incl. include course selections from at least two different science disciplines: earth	2 health and physical education	See below 2 world language, fine arts, or CTE Eff. Class of 2022: Credits earned for this	See below 2 world language, fine arts, or CTE Eff. Class of 2022: Credits earned for this	4, incl. at least 2 sequential electives	See below 2 world language, fine arts, or CTE Eff. Class of 2022: Credits earned for this	Virtual course CTE credential [eff. Class of 2022: or AP/IB/honors course]	22	8 VAC 20-131-50, -51

[126] Opt-out provisions from Secondary Mathematics III. In addition, a student who successfully completes a Calculus course with a "C" grade or higher has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Analysis, Algebra II, [pre-Class of 2022: or other math courses above the level of Algebra II] [eff. Class of 2022: or other math courses approved by the board][127]	and Virginia Government, and one course in either world history or geography or both.	sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the IB Diploma[128] Eff. Class of 2022: Credit reqts. may be fulfilled by interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas.		requirement shall include one credit in fine or performing arts or CTE	requirement shall include one credit in fine or performing arts or CTE		requirement shall include one credit in fine or performing arts or CTE	Eff. Class of 2022: 5 "C"s[129]		
Virginia	Advanced Studies (Recommended)	4	4, incl. at least three different course	4, plus 1 economics and personal	4, incl. at least three different science	2 health and physical	See below 1 fine arts or CTE	3, incl. 3 years one language or two years	3	See below 1 fine arts or CTE	Virtual course	26	8 VAC 20-131-50, 51

[127] Computer science may be considered a math credit
[128] Computer science may be considered a science credit
[129] Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the **Profile of a Virginia Graduate** approved by the board.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			selections from among: Algebra I, Geometry, Algebra II, or other math courses above the level of Algebra II[130]	finance. Social students courses must include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both	disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the IB Diploma[131] Eff. Class of 2022: Credit reqts. may be fulfilled by interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas.	educati on		two languages			CTE credential [eff. Class of 2022: or AP/IB/honors course] Eff. Class of 2022: 5 "C"s[132]		

[130] Computer science may be considered a math credit
[131] Computer science may be considered a science credit
[132] Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the **Profile of a Virginia Graduate** approved by the board.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Virginia	Awards for Exemplary Performance	**Governor's Seal**: Shall be awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in AP, IB, Cambridge, or dual enrollment courses. **Board of Education Seal**: Shall be awarded to students who complete the requirements for a Standard Diploma or an Advanced Studies Diploma with an average grade of "A". **Board of Education's Career and Technical Education Seal**: Shall be awarded to students who earn a Standard Diploma or an Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The board shall approve all professional licenses and examinations used to satisfy these requirements. **Board of Education's Seal of Advanced Mathematics and Technology**: Shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, trade, or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The board shall approve all professional licenses and examinations used to satisfy these requirements. **Board of Education's Seal for Excellence in Civics Education**: Shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) complete Virginia and United States history and Virginia and United States government courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary infractions as determined by local school board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation shall be deemed to have met this community service requirement.											8 VAC 20-131-50
Washington	Standard	4	3, incl. 1 Algebra I or Integrated Mathematics I, 1 Geometry or Integrated Mathematics II, and 1 unit aligned with the	3, incl. 1 U.S. history, 1 contemporary world history, geography, and problems, .5 civics, .5 social studies elective and	3, incl. 2 lab science and 1 unit aligned with the student's interests and High School and Beyond Plan	2, incl. 1.5 fitness and .5 health	2 arts	See below 2 world languages or personalized pathway reqts.	4	1 CTE See below 2 world languages or personalized pathway reqts.	-	24	WAC 180-51-068

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			student's interests and High School and Beyond Plan	Successful completion of Washington state history and government									
West Virginia	Standard	4, incl. English 9, 10, 11, 12 or English 12 CR or Transition English Language Arts for Seniors	4, incl. Math I or Algebra I, Math II or Geometry, Math III STEM or Math III LA or Math III TR or Algebra II, Math IV or other options	4, incl. 1 unit from World Studies or an AP social studies course, 1 unit from United States studies or United States Studies—Comrehensive or AP U.S History, 1 civics, 1 add'l social studies course	3, incl. 1 Earth and Space Science, 1 Biology or AP Biolooy, and 1 add'l course or AP science course	2, incl. 1 p.e. and 1 health	1 arts	-	4 Personalized Education Plan	-	-	22	http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=50144&Format=PDF

ATTACHMENT 3

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Wisconsin	Standard	4, incl. writing composition	3[133]	3, incl. state and local govt.	3[134]	2, incl. 1.5 p.e. and .5 health [135]	•	•	•	•	[136]	15[137]	W.S.A. 118.33 (1)(a), (am), (b)
Wisconsin	CTE diploma	A school board may grant a technical education high school diploma to a pupil who does all of the following: • Satisfies the requirements for a standard diploma • Earns in the high school grades the same total number of credits that the school board requires of other pupils for high school graduation • Successfully completes a technical education program, established by the school board, in a subject or subjects. • Satisfies the civics exam requirement established for all students. In establishing a technical education program, the school board may incorporate standards for industry-recognized certifications. Annually, the department shall provide to each school board operating high school grades a list of such certifications. The school board shall indicate on a pupil's technical education high school diploma the certifications attained by the pupil.											W.S.A. 118.33(g)
Wyoming	Standard	4	3	3, incl. history, American govt. and economic systems and institutions	3[138]								W.S.§ 21-2-304(a)(iii)

[133] A student may earn up to 1 unit math upon completing a computer science that the department has determined qualifies as computer sciences according to criteria established by the department, or upon completing a CTE course that the local board determines satisfies a math requirement. A single CTE course may W.S.A. 118.33not substitute for both a math and science credit.

[134] A student may earn a unit of science upon completing each course in agriculture that the department has determined qualifies as science according to criteria established by the department, or up to 1 unit science on completing a CTE course that the local board determines satisfies a science requirement. A single CTE course may not substitute for both a math and science credit.

[135] Health may be completed in grades 7-12

[136] Except as otherwise provided, a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program.

[137] The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

[138] 1 year of which may be satisfied by 1 year computer science.

ATTACHMENT 4

Idaho State Board of Education
High School Graduation Requirements Summary

Overview

Based on a review of an Education Commission of the States (ECS) report released in February 2015 (updated August 2018) and additional information provided on state websites, the majority of states (27) have a single, standard diploma. Eleven (11) states use diploma pathways, with students having the option regarding the diploma they wish to pursue (typically standard and advanced, but some of these states also include a "waiver" diploma with lower requirements than the standard diploma). An additional six (6) states allow endorsements or subject-specific merit seals of distinction to be attached to the diploma. In some cases, the endorsements or merits are added to the standard diploma, while in others, when a student is endorsed, it becomes an advanced diploma. Finally, six (6) states leave all or most of the decisions regarding graduation requirements to local school districts, with many of these states basing their requirements on students' demonstration of proficiency or mastery of certain core subjects.

While there are a few exceptions, in the majority of subjects (particularly core subjects), Idaho's graduation requirements are relatively similar to many other states. There are three areas (math, senior project, and credit for mastery / proficiency) that deserve further exploration, as detailed in the remainder of this report.

Please note that throughout the report, requirements are referenced in Carnegie units, as they are standard units that all state requirements can be converted to and are used by ECS and other entities to compare state requirements. Carnegie units are equivalent to one (1) year of study. In Administrative Code, Idaho's graduation requirements are detailed in credits, with each credit being granted for 60 hours of study, which essentially equates to one (1) semester. Thus, two (2) credits in Idaho are equal to one (1) Carnegie unit.

Section 1: Math Graduation Requirements

As demonstrated in Table 1, the majority of states (26) require three (3) Carnegie units of math for graduation. Only two (2) states require less (2 Carnegie Units). In sixteen (16) states, students must complete four (4) full years of math.

Table 2 and Table 3 provide additional details about the math requirements for states requiring 3 Carnegie Units or 4 Carnegie Units of math. The level of math required for graduation varies amongst states. As shown in Table 1, of the 26 states that require 3 Carnegie units for graduation, 8 states (16% of all states, 31% of states requiring 3 Carnegie units) require students to complete Algebra I, while 10 states (20% of all states, 38% of states requiring 3 Carnegie units) require students to complete a math course above Algebra I (typically Algebra II, though there is some variation). Eleven (11) states specify that 3 Carnegie units are required, but do not identify a specific level of math that must be achieved. The requirements in states requiring 4 Carnegie

units are typically more stringent, with 13 states (26% of all states, 81% of states requiring 4 Carnegie units) requiring students to take Algebra II or its equivalent or higher.

Regardless of the number of units or level of math required, a total of six (6) states require math during students senior year. Of these, four (4) states require that students take a math or quantitative reasoning course during all four years of high school.

Table 1: State Comparison of Math Credit Requirements

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
2 Carnegie Units (2 years / 4 credits)	2	4%	California, Montana
3 Carnegie Units (3 years / 6 credits)	26	52%	Alaska, Connecticut (changing eff 2023), Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming
4 Carnegie Units (4 years / 8 credits)	16	32%	Alabama, Arizona, Arkansas, Delaware, D.C., Florida, Georgia, Louisiana, Michigan, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, West Virginia
Locally Set (6) or By Pathway (1)	7	14%	Colorado, Maine, Massachusetts, Mississippi, New Hampshire, Pennsylvania, Vermont

Table 2: Details about States with 3 Carnegie Units of Math Required

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
3 Carnegie Units w/ requirement of Algebra I or equivalent	8	16%	Connecticut, Hawaii, Idaho, Illinois, New Jersey, Oklahoma, Virginia, Washington
3 Carnegie Units w/ requirement of math higher than Algebra I	10	20%	Indiana, Kentucky, Maryland, Minnesota, New York, Oregon, South Dakota, Texas, Utah
3 Carnegie Units + Requirement of Math / Quantitative all years of HS	3	6%	Indiana, Kentucky, Maryland
Senior Math required	1	2%	Idaho

ATTACHMENT 4

Table 3: Details about States with 4 Carnegie Units of Math Required

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
4 Carnegie Units w/ requirement of Algebra I or equivalent	1	2%	Florida
4 Carnegie Units w/ requirement of math higher than Algebra I	13	26%	Alabama, Arizona, Arkansas, Delaware, D.C., Georgia, Louisiana, Michigan, New Mexico, North Carolina, Ohio, Tennessee, West Virginia
4 Carnegie Units + Requirement of Math / Quantitative all years of HS	1	2%	Tennessee
Senior Math required	1	2%	Michigan

Table 4: Counting Computer Science towards Math Graduation Requirement

How States Count Computer Science towards Graduation Requirements	# of States	% of All States	States Included
Computer Science Counts for Math	15	30%	Alabama, Delaware, D.C., Illinois, Kentucky, Louisiana, Maryland, Minnesota, New Jersey, North Carolina, North Dakota, Oklahoma, Tennessee, Texas, Wisconsin
Computer Science Counts for Math or Science	14	28%	Arkansas, Florida, Georgia, Idaho, Iowa, Michigan, Nevada, New Mexico, Ohio, Pennsylvania, Utah, Virginia, Washington, West Virginia
Computer Science Counts for Another Requirement	5	10%	Maryland (technology education), Oklahoma (foreign language), Tennesee (elective focus), Texas (foreign language), Virginia (CTE)
At District Discretion	4	8%	Arizona, California, Colorado, New York

<u>Policy Considerations</u>

1. Adjusting language in Administrative Code to better align with the Idaho Content Standards:
   - Section 105.01.d.i. requires students to complete two credits of "Algebra I or courses that meet the Idaho Algebra I Content Standards." The current Idaho Content Standards address high school math, but do not have separate Algebra I standards. The standards are done in an integrated fashion, and while some school districts address them through the tradiational course sequence (Algebra I, Geometry, etc.), others have adopted integrated high school math. Based on a review of the standards

and language used by other states with similar standards, recommends the requirement be "Algebra I or Integrated Math I or equivalent."

- Section 105.01.d.i. requires students to complete two credits of "Geometry or courses that meet the Idaho Geometry Content Standards." The current Idaho Content Standards address high school math, but do not have separate Geometry standards. Based on a review of the standards (which use integrated high school math) and language used by other states with similar standards, staff recommends the requirement be "Geometry or integrated equivalent."

2. Adjusting language related to Senior Math (options):
   - Maintain senior math in its current form.
   - Maintain senior math by requiring students to take a math or quantitative reasoning course (which could include physics, statistics, or even financial literacy) all four years of high school).
   - Eliminate the senior math requirement and leave all other requirements the same (with language adjustments as recommended).
   - Eliminate the senior math requirement, but require a higher level of math (Algebra II or Integrated Math II or equivalent) for graduation.

3. Cleaning up outdated language:
   - Section 105.06.c. related to granting high school credits during middle school refers to teachers who are properly certified and who meet "the federal definition of highly qualified." The Every Student Succeeds Act eliminated the highly qualified language from federal law, so staff recommends cleaning up this section of rule.

Section 2: Senior Project Graduation Requirement

While the review conducted by State Board staff revealed that many school districts and schools across the country require a senior project or capstone, it is clear that it is currently more common for the requirement to be instituted locally rather than by the state. With the exception of the written report and oral presentation, Idaho's current requirement would fall into this category. Some states (Colorado, Connecticut, Kentucky, Rhode Island) allow a senior project or capstone to be used to demonstrate competency and grant students proficiency-based credit. Other states encourage capstones or require them for certain endorsements.

Some feedback from the field has indicated that while Idaho's broad language related to the senior project allows flexibility, it has also resulted in some students completing projects that are not meaningful or academically engaging. A 2013 report by Hanover Research provides guidance regarding best practices, with a focus on implementing senior capstone projects in a manner that encourages student engagement during their senior year. The report indicates that senior capstone projects can help students synthesize prior learning, develop valuable skills (research, planning, leadership, and collaboration if there is a group component), and can build a bridge to the student's future career or higher education plans.

ATTACHMENT 4

Policy Considerations

1. Maintain the senior project requirement as it is, but provide more substantial guidance and recommendations regarding implementation.
   - This could be done by the SDE providing additional guidance / recommendations.
   - This could be done by requiring district to establish a guidance document.

2. Maintain the senior project requirement, but add more specifics regarding project qualifications.
   - Example 1: Require that the project be connected to the students 8th grade plan and/or career or higher education plans.
   - Example 2: Specify that the project must include a work-based experience (internship, apprenticeship, etc.) or product in addition to a paper and presentation.

3. Eliminate the senior project requirement and encourage districts to require / encourage capstones at the local level.

Language regarding Mastery-Based Credits

While there are some states that address some or all of their graduation requirements through a mastery- or competency-based system, there are other states that have a standard diploma but allow credits to be given by local school districts or schools based on students' demonstration of proficiency. While Idaho's language related to mastery-based credits allows maximum flexibility for districts, some feedback from the field has indicated that districts may be hesitant to use this option because of lack of clarity regarding appropriate ways to determine a student has appropriately mastered the content and is deserving of credit.

Of other states that have a standard diploma system, but offer mastery-based credits, Kentucky has some of the more developed language. Kentucky allows high school graduation credit to be awarded either through 120 hours of instructional time (in Carnegie units) in a subject or through performance-based credits. The awarding of performance-based credits is done locally and does not have a minimum number of instructional hours. However, in order to award performance-based credits, each district must establish a policy for their performance-based system that details their processes, grading system, and other details. The Kentucky State Department of Education also provides guidance on their website: https://education.ky.gov/educational/AL/pbc/Pages/default.aspx

Policy Considerations

1. Maintain the mastery-based credit language as it is in rule, but provide more substantial guidance and recommendations from the state regarding implementation.
   - Guidance and recommendations could be provided on the State Department website.

- Additional guidance, support, and discussions could be facilitated in partnership with stakeholder groups (IASA, ISBA, IEA, etc.).

2. Adjust the mastery-based credit language in rule to require districts to establish a policy for awarding credit.

3. Adjust the mastery-based credit language in rule by adding more specifics regarding the methods that districts and schools can use to determine if a student has adequately demonstrated proficiency in a subject.

SENIOR MATH REQUIREMENT REPORT

An examination of the impact of Idaho's requirement that math be taken in the last year of high school

Introduction

Section 105.01.b.ii.4 of IDAPA 08.02.03 Rules Governing Thoroughness requires that students entering the 9th grade in the fall of 2009 or later take two semesters of math in the last year of high school in order to graduate. This rule is informally referred to as the "senior math requirement".

Purpose of This Report
The purpose of this report is to examine the impact of the senior math requirement in Idaho to better inform future policy decisions on high school graduation requirements.

Questions Examined
This report explores the following questions:

- **How did the senior math requirement change course-taking behavior at the secondary and postsecondary level?**
    - Did students take easier math courses in the senior year of high school?
    - Did students take a gap year in the junior year instead of the senior year of high school?
    - Did students take higher level postsecondary math courses?
    - Did students take and pass more postsecondary math courses?
- **How did students perform at the secondary and postsecondary level?**
    - Did students receive higher grades in higher level math courses?
- **Did the senior math requirement better help prepare students for taking postsecondary math courses?**
    - Did fewer students need remediation?

Methods

Data Source
Data for this report came from the Educational Analytics System of Idaho (EASI)

What is a cohort?
This report bases cohorts on the year a student graduated or when a student would have most likely graduated.

How was the difficulty level of math courses determined?
Categorization of the difficulty level of math courses was based upon a table developed in a report titled "Teacher Characteristics and Secondary Mathematics Achievement in Idaho" that categorizes difficulty based upon the course and the grade level of the student when taking the course. As the data in this report included courses not referenced in the original table because of the inclusion of additional years, the original was expanded to include the additional courses (See Appendix A).

Report Limitations

What needs to be taken into consideration when reviewing the findings?

Limited Review of Updated Math Difficulty Level Table

Due to the timing of the requests to review courses added to the original secondary math course difficulty table developed and validated by Dr. Champion and Dr. Carney of Boise State University, only one school district was able to review and validate courses added to the original table.

Incomplete Data

Missing Cohorts Before 2010-2011
The Educational Analytics System of Idaho began data collection in the 2010-2011 academic year. As a result, the first year of students with data for the senior year is the 2010-2011 cohort. Unfortunately discrepancies and missing records for the 2010-2011 cohort required reliance on the 2011-2012 cohort as the primary comparison year, since it is the last cohort that did not graduate under the senior math requirement. In an effort to achieve greater consistency, this report examines data for the junior and senior year of cohorts starting in 2012 and ending in 2016.

Missing Summer School Data
School districts are not required to submit data for summer courses, so this report does not include math courses taken during the summer.

Does Not Include Transfer Students
EASI does not include data for courses taken as a home-school student or courses taken from private schools. All students not enrolled for more than 120 days in a public school during each school year were therefore excluded from the analysis.

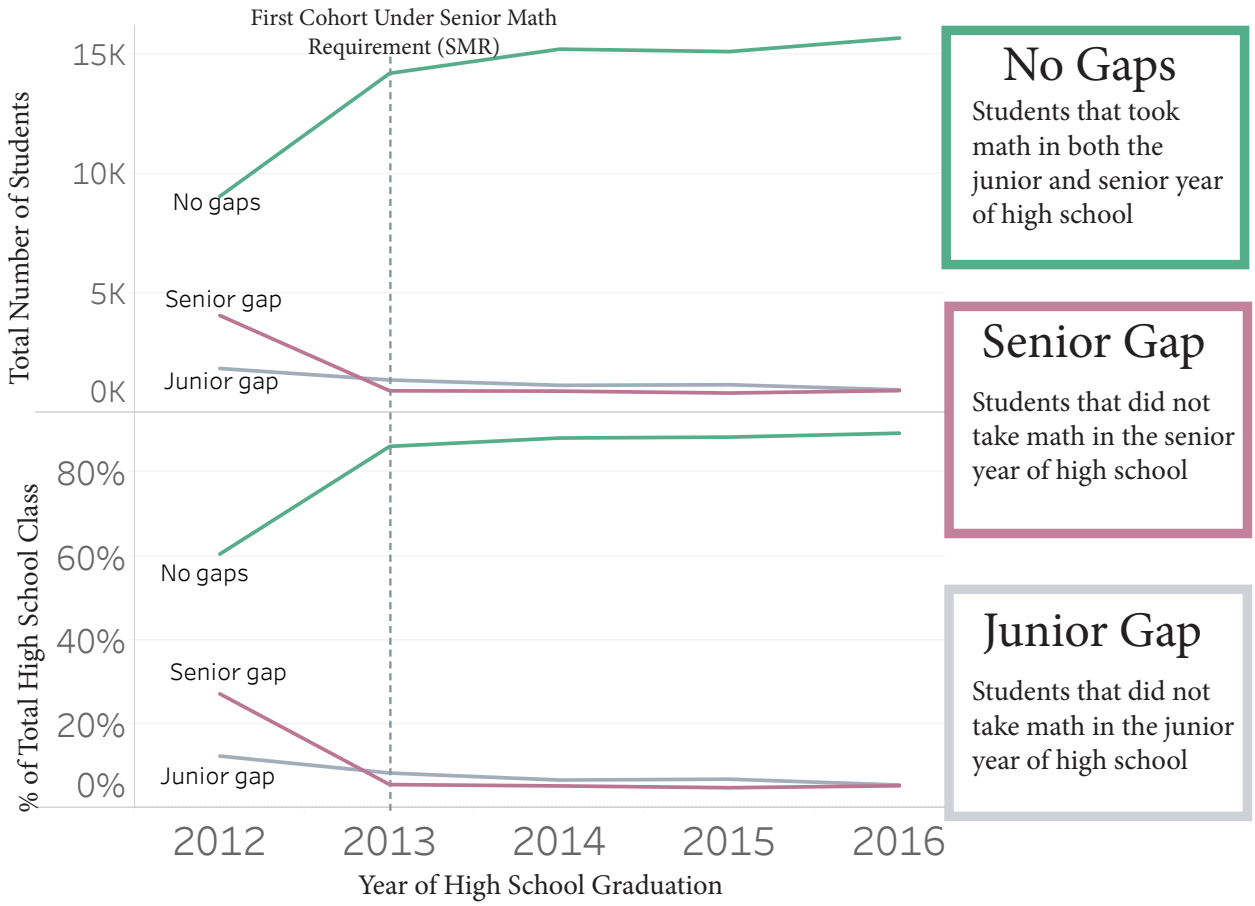
Confounding Variables

Changes to Math Content Standards
New mathematical content standards were adopted by Idaho in 2010 and formally required in the 2011-2012 school year. As a result, some students in the 2012 cohort could have taken math courses under different content standards. Additionally, differences in performance across cohorts could be attributed to changes in content standards.

SECONDARY FINDINGS

Did more students not take math in the junior year after the senior math requirement?

Figure 1. When students chose to not take a math course



What does the graph show?

- The graph shows whether or not a student took any math course in their junior year only (Senior Gap), their senior year only (Junior Gap), or in both their junior and senior year of high school (No Gaps).

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year

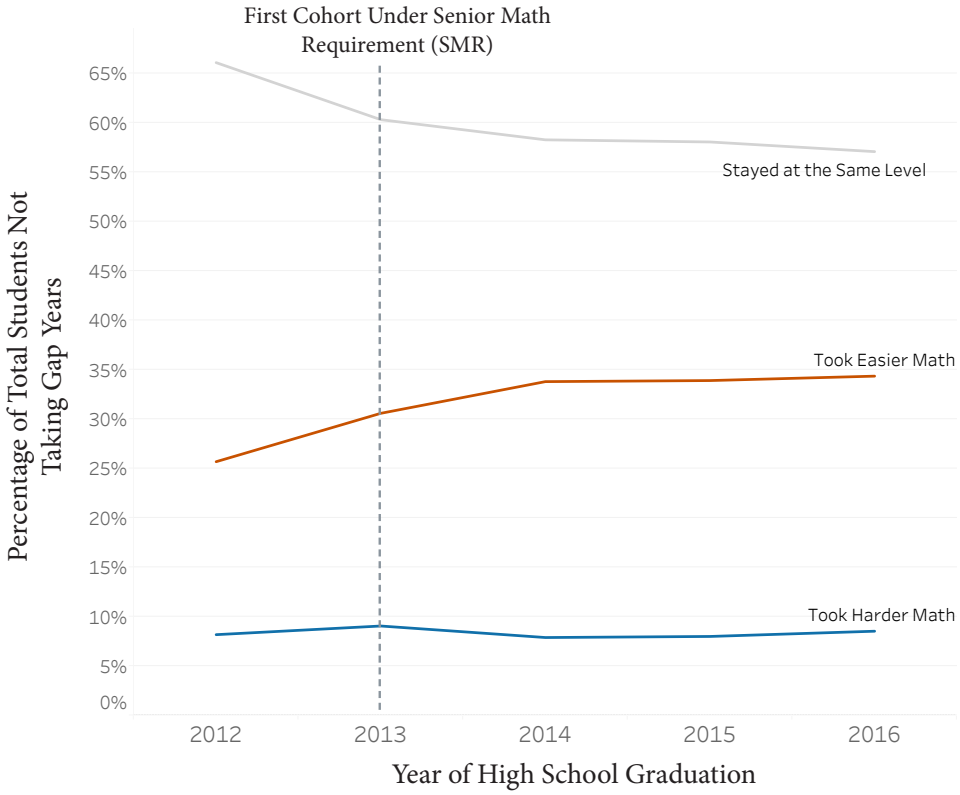
What is the major takeaway?

The spike in the number and percentage of students taking math in the junior and senior year after the high school class of 2012 indicates that more students took math in both their junior and senior years of high school following implementation of the senior math requirement.

SECONDARY FINDINGS

Did students that took math in both their junior and senior year take an easier class in the senior year than they took in their junior year?

Figure 2. Type of math taken in the senior year vs. type of math taken in the junior year



Stayed at the Same Level

Students that took a math course in their senior year that was at a similar level as the as the math course the took in their junior year

Took Easier Math

Students that took a math course that was less challenging in the senior year than the course they took in the junior year

Took Harder Math

Students that took a math course in their senior year that was more difficult than the math course they took in their junior year

What does the graph show?

- The graph shows the most difficult math course attempted in the junior year in comparison with the most difficult math course attempted in the senior year.

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year
- Students that took math in their junior and senior years

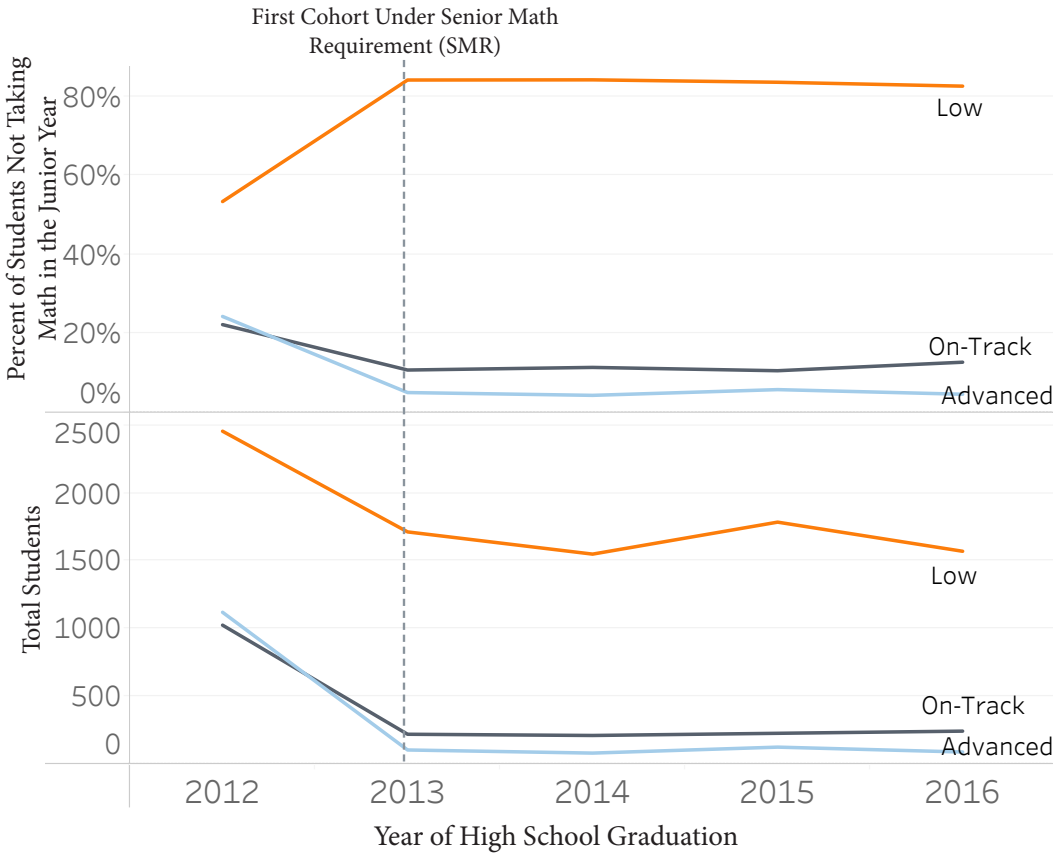
What is the major takeaway?

The increase in the percentage of students falling into the "Took Easier Math" category after the class of 2012 indicates that students started taking easier math courses following implementation of the senior math requirement. Further examination of course-taking behavior revealed that a majority of students taking easier math classes started in a class appropriate for their grade level in the junior year and transitioned into math classes below their grade level in the senior year.

SECONDARY FINDINGS

For students that did not take math in their junior year, what level of math did they take in their senior year?

Figure 3. Math track selected after not taking math in the junior year



Low
Students not taking a class their junior year and taking a class below their grade level in the senior year

On-Track
Students not taking a class their junior year and taking a class expected for their grade level in the senior year

Advanced
Students not taking a class their junior year and taking a course above their grade level in the senior year

What does the graph show?

- The graph shows the highest math course attempted by a student in their senior year of high school

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year
- Students that did not take math in their junior year, but took math in their senior year of high school

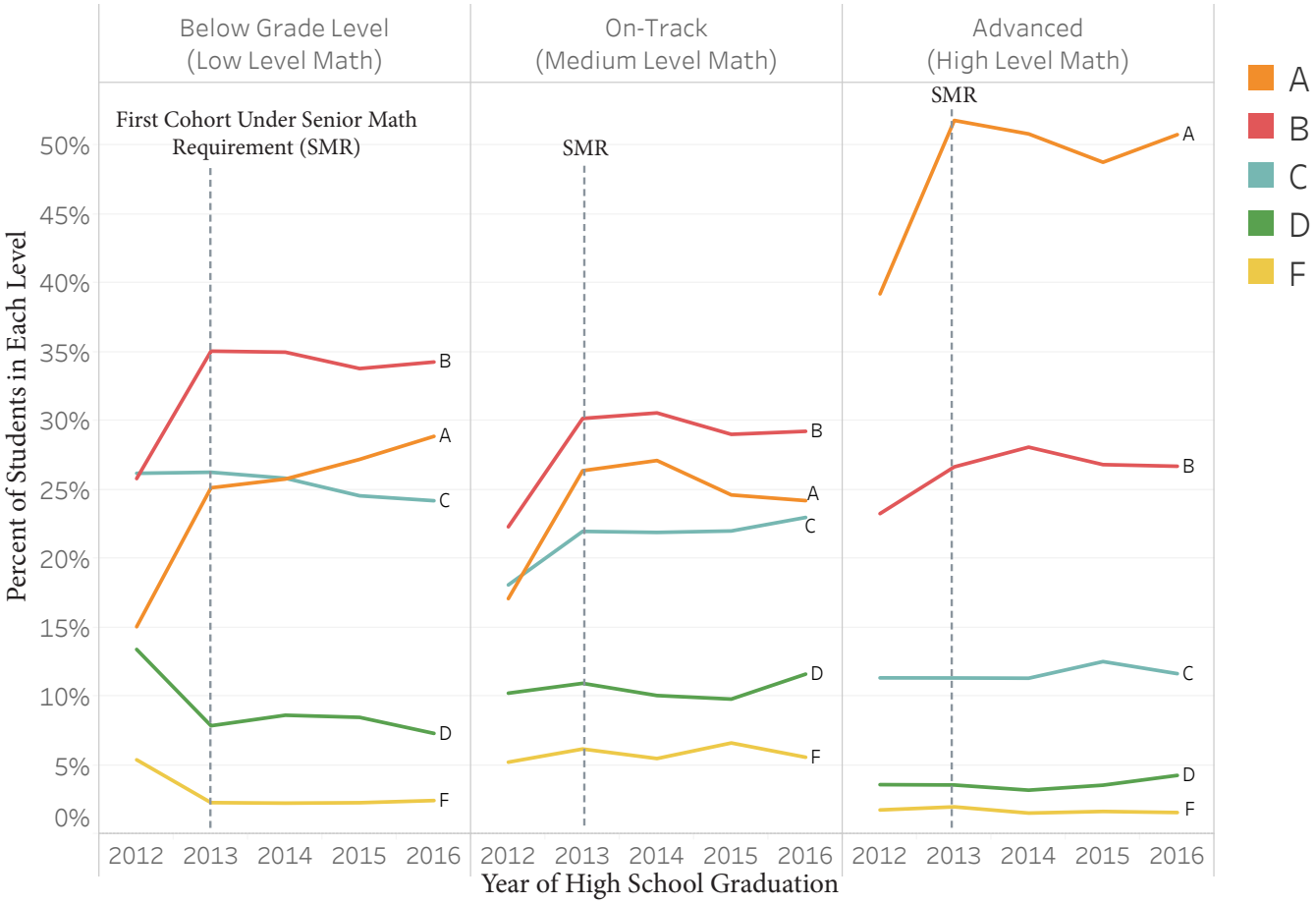
What is the major takeaway?

The spike in the percentage of students in the orange "Low" category after 2012 means that more students not taking a math class in their junior year of high school jumped into easier math classes in their senior year after the senior math requirement. However, the dip in the total number of students in all of the categories reflects that fewer students did not take math in the junior year overall.

SECONDARY FINDINGS

How did students perform in the highest level of math they attempted in high school?

Figure 4. Grades achieved for the highest level of math attempted, by highest level of math attempted



What does the graph show?

The graph shows the highest grade achieved for the highest level of math attempted in high school in the junior or senior year. For example, of the students in the class of 2012 that only attempted math courses below their grade level in terms of difficulty ("Below Grade Level") during their junior or senior year, 26% received a B as their highest grade. Categories of math classes are based off of the "low", "medium", and "high" categories in the math difficulty table (see Appendix A).

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year

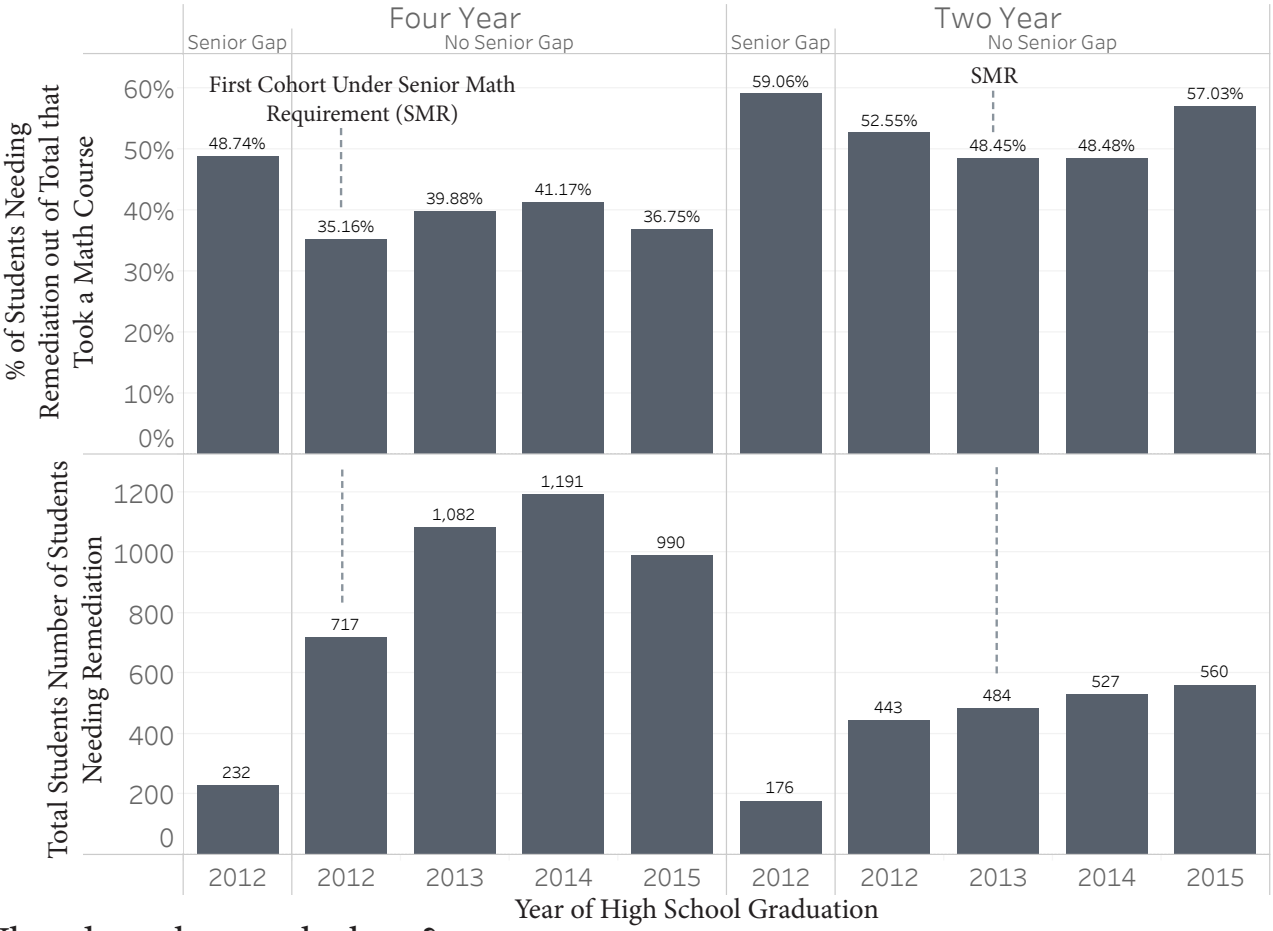
What is the major takeaway?

Increases in the percentage of students receiving As and Bs in all math difficulty categories after the class of 2012 indicates that students performed better in the highest level of math they attempted following implementation of the senior math requirement.

POSTSECONDARY FINDINGS

How many students needed remediation after the senior math requirement?

Figure 5. Percent of students needing remediation by institution type



What does the graph show?

The graph shows the number and percentage of students flagged as needing remediation or taking a remedial math class in the first two years of postsecondary education at a four year institution or a two year institution. "Senior Gap" refers to students that did not take math in the senior year of high school, for the 2012 cohort only. "No Senior Gap" refers to students that did take math in the senior year of high school.

Who is in the graph?

- Students that attended a public high school in Idaho for more than 120 days in their junior and senior year
- Students enrolled at an Idaho public institution other than College of Eastern Idaho (CEI) or College of Western Idaho (CWI) within a year of graduating high school. Students enrolled in CWI or CEI were excluded from the data set due to incorrectly flagged remedial coursework or the absence of data.

What is the major takeaway?

Students in the high school class of 2012 that did not take math in their senior year ("Senior Gap") had higher rates of remedial need in math than students in the same high school class that did take math in their senior year ("No Senior Gap"). Additionally, a greater percentage of students enrolled in two year institutions needed remediation or took remedial math courses than students enrolled in four year institutions.

SUBJECT

2021-2026 K-20 Education Strategic Plan

REFERENCE

December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan.
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration.
December 2017	Board discussed and requested additional changes to the Board's new strategic plan.
February 2018	Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures.
October 2018	Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
September 2017	The Board adopted the Higher Education Task Force recommendations, including the recommendation the Board restate the 60% educational attainment goal to: "By the year 2025, Idaho's colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy and that by June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a postsecondary education."
December 2018	Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
February 2019	Board approved updated K-20 Education Strategic Plan reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Planning and Reporting
Section 67-1903, Idaho Code

BACKGROUND/ DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. At the October 2018 Regular Board meeting as part of the K-20 Education Performance Measure discussion, the Board directed staff to bring forward annual production targets by credential level and institution based on Idaho's workforce need and educational attainment gap for inclusion in the K-20 Education Strategic plan. Staff brought forward four potential models for identifying Idaho's workforce need and educational attainment gap and potential credential production targets at the February 2019 regular Board

meeting. Board members requested Board staff to do additional outreach with the Department of Labor, Department of Commerce, Workforce Development Council and Governor's Office staff to identify the preferred model for projecting Idaho's workforce need. Staff worked with the agencies and discussed the three potential models described to the Board at the February 2019 regular Board meeting. They provided feedback agreeing with the assumptions and modeling of the projections completed by Board staff. Additionally, they determined that based on the identified gap any of the models would move Idaho in the right direction and agreed with using Oregon's workforce make up was a good aspiration goal.

IMPACT

Based on the discussion during the Work Session, staff will bring back final edits to the K-20 Education Strategic Plan for the Board's consideration at the February Board meeting. Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2020.

ATTACHMENTS

Attachment 1 – State Strategic Planning Requirements
Attachment 2 – 2021–2026 K-20 Education Strategic Plan – Draft
Attachment 3 – Potential Performance Measures - Summary
Attachment 4 – K-20 Education Strategic Plan Performance 2015-2019
Attachment 5 – Postsecondary Systemwide Performance Measures
Attachment 6 – Complete College American Initiative Status – Finishline Summary
Attachment 7 – Annual Dual Credit Report

STAFF COMMENTS AND RECOMMENDATIONS

At its October 2019 regular meeting the Board reviewed the performance of Idaho's K-20 education system based on progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan, which includes the agencies, institutions and special/health programs that makeup Idaho's education system. As part of this conversation, the Board provided feedback to staff on amendments to the K-20 Education Strategic Plan. The discussion included potential amendments for the Board to consider in the following areas:

- Performance measures targeting student success for part-time students and non-degree seeking students.
- Additional measures for student success other than going on to postsecondary education.
- Number of workforce programs provided by an institution that do not lead to a certificate or degree (i.e. workforce training courses)
- Impact of cost of college on student access and completion, with a focus on low-income students.
- Adjust the Expense per FTE benchmark for inflation.

- Broaden the performance measure "percentage of students participating internships" to include work-experiences like apprenticeship programs and service learning.
- Change the STEM field degrees to high impact fields (hard to fill jobs with high growth projections).

As a follow-up to the discussion at the October 2019 regular Board meeting, staff requested feedback for the institutional research directors on measuring student success for part-time students and non-degree granting students. Only preliminary feedback as been provided at this time and is noted on Attachment 3.

The Complete College America initiatives adopted by the Board consist of strategies that align with the Board's goals and objectives. Attachment 6 provides a summary of where the postsecondary institutions are in the implementation of these strategies.

BOARD ACTION

This item is for informational purposes only.

Statutory Requirements

ELEMENTS OF STRATEGIC PLANS

Per Idaho Code 67-1903(1), each agency's strategic plan should, at a minimum, contain the following:

1. A comprehensive outcome-based vision or mission statement covering the major divisions and core functions of the agency;
2. Goals for the major divisions and core functions of the agency;
3. Objectives and/or tasks that indicate how the goals are to be achieved;
4. Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
5. Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
6. An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

OTHER STRATEGIC PLAN REQUIREMENTS

The strategic plan should also meet the following additional requirements outlined in Idaho Code 67-1903(2)-(6):

- Covers a period of not less than four years forward including the fiscal year it is submitted and is updated annually.
- Serves as a foundation for developing performance report information.
- Provides the opportunity to consult with appropriate members of the Legislature and other stakeholders.
- Minimize the number of printed copies by using electronic versions where possible.

Cybersecurity Plans

As required by Executive Order 2017-02, the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Agencies were ordered to implement the first five CIS Controls by June 30, 2018. An update on these efforts may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum.

Red Tape Reduction Act

As instructed in the Red Tape Reduction Act (Executive Order 2019-02), each state agency is required to designate a Rules Review Officer (RRO) "to undertake a critical and comprehensive review of the agency's administrative rules to identify costly, ineffective, or outdated regulations."

Each agency shall incorporate into its strategic plan a summary of how it will accomplish this effort, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

Progress must also be reported annually through the agency's performance report under the profile of cases managed (see Part I-4 below). The following items must be reported:

- Number of Chapters of Administrative Code
- Number of Words in Administrative Code (Excluding Table of Contents and Index)
- Number of Restrictions in Administrative Code (Use of "shall," "must," "may not," "prohibited," and "required.")

ATTACHMENT 2

Idaho State Board of Education

FY2020~~0~~1-2025~~5~~6

Idaho K-20 Public Education - Strategic Plan

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment –** Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment –** Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

FY2020~~0~~1-202~~5~~6
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION STATEMENT

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

I. **Development of a single K-20 data dashboard and timeline for implementation.**
   Benchmark: Completed by FY2020**Error! Bookmark not defined.**

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

I. **Percent of Idaho community college transfers who graduate from four-year institutions.**
   Benchmark: 25%**Error! Bookmark not defined.** or more

II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
   Benchmark: 2 year – less than 55%[3]

4 year – less than 20%[3]

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

I. **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

II. **Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**
Benchmark:

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	-
5th Grade	FY21 Baseline
High School	FY21 Baseline

III. **High School Cohort Graduation rate.**
Benchmark: 95%[3] or more

IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**
Benchmark: SAT – 60%[1] or more
ACT – 60%[1] or more

V. **Percent of high school graduates who participated in one or more advanced opportunities.**
Benchmark: 80%[1] or more

VI. Percent of dual credit students who graduate high school with an Associates Degree.
Benchmark: 3%[2] or more

VII. Percent of high school graduates who enroll in a postsecondary institution:
Within 12 months of high school graduation.
Benchmark: 60%[3] or more
Within 36 months of high school graduation.
Benchmark: 80%[4] or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.
Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

II. Number of students participating in early readiness opportunities facilitated by the state.
Benchmark: TBD

GOAL 3: EDUCATIONAL ATTAINMENT – Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
Benchmark: 60%[5] or more

II. Total number of certificates/degrees produced, by institution per year:
a) Certificates
b) Associate degrees
c) Baccalaureate degrees

Total number of certificates/degrees produced, by institution annually	Preliminary, pending institution review
Certificates of at least one year	1860
College of Eastern Idaho	150
College of Southern Idaho	160
College of Western Idaho	550

North Idaho College	675
Boise State University	0
Idaho State University	300
Lewis-Clark State College	25
University of Idaho	0
Associate degrees	3925
College of Eastern Idaho	200
College of Southern Idaho	950
College of Western Idaho	990
North Idaho College	750
Boise State University	160
Idaho State University	485
Lewis-Clark State College	390
University of Idaho	0
Baccalaureate degrees	8280
Boise State University	4350
Idaho State University	1375
Lewis-Clark State College	705
University of Idaho	1850

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.
(Distinguish between new freshmen and transfers)
Benchmark: (2 year Institutions) 75%[3] or more
(4 year Institutions) 85%[3] or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
Benchmark: 50%[3] or more (2yr/4yr)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Performance Measures:

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.
Benchmark: 50% or more

II. Percent of new degree-seeking freshmen completing a gateway math course within two years.
Benchmark: 60% or more

III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
Benchmark: Transfer Students: 69/138[2] or less
Benchmark: non-transfer students: 69/138[2] or less

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

I. Annual number of state-funded scholarships awarded and total dollar amount.
Benchmark: 3,000[6] or more, $16M[7] or more

II. Proportion of postsecondary graduates with student loan debt.
Benchmark: 50% or less[8]

III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).
Benchmark: 60% or more

IV. Percent cost of attendance (to the student)
Benchmark: 96%[4] or less of average cost of peer institutions

V. Average net cost to attend public institution.
Benchmark: 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI. Expense per student FTE
Benchmark: $20,000[4] or less

VII. Number of degrees produced
Benchmark: 15,000[3] or more

GOAL 4: WORKFORCE READINESS – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. Percentage of students participating in internships.
Benchmark: 10%[4] or more

II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution[4]

III. ~~**Ratio**~~ **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
Benchmark: ~~1:0.25[10] or more~~

IV. **Increase in postsecondary programs tied to workforce needs per year.**
Benchmark: 10[9] or more

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:

I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
Benchmark: 8[10] graduates at any one time

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%[11] or more

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60%[11] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%[11] or more

V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100[9] or more

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported

by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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[1] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).
[2] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.
[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).
[5] Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.
[6] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.
[7] Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.
[8] Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.
[9] New measure.
[10] Benchmark is set based on projected and currently available state resources.
[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

ATTACHMENT 3

GOAL 1 Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.

1. EXISTING: Percent of graduates from four-year institutions who transferred from Idaho community college
    a. NEW: Add Percentage of population that transferred from CC
2. NEW: Add Community College Students Who Transfer Out (methodology will need to incorporate swirl)
3. EXISTING: Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts
    a. NEW: Breakout Math and English

Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.

1. EXISTING: Percentage of students scoring at grade level on the statewide reading assessment
2. EXISTING: Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test
3. EXISTING: Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test
4. EXISTING: High School Cohort Graduation Rate
5. EXISTING: Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks
6. EXISTING: Percent of high school graduates who participated in one or more advanced opportunities
    a. CHANGE: Move Technical Competency Credit and industry certifications breakout to proposed workforce preparation metric
7. NEW: Percentage of high school students with Core coursework who earned
    a. Gateway Math
    b. English 101
    c. English 102
    d. Science?
8. EXISTING: Percent of high school graduates who enroll in a postsecondary institution
    a. Tighten measure to Immediate, 12 months, and 36 months
9. NEW: Secondary workforce preparation performance measure
    a. Internships, career technical education participation, work skills coursework – In discussion with the Workforce Development Counsel and the U.S. Department of Labor in regard to collecting apprenticeship data

Objective B: School Readiness - Explore opportunities to enhance school readiness.

1. EXISTING: Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten
2. EXISTING: Number of students participating in early readiness opportunities facilitated by the state.

Goal 3: EDUCATIONAL ATTAINMENT - Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

1. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study
2. EXISTING: Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution
    a. NEW: Disaggregate by Full- and Part-Time (Currently Full time only, new and transfer by institution level)
3. Total number of certificates/degrees produced, by institution per year
    a. NEW: Preliminary benchmarks based on historical production and enrollment trends
4. EXISTING: Percent of full-time, first-time freshman graduating within 150% of time or less
    a. NEW: Add Transfer out at 150% of time, for community colleges only
5. EXISTING: Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
6. EXISTING: Percent of new degree-seeking freshmen completing a gateway math course within two years
7. EXISTING: Median number of credits earned at completion of Associate's or Baccalaureate degree program

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.

1. EXISTING: Annual number of state-funded scholarships awarded and total dollar amount
2. EXISTING: Total Scholarships Awarded
3. REMOVE: Proportion of postsecondary graduates with student loan debt
4. REMOVE: Percent of students who complete the Free Application for Federal Student Aid (FAFSA)
5. REMOVE: Percent change in price of attendance (to the student)
6. REMOVE: Average net price to attend public institution.
7. Replace with: Average Cost of attendance
8. Replace with: Average Unmet need
9. EXISTING: Expense per student FTE
   Replace with: Instruction, student services expense relative to overall budget
10. EXISTING: Number of degrees produced
    a. Breakouts and totals under educational attainment

Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.

1. EXISTING: Percentage of students participating in internships
2. EXISTING: Percentage of undergraduate students participating in undergraduate research
3. EXISTING: Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields
    a. Change to percentage
    b. Discussion on high impact (workforce: "hard to fill" and/or high growth potential)
4. EXISTING: Increase in postsecondary programs tied to workforce needs

Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.

1. EXISTING: Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.
2. EXISTING: Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho
3. EXISTING: Percentage of Family Medicine Residency graduates practicing in Idaho
4. EXISTING: Percentage of Psychiatry Residency Program graduates practicing in Idaho.
5. EXISTING: Medical related postsecondary programs (other than nursing)

Institution Feedback:

1. Add alignment to new Outcomes Measures from IPEDS, especially "still enrolled" and "transfer out".

    "Degree-granting institutions report the outcomes of degree/certificate-seeking undergraduate students who are not only first-time, full-time students, but also part-time attending and non-first-time (transfer-in) students. The award status is measured at specific points in times. For students that did not receive an award after 8 years, the enrollment status is reported."

    a. Transfer out is in recommendations above, limited to two-year institutions
    b. Still enrolled can be reported as back to intimal cohorts or annual enrollment broken out by tenure buckets (time from start)

2. Add breakouts to existing measures based on full- or part-time cohort
   Add part time to Retention metric

ATTACHMENT 3

3. Additional Discussion Items
   Place-bound accessibility metrics – accessibility of online courses and online programs.

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.						
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.						
Development of a single K-20 data dashboard and timeline for implementation						FY2020
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.						
Percent of community college transfers who graduate from four-year institutions[1]	2011-12 cohort	2012-13 cohort 15%	2013-14 cohort 15%	2014-15 cohort 16%	2015-16 cohort 17%	25% or more
Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts[1]	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	64%	69%	62%	62%	52%	Less than 55%
Four-year institutions	25%	43%	40%	32%	29%	Less than 20%
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.						
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.						
Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3)	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	
Kindergarten	NA	NA	NA	NA	64.1%	TBD
1st Grade	NA	NA	NA	NA	67.5%	TBD
2nd Grade	NA	NA	NA	NA	75.9%	TBD
3rd Grade	NA	NA	NA	NA	73.7%	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school)	2014-15	2015-16	2016-17	2017-18	2018-19	by 2022/ESSA Plan Goal
Math						
5th Grade	NA		42.3%	43.8%	45.5%	58.59%
8th Grade	NA		39.5%	42.1%	41.6%	57.59%
High School	NA		33.2%	34.2%	34.7%	53.30%
ELA						
5th Grade	NA		54.2%	55.8%	57.3%	68.04%
8th Grade	NA		52.9%	54.7%	54.4%	67.64%
High School	NA		60.3%	60.6%	60.3%	73.60%
Science						
5th Grade	NA		66.5%	65.6%	64.8%	FY21 Baseline
High School	NA		65.2%	67.3%	62.8%	FY21 Baseline

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	36%	33%	34%	35%	At least 60%
English		77%	71%	72%	73%	
Mathematics		54%	49%	49%	51%	
Reading		59%	57%	57%	59%	
Science		46%	44%	45%	47%	
		2016 graduates	2017 graduates	2018 graduates	2019 graduates	
SAT	25%	Test changed	33%	33%	32%	At least 60%
Evidence-Based Reading and Writing (ERW)	Test changed		62%	60%	58%	
Mathematics	25%		35%	35%	34%	
Percent of high school graduates who participated in one or more advanced opportunities[2]	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	91%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	41%	41%	
International Baccalaureate	8%	7%	3%	2%	1%	
Dual Credit	43%	65%	58%	66%	69%	
Technical Competency Credit	40%	55%	62%	59%	56%	
Industry Certification	NA	NA	NA	2%	3%	
Percent of dual credit students who graduate high school with an Associates Degree[1, 13]	1%	1%	1%	2%	2%	At least 3%
	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Percent of high school graduates who enroll in a postsecondary institution						
Within 12 months of high school graduation	53%	53%	53%	50%	11/1/2019[8]	At least 60%
	2012 graduates	2013 graduates	2014 graduates	2015 graduates	2016 graduates	
Within 36 months of high school graduation	NA	NA	64%	64%	11/1/2019[8]	At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.						
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	NA	NA	NA	NA	45.0%	TBD
	2014-15	2015-16	2016-17	2017-18	2018-19	
Number of students participating in early readiness opportunities facilitated by the state.	NA	NA	NA	NA	NA[9]	TBD

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.						
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						
	2014 cohort	2015 cohort	2016 cohort	2017 cohort	2018 cohort	
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	40.1%	42.4%	42.4%	41.8%	42.2%	At least 60%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution[1]	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	
Two-year institutions						
New student	54%	54%	58%	56%	56%	At least 75%
Transfer	NA	55%	63%	66%	61%	At least 75%
Four-year institutions						
New student	75%	75%	73%	75%	73%	At least 85%
Transfer	76%	76%	76%	76%	74%	At least 85%
Total number of certificates/degrees produced, by institution per year[1]	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminay, pending institution review
Certificates of at least one year	996	1,499	1,438	1,641	1,665	1860
College of Eastern Idaho	98	102	109	110	108	150
College of Southern Idaho	179	192	151	154	146	160
College of Western Idaho	191	229	240	402	508	550
North Idaho College	251	746	690	687	616	675
Boise State University	64	0	0	0	0	
Idaho State University	192	208	230	276	272	300
Lewis-Clark State College	21	22	18	12	15	25
University of Idaho	0	0	0	0	0	0
Associate degrees	3,259	3,197	3,325	3,503	3,451	3925
College of Eastern Idaho	97	118	121	93	147	200
College of Southern Idaho	845	919	817	800	840	950
College of Western Idaho	895	996	979	984	886	990
North Idaho College	676	306	473	610	670	750
Boise State University	168	145	116	119	133	160
Idaho State University	374	362	405	472	428	485
Lewis-Clark State College	204	351	414	425	347	390
University of Idaho	0	0	0	0	0	
Baccalaureate degrees	6,870	6,808	6,865	6,924	7,033	8280
Boise State University	3,154	3,174	3,317	3,373	3,472	4350
Idaho State University	1,155	1,228	1,168	1,166	1,233	1375
Lewis-Clark State College	544	541	528	587	626	705
University of Idaho	2,017	1,865	1,852	1,798	1,702	1850

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Percent of full-time, first-time freshman graduating within 150% of time or less[1]	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
Two-year institutions	18%	20%	22%	25%	26%	At least 50%
	2009-10 cohort	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	
Four-year institutions	42%	41%	42%	46%	47%	At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting[1]	20% to 24%	21%	21%	22%	24%	50% or more
Two-year institutions		7%	6%	7%	8%	
Four-year institutions		26%	27%	28%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years[1]	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
	35%	39%	42%	46%	46%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program[1]						
Transfer students						
Associate	86	106	103	100	93	69
Baccalaureate	140	127	121	124	126	138
Non-transfer students						
Associate	79	101	98	97	99	69
Baccalaureate	130	127	127	126	124	138
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.						
Annual number of state-funded scholarships awarded and total dollar amount[4]						
Total Scholarships Awarded	1,525	1,774	3,487	3,795	4,403	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	13	
Opportunity Scholarship	1,520	1,764	3,461	3,739	4,254	
Opportunity Scholarship for Adult Learners	0	0	0	0	57	
Postsecondary Credit Scholarship	0	0	16	45	79	
Total Dollar Amount of Scholarships Awarded[4]	$4,980,388	$5,300,248	$10,074,212	$11,822,718	$14,641,323	At least $16 M
Armed Forces and Public Safety Officer Scholarship	$63,814	$176,000	$152,038	$174,497	$185,627	
Opportunity Scholarship	$4,916,574	$5,124,248	$9,901,424	$11,585,371	$14,237,582	
Opportunity Scholarship for Adult Learners	$0	$0	$0	$0	$104,564	
Postsecondary Credit Scholarship	$0	$0	$20,750	$62,850	$113,550	
	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Proportion of postsecondary graduates with student loan debt[5]	71%	47%	48%	49%	11/15/2019[10]	Less than 50%

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)[6]	NA	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	60% or more
Percent cost of attendance (to the student) [*Inaccurately reported as change in cost*]						96% or less of peers
Two-year institutions	$12,817	FY2015	FY2016	FY2017	FY2018	
Students living off campus	$24,554	5%	-3%	13%	-10%	
Four-year institutions	$12,817					
Students living on campus		3%	-2%	-2%	4%	
Students living off campus	$24,554	7%	0%	-3%	-8%	
Average net price to attend public institution.	FY2014	FY2015	FY2016	FY2017	FY2018	
Four-year institutions	108%	101%	93%	94%	90%	90% or less of peers
	FY2014	FY2015	FY2016	FY2017	FY2018	
Expense per student FTE	$21,187	$22,140	$23,758	$24,512	$25,111	Less than $20,000
Two-year institutions	$12,817	$13,883	$15,168	$15,432	$15,196	
Four-year institutions	$24,554	$25,118	$26,691	$27,701	$28,766	
Number of degrees produced[1]	14,026	10,005	10,190	10,427	10,484	At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical						
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	5%	5%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research.[1]						
BSU	29%	35%	37%	37%	43%	Greater than 40%
ISU	41%	43%	42%	41%	38%	Greater than 50%
UI	61%	64%	65%	61%	58%	Greater than 60%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields[1] (CCA/IPEDS Definition of STEM fields)	NA	1:0.24	1:0.25	1:0.25	1:0.24	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	6	23	20	20	22	10
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho[3]	NA	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51% University of Utah - 11/22/2019	At least 60%

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	43%	47%	56%	53%	54%	At least 60%
ISU	86%	43%	71%	29%	43%	At least 60%
CDA	NA	NA	50%	83%	72%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing)[1]	NA	85	102	108	118	100

Notes:
(1) FY2019 performance measures for the postsecondary institutions are preliminary.
(2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates while the accountability metrics cover all students.
(3) At this time, this only includes WWAMI graduates.
(4) Not included are GEAR UP Scholarships as these scholarships are federally funded.
(5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included.
(6) FAFSA completion is calculated as of May of a student's senior year.
(7) This data is released by College Board and ACT, Inc. in late October.
(8) This data element cannot be computed until all PMAP data is loaded.
(9) The process for calculating this metric has not yet been established.
(10) This data is released by the Department of Education in mid-fall.
(13) This metric only includes information from the public postsecondary institutions.

ATTACHMENT 5

Postsecondary Institution
System-wide Performance Measures

Set October 2018

Timely Degree Completion

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
II. Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
    a) Certificates of one academic year or more
    b) Associate degrees
    c) Baccalaureate degrees
IV. Number of unduplicated graduates, broken out by:
    a) Certificates of one academic year or more
    b) Associate degrees
    c) Baccalaureate degrees

Remediation Reform

V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher

Math Pathways

VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

Guided Pathways

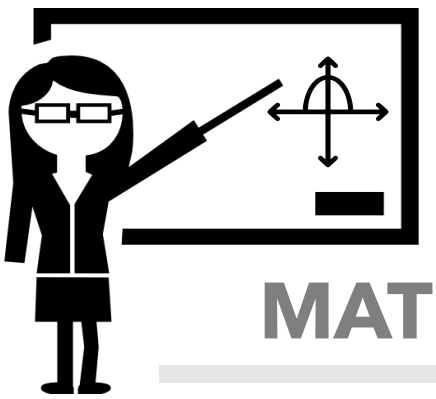
VII. Percent of first-time, full-time freshmen graduating within 100% of time

	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting					
Systemwide	**21%**	**21%**	**22%**	**24%**	**50% or more**
Two-year institutions	**7%**	**6%**	**7%**	**8%**	
College of Eastern Idaho	13%	12%	8%	8%	
College of Southern Idaho	8%	8%	10%	11%	
College of Western Idaho	4%	3%	4%	5%	
North Idaho College	6%	8%	8%	9%	
Four-year institutions	**26%**	**27%**	**28%**	**30%**	
Boise State University	24%	24%	24%	27%	
Idaho State University	22%	24%	25%	25%	
Lewis-Clark State College	23%	25%	38%	31%	
University of Idaho	36%	38%	37%	44%	
II. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)					
Systemwide	**35%**	**36%**	**40%**	**41%**	**At least 50%**
Two-year institutions	**20%**	**22%**	**25%**	**26%**	
College of Eastern Idaho	57%	53%	52%	53%	
College of Southern Idaho	21%	26%	27%	29%	
College of Western Idaho	13%	12%	20%	20%	
North Idaho College	25%	23%	27%	28%	
Four-year institutions	**41%**	**42%**	**46%**	**47%**	
Boise State University	39%	43%	46%	50%	
Idaho State University	28%	29%	32%	35%	
Lewis-Clark State College	27%	23%	33%	NA	
University of Idaho	56%	55%	59%	56%	
III. Total number of certificates/degrees produced					
Systemwide	**11,504**	**11,628**	**12,068**	**12,149**	
Certificates of at least one year	**1,499**	**1,438**	**1,641**	**1,665**	
College of Eastern Idaho	102	109	110	108	
College of Southern Idaho	192	151	154	146	
College of Western Idaho	229	240	402	508	
North Idaho College	746	690	687	616	
Idaho State University	208	230	276	272	
Lewis-Clark State College	22	18	12	15	
Associate's degree	**3,197**	**3,325**	**3,503**	**3,451**	
College of Eastern Idaho	118	121	93	147	
College of Southern Idaho	919	817	800	840	
College of Western Idaho	996	979	984	886	
North Idaho College	306	473	610	670	
Boise State University	145	116	119	133	
Idaho State University	362	405	472	428	
Lewis-Clark State College	351	414	425	347	
Bachelor's degree	**6,808**	**6,865**	**6,924**	**7,033**	
Boise State University	3,174	3,317	3,373	3,472	
Idaho State University	1,228	1,168	1,166	1,233	
Lewis-Clark State College	541	528	587	626	

University of Idaho	1,865	1,852	1,798	1,702	
IV. Number of unduplicated graduates					
Systemwide	**10,914**	**10,997**	**11,351**	**11,626**	
Certificates of at least one year	**1,485**	**1,390**	**1,475**	**1,587**	
College of Eastern Idaho	**117**	**121**	**92**	**108**	
College of Southern Idaho	**189**	**148**	**152**	**146**	
College of Western Idaho	**226**	**240**	**337**	**451**	
North Idaho College	**729**	**674**	**656**	**591**	
Boise State University	**0**	**0**	**0**	**0**	
Idaho State University	**202**	**189**	**227**	**276**	
Lewis-Clark State College	**22**	**18**	**11**	**15**	
Associate's degree	**3,007**	**3,155**	**3,306**	**3,321**	
College of Eastern Idaho	112	109	110	142	
College of Southern Idaho	853	774	736	796	
College of Western Idaho	910	893	891	861	
North Idaho College	288	449	569	639	
Boise State University	141	114	118	131	
Idaho State University	358	402	472	427	
Lewis-Clark State College	345	414	410	325	
Bachelor's degree	**6,422**	**6,452**	**6,570**	**6,718**	
Boise State University	2,998	3,141	3,196	3,289	
Idaho State University	1,196	1,139	1,131	1,174	
Lewis-Clark State College	541	521	573	616	
University of Idaho	1,687	1,651	1,670	1,639	
V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher					
Systemwide	**35%**	**40%**	**41%**	**42%**	
Two-year institutions	**23%**	**34%**	**35%**	**37%**	
College of Eastern Idaho	68%	78%	69%	20%	
College of Southern Idaho	24%	40%	42%	45%	
College of Western Idaho	26%	34%	32%	36%	
North Idaho College	16%	25%	31%	31%	
Four-year institutions	**55%**	**51%**	**53%**	**52%**	
Boise State University	52%	52%	48%	57%	
Idaho State University	58%	46%	50%	51%	
Lewis-Clark State College	45%	41%	53%	NA	
University of Idaho	62%	60%	61%	57%	
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years					
Systemwide	**39%**	**42%**	**46%**	**46%**	**60% or more**
Two-year institutions	**22%**	**24%**	**26%**	**30%**	
College of Eastern Idaho	30%	29%	24%	15%	
College of Southern Idaho	27%	29%	34%	41%	
College of Western Idaho	16%	17%	18%	24%	
North Idaho College	24%	28%	27%	30%	
Four-year institutions	**58%**	**58%**	**64%**	**61%**	
Boise State University	75%	77%	80%	82%	
Idaho State University	39%	40%	42%	42%	

Lewis-Clark State College	50%	48%	52%	NA
University of Idaho	63%	64%	69%	53%
VII. Percent of first-time, full-time, freshmen graduating within 100% of time				
Systemwide	**20%**	**23%**	**24%**	**25%**
Two-year institutions	**12%**	**14%**	**15%**	**19%**
College of Eastern Idaho	31%	38%	46%	50%
College of Southern Idaho	13%	15%	15%	18%
College of Western Idaho	6%	9%	11%	12%
North Idaho College	15%	17%	19%	21%
Four-year institutions	**23%**	**26%**	**27%**	**27%**
Boise State University	21%	26%	29%	29%
Idaho State University	14%	16%	16%	20%
Lewis-Clark State College	10%	18%	21%	18%
University of Idaho	34%	35%	37%	34%

Notes:
(1) FY2019 performance measures for the postsecondary institutions are preliminary.

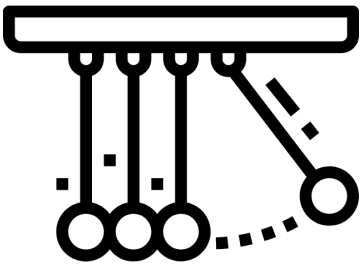


MATH

100% of Idaho institutions have developed math pathways with non-algebra options

88% advise students to complete GATEWAY MATH in Year 1

75% of Idaho institutions are already implementing co-requisite support for gateway math



MOMENTUM

75% of Idaho institutions have implemented Think 30

THINK 30

88% provide degree maps

100% are implementing MOMENTUM YEAR strategies:

- 6-9 credits in the major in Year 1
- Gateway math & English in Year 1
- 30 credits in Year 1

META MAJORS

50% have developed META MAJORS but may call them FOCUS FIELDS or FOCUS AREAS

Idaho institutions are working collaboratively to develop a shared understanding of meta majors and identify common pathways to improve advising for dual credit and college students

ADULT LEARNERS

All institutions offer at least one flexible program to meet the needs of adult learners

11 ASSOCIATE'S
30+ BACHELOR'S
40+ OTHER (certificates)

88% of Idaho institutions have policies to accept credit for Prior Learning

88% provide credit for experience-based learning

PLA

Finish Line Survey Results January 2020

Provided are results from the Finish Line Survey. For each Complete Collage America (CCA) strategy, institutions reported on their progress, indicated whether they were in the design phase, implementation phase, or monitoring/evaluation phase.

MATH

All 8 institutions have developed a set of math pathways, including non-algebra options, aligned to majors. Four institutions are in the implementation stage, and four are in the monitoring state. Seven institutions have implemented or are monitoring their math co-requisite support. The University of Idaho is developing co-requisite support for math, with Fall 2020 as the implementation date. Seven institutions have implemented or are monitoring completion of gateway math in the student's first year. College of Eastern Idaho is in the design phase, and their math faculty, advisors, and career counselors are working together to implement in Fall 2020.

	Math Pathways			Math Corequisite			Complete Math Year 1		
	Design	Implement	Monitor	Design	Implement	Monitor	Design	Implement	Monitor
Boise State University			x			x			x
College of Eastern Idaho		x					x		
College of Southern Idaho			x			x			x
College of Western Idaho			x			x			x
Idaho State University			x			x			x
Lewis-Clark State College		x			x			x	
North Idaho College		x			x			x	
University of Idaho		x		x				x	

MOMENTUM

All 8 institutions will implement Momentum Year strategies. Three are in the design stage, 3 are in the implementation stage, and two are monitoring progress. Four institutions have implemented Think 30 campaigns, two are monitoring progress, and two are designing their programs. Two-year institutions still have challenges with the Think 30 strategy due to their student population of part-time, working students.

	Momentum Year			Think 30		
	Design	Implement	Monitor	Design	Implement	Monitor
Boise State University		x			x	
College of Eastern Idaho	x			x		
College of Southern Idaho		x		x		
College of Western Idaho			x		x	
Idaho State University			x			x
Lewis-Clark State College	x				x	
North Idaho College		x			x	
University of Idaho	x					x

META-MAJORS

A CAAP subcommittee is working collaboratively to develop a shared understanding of meta-majors and identify common pathways to improve advising for dual credit and college students. University of Idaho has not yet engaged faculty in meta-major discussions. Three institutions are in the design stage, three are implementing meta-majors or focus areas, and one institution is monitoring progress. Regarding degree maps, five institutions have implemented degree maps and two are monitoring progress. College of Eastern Idaho is in the design phase.

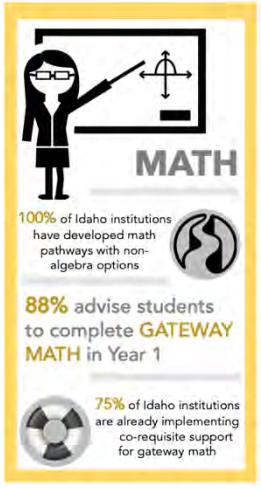
	Meta-Majors			Degree Maps		
	Design	Implement	Monitor	Design	Implement	Monitor
Boise State University		x			x	
College of Eastern Idaho	x			x		
College of Southern Idaho		x				x
College of Western Idaho			x			x
Idaho State University	x				x	
Lewis-Clark State College	x				x	
North Idaho College		x			x	
University of Idaho	Pre				x	

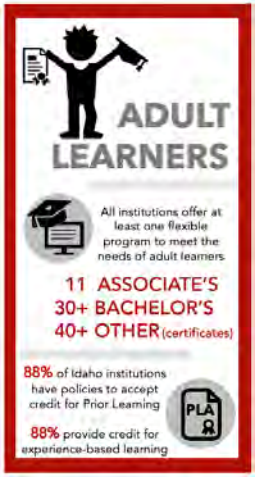
ADULT LEARNERS

All 8 institutions currently offer programs to meet the needs of adult learners. Four are already monitoring progress. There are a variety of degree and credential opportunities for students at the undergraduate level. Seven institutions have developed processes to facilitate acceptance of credit for prior learning, and six institutions currently grant credit for experiential learning.

	Programs for Adult Learners			Number of Programs			PLA Policies	Credit for Experiential Learning
	Design	Implement	Yes	Associates	Bachelors	Credentials	Yes/No	Yes/No
Boise State University			x	1	12	39	Yes	Yes
College of Eastern Idaho		x	x	1 (in 2020)			Yes	In progress
College of Southern Idaho			x	4		3	Yes	Yes
College of Western Idaho			x				Yes	Yes
Idaho State University			x	5	8	1	Yes	Yes
Lewis-Clark State College		x	x		4+		Yes	Yes
North Idaho College		x		1			No	Yes
University of Idaho		x	x	NA	5		Yes	In progress

Note: Need to check accuracy of number of programs. May be differences in ways institutions are defining/counting programs.





Dual Credit in Idaho's Public Postsecondary Institutions: 2019

Executive Summary

Idaho students are increasingly pursuing dual credit.[1] Between FY2015 and FY2019, the number of Idaho students earning dual credits more than doubled. Over half of Idaho's 2019 high school graduates earned some dual credits prior to high school graduation. The vast majority of students who participate in Idaho's Advanced Opportunities[2] program do so by enrolling in dual credit courses.

As more students participate in dual credit, understanding how students who participate in dual credit compare to students who do not is becoming increasingly more important. In this report, we provide descriptive statistics on both the prevalence of dual credit in Idaho's public postsecondary institutions as well as the characteristics and academic outcomes of the students who participate.

First, we report the extent of dual credit in Idaho's public postsecondary institutions in FY2019. The vast majority of dual credits earned are academic rather than career technical credits. Second, we document the growth in the number of Idaho secondary students earning dual credits in Idaho's public postsecondary institutions between FY2015 and FY2019.

Third, we show that, in every year of our analysis, students who earn dual credits in high school differ along several demographic characteristics from those who do not. Students who earn dual credits are more likely to be female, less likely to be economically disadvantaged, and more likely to be white or Asian than students who do not earn dual credit. Students who earn dual credits are less likely to be American Indian, black, or Hispanic than students who do not earn dual credit. These findings are consistent with findings for the 2019 Advanced Opportunities program managed by the Idaho State Department of Education (SDE).

Finally, in this report, we examine the outcomes of students after high school graduation and find that students who earn more dual credits in high school are more likely to go on to college, persist through college, and earn college degrees in fewer years than students who earn no or few dual credits in high school.

Methodology

We collected data from three different sources for this study: (1) the annual dual credit reports submitted by Idaho's public postsecondary institutions to the Office of the State Board of Education to show dual credits earned and students served at each of those institutions; (2) data from the Statewide Longitudinal Data System (SLDS) to characterize secondary student demographics, go on rates[3], postsecondary retention rates, college degree attainment and the number of dual credits earned prior to the 2014-15 academic year; and (3) data compiled from a State Board of Education data request to

[1] Dual credit courses are college level courses taken by junior high/high school students. A student receives both high school and college credit for a dual credit course.
[2] Advanced Opportunities encompasses Advanced Placement, International Baccalaureate, Technical Competency Credit, College Level Examination Program, Overload Courses, and Dual Credit. Furthermore, Advanced Opportunities includes students taking dual credit at private postsecondary institutions.
[3] The go on rate is the rate at which high school graduates go on to college. Go on rates as measured at several intervals – the fall immediately after high school graduation, within one year of high school graduation, and within three years of high school graduation.

the public postsecondary institutions for the dual credits earned in the 2014-15 through 2018-19 academic years.

In conducting this study, we used a z-test to determine whether or not differences between groups were statistically significant and report differences as statistically significant for levels of 0.01 or lower.[4] Our aim is to provide descriptive statistics in this report to characterize dual credit in Idaho's public postsecondary institutions.

The results from the analysis on student outcomes should not be interpreted as *causal*. While students who earn more dual credits are more likely to go on, be retained in college, and earn an associate or bachelor degree than students who earn no or fewer dual credits, these differences are not necessarily *caused* by the differences in dual credits earned. Students who are more likely to go on, be retained, and earn a degree may also be more likely to earn dual credits. In-depth statistical modeling will be necessary to better understand the degree to which the relationship observed is causal versus correlative. This will be the focus of our future research.

Background

Idaho's Advanced Opportunities program was instituted in its current form on July 1, 2016. It merged several already existing programs (specifically, 8 in 6; Dual Credit for Early Completers; Fast Forward; and the Mastery Advancement Program). The current Advanced Opportunities program authorizes for every public secondary student in grades 7 through 12 up to $4,125 to spend on Advanced Opportunities.[5] All local education agencies (LEAs) are required to offer at least one Advanced Opportunity program.[6] Not all LEAs offer all programs. Therefore, students may be constrained in their choice of which Advanced Opportunities program to pursue based on the school district or charter school they attend.

According to the SDE's annual Advanced Opportunities Program report, 27,920 students enrolled in dual credit courses out of the 37,497 total students who participated in the Advanced Opportunities program.[7] Furthermore, 88% of the dual credits attempted (189,562 out of 215,815) were attempted at Idaho's public postsecondary institutions.[8]

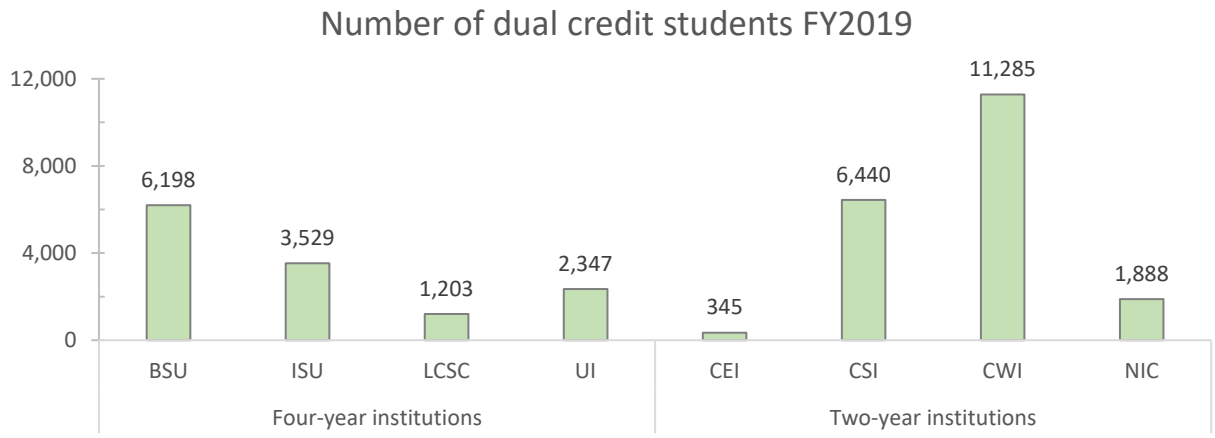
The data used in this analysis includes dual credits earned through the Advanced Opportunities program as well as dual credits earned by Idaho secondary students which were not paid for out of the student's Advanced Opportunities funds.

[4] A z-test is used instead of a t-test because the differences between groups are differences in proportions (such as the proportion female or the proportion who go on to college).
[5] Programs that constitute Advanced Opportunities are identified in Section 33-4602, Idaho Code.
[6] Pursuant to IDAPA 08.0203.106 as defined in IDAPA 08.0203.007.
[7] Advanced Opportunities, Annual Totals FY 19, https://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2019-Advanced-Opportunities-Program-Totals.pdf, downloaded December 19, 2019.
[8] Ibid.

Dual Credit in FY2019

Figure 1 shows the number of students who earned dual credits at each institution in FY2019.[9] More students earned dual credits at two-year institutions than at four-year institutions (19,958 at two-year institutions versus 13,277 at four-year institutions), and the most students earned dual credits at the College of Western Idaho, specifically. Of the four-year institutions, Boise State University had the most dual credit earners.

Figure 1: Number of Idaho students who earned dual credit at each institution, FY2019 (duplicated headcount)



In FY2019, there were 184,924 dual credits earned at Idaho's public postsecondary institutions (see Figure 2). Consistent with the fact that they serve the majority of dual credit students, two-year postsecondary institutions awarded the majority of dual credits (students earned 116,767 dual credits at two-year institutions and 68,157 at four-year institutions). The College of Western Idaho alone accounted for one-third of the total dual credits earned in FY2019.

Most of the dual credits earned in FY2019 were academic dual credits (see Figures 3 and 4). Approximately 96 percent of dual credits earned were academic. Two-year institutions awarded the most academic dual credits and career technical dual credits. While the College of Western Idaho provided the most academic dual credits across all institutions, it provided the fewest career technical dual credits across institutions that provided them. The College of Southern Idaho and North Idaho College provided the most earned career technical dual credits. Those two institutions accounted for two-thirds of the career technical dual credits earned in FY2019.

[9] Students may earn dual credits at more than one institution. Therefore, aggregating students across institutions will overstate the number of unique students who earned dual credits.

Figure 2: Number of total dual credits earned by institution, FY2019

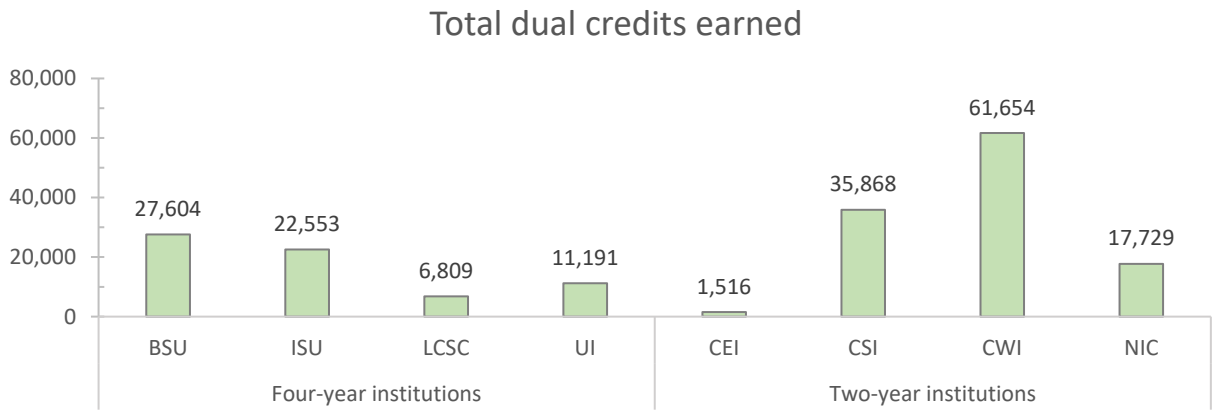


Figure 3: Number of academic dual credits earned by institution, FY2019

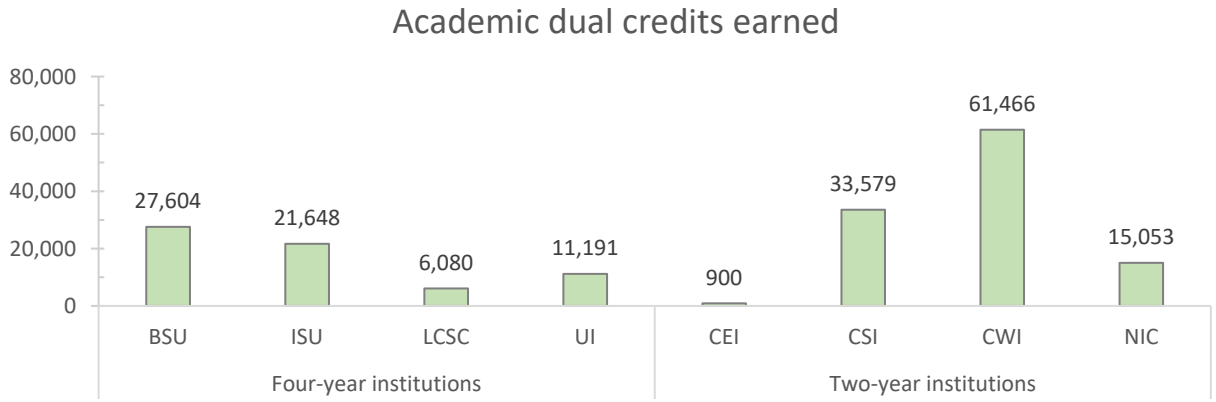
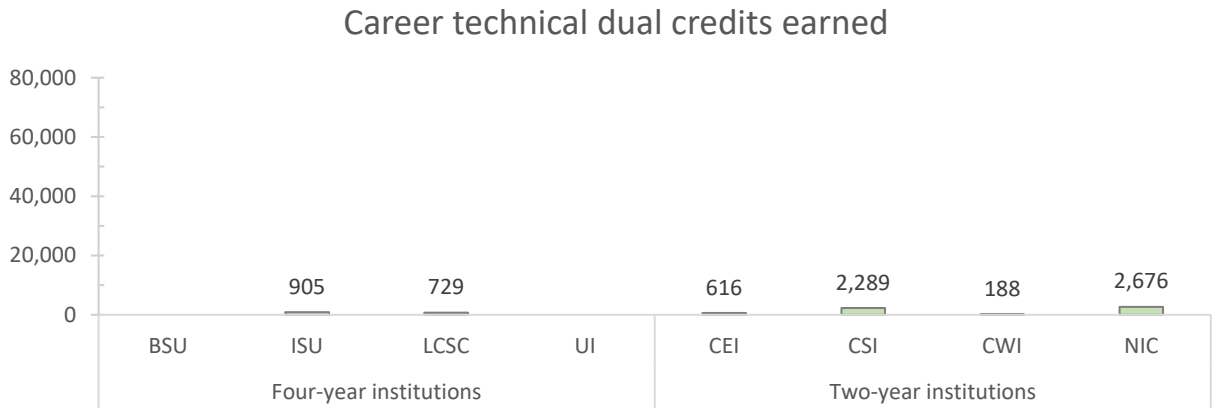


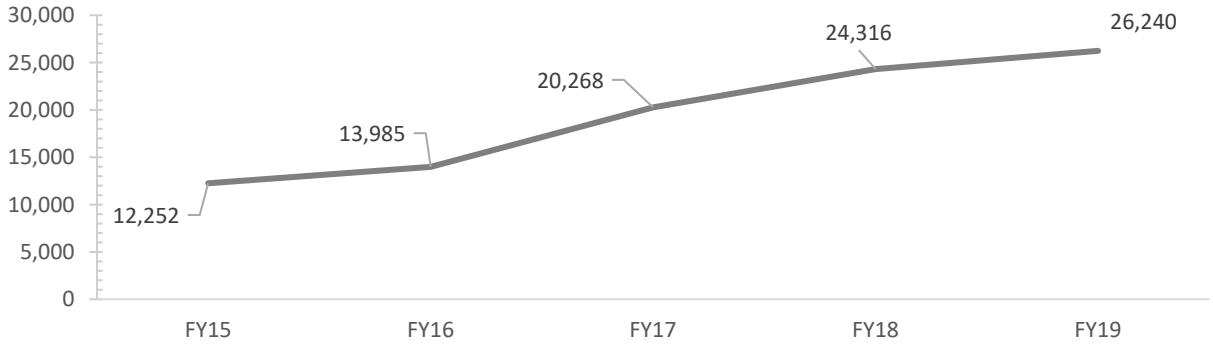
Figure 4: Number of career technical dual credits earned by institution, FY2019



Growth in Dual Credit

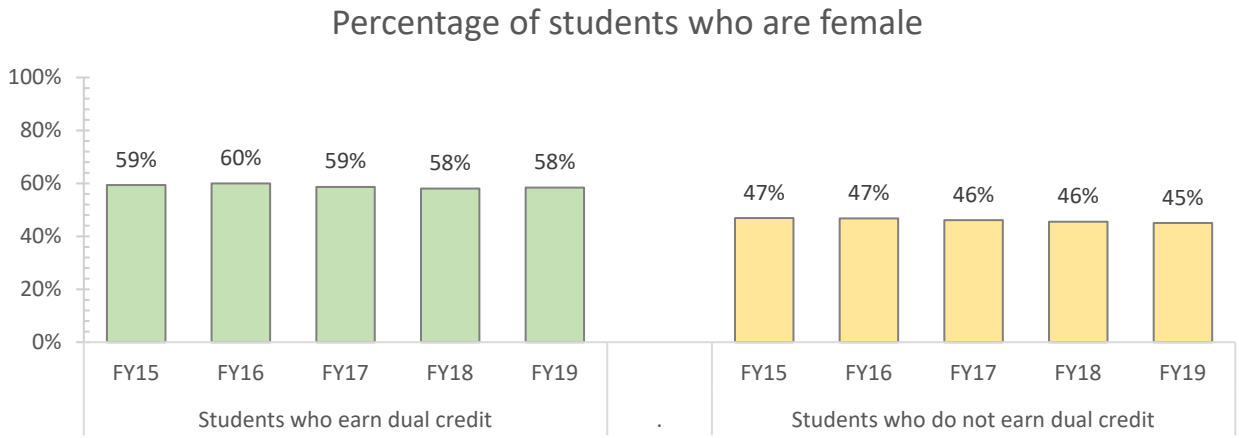
Since FY2015, the number of students participating in dual credit has more than doubled (see Figure 5). This represents the unique (i.e. unduplicated) student count across institutions (the sum of students served by each institution as shown in Figure 1 includes students who earn credits at more than one institution). The increase has been most pronounced since the implementation of the Advanced Opportunities program in FY2017.

Figure 5: Number of Idaho secondary students participating in dual credit at Idaho's postsecondary institutions, FY2015 through FY2019 (unique headcount)



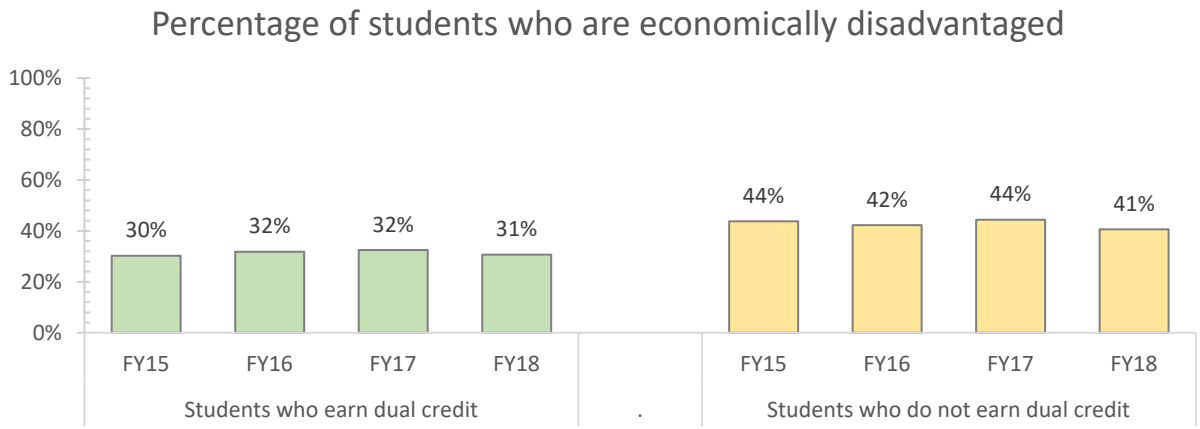
With regards to several demographic characteristics, students who earn dual credits consistently differ from students who do not earn dual credit. Dual credit students are more likely to be female than students who do not earn dual credits (see Figure 6). Dual credit students are also less likely to be economically disadvantaged than students who do not earn dual credit (see Figure 7).[10]

Figure 6: Percentage of dual credit students who are female compared to students who do not earn dual credit, FY2015 through FY2019



[10] The differences between the dual credit population and the non-dual credit population is statistically significant for both gender as well as economic disadvantage at the 0.001 level in every year.

Figure 7: Percentage of dual credit students who are economically disadvantaged compared to students who do not earn dual credit, FY2015 through FY2019



In terms of race and ethnicity, dual credit students are more likely to be white and Asian and less likely to be Hispanic, black, or American Indian than students who do not earn dual credit (see Figure 8 and Table 1).[11] Dual credit students are about as likely to be Hawaiian/Pacific Islander and multiple races as students who do not earn dual credit.[12]

[11] The difference between the dual credit population and the underlying population is statistically significant at the 0.001 level between FY2017 and FY2019 for Asian students and is statistically significant at the 0.001 level for all years for white students, Hispanic students, black students, and American Indian students.
[12] The difference between the dual credit population and the underlying population is statistically significant at the 0.001 level for only a few years.

Figure 8: Percentage of dual credit students by race/ethnicity compared to students who do not earn dual credit, FY2015 through FY2019

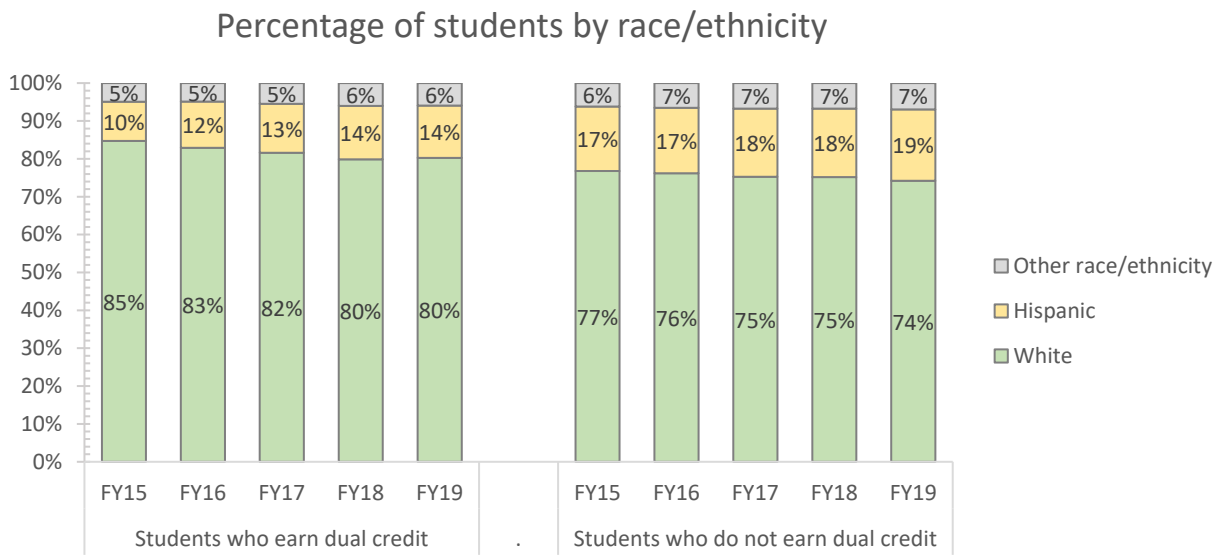
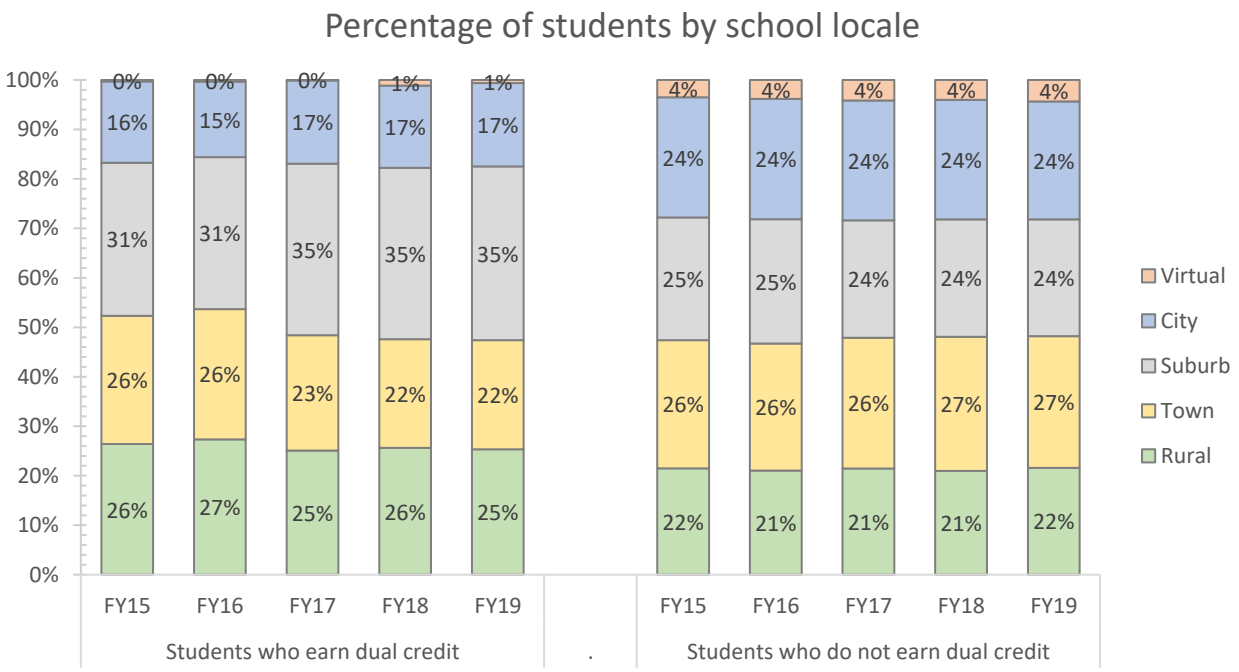


Table 1: Percentage of dual credit students by race/ethnicity compared to students who do not earn dual credit, FY2015 through FY2019

	FY2015	FY2016	FY2017	FY2018	FY2019
Students who earned dual credit					
White	84.7%	82.9%	81.6%	79.9%	80.2%
Hispanic	10.3%	12.2%	12.9%	14.1%	13.8%
Other race/ethnicity					
Multiple races	1.9%	2.0%	2.0%	2.3%	2.4%
Asian	1.4%	1.4%	1.8%	1.9%	1.8%
Black	0.9%	0.6%	0.7%	0.8%	0.8%
American Indian	0.6%	0.6%	0.6%	0.8%	0.6%
Hawaiian/Pacific Islander	0.3%	0.2%	0.3%	0.3%	0.3%
Students who did not earn dual credit					
White	76.8%	76.2%	75.3%	75.2%	74.2%
Hispanic	17.0%	17.3%	18.0%	18.1%	18.8%
Other race/ethnicity					
Multiple races	2.0%	2.3%	2.4%	2.5%	2.6%
Asian	1.4%	1.4%	1.4%	1.3%	1.2%
Black	1.2%	1.3%	1.3%	1.3%	1.4%
American Indian	1.2%	1.2%	1.2%	1.2%	1.3%
Hawaiian/Pacific Islander	0.3%	0.4%	0.4%	0.4%	0.4%

Finally, dual credit students are more likely to attend schools in rural and suburb locales than students who do not earn dual credit (see Figure 9).[13] Dual credit students are less likely than students who do not earn dual credits to attend schools in town, city, and virtual (i.e. online) locales.[14] See the appendix for a more detailed breakdown of school locales.

Figure 9: Percentage of dual credit students by school locales compared to students who do not earn dual credit, FY2015 through FY2019



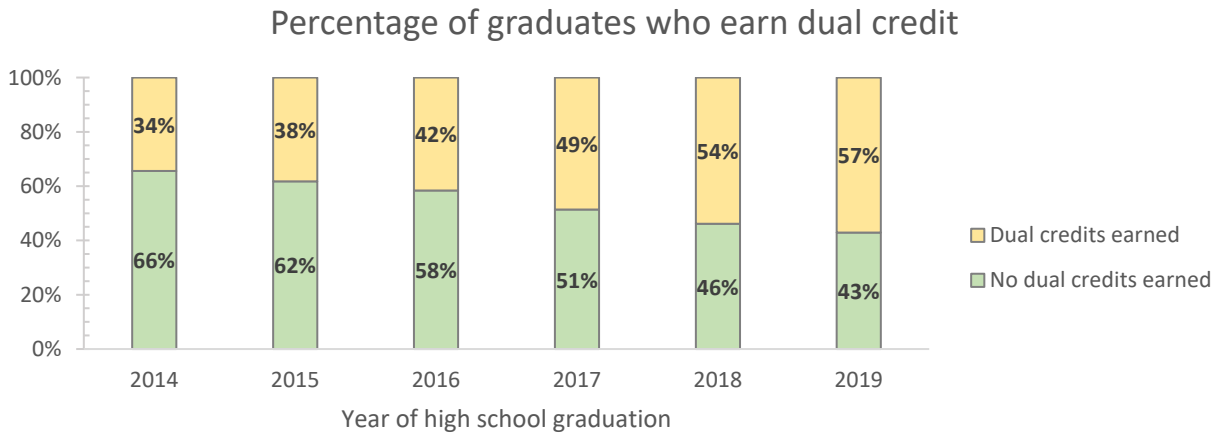
[13] The difference between the dual credit population and the non-dual credit population is statistically significant at the 0.001 level for all years for rural and suburb locales.

[14] The difference between the dual credit population and the non-dual credit population is statistically significant at the 0.001 level for all years for city locales and virtual schools. It is statistically significant at the 0.001 level for FY2017 through FY2019 for town locales.

Outcomes for dual credit students

Over time, students have become more likely to graduate high school having earned at least some dual credits (see Figure 10). Approximately one-third of high school graduates in 2014 had earned dual credits compared to 57 percent of graduates in 2019.

Figure 10: Percentage of high school graduates who earned dual credits and those who did not earn dual credits, 2014 through 2019



Most high school students graduating with dual credits earn 9 or fewer dual credits. The percentage of graduates who earn between 10 and 19 dual credits has doubled since 2014 while the percentage of graduates who earn 20 or more dual credits has tripled since 2014. The percentage of graduates who earn an Associate degree has gone from 0 percent to 1 percent since 2014 (see Figure 11 and Table 2).

Figure 11: Percentage of high school graduates who earned dual credits by number of dual credits earned, 2014 through 2019

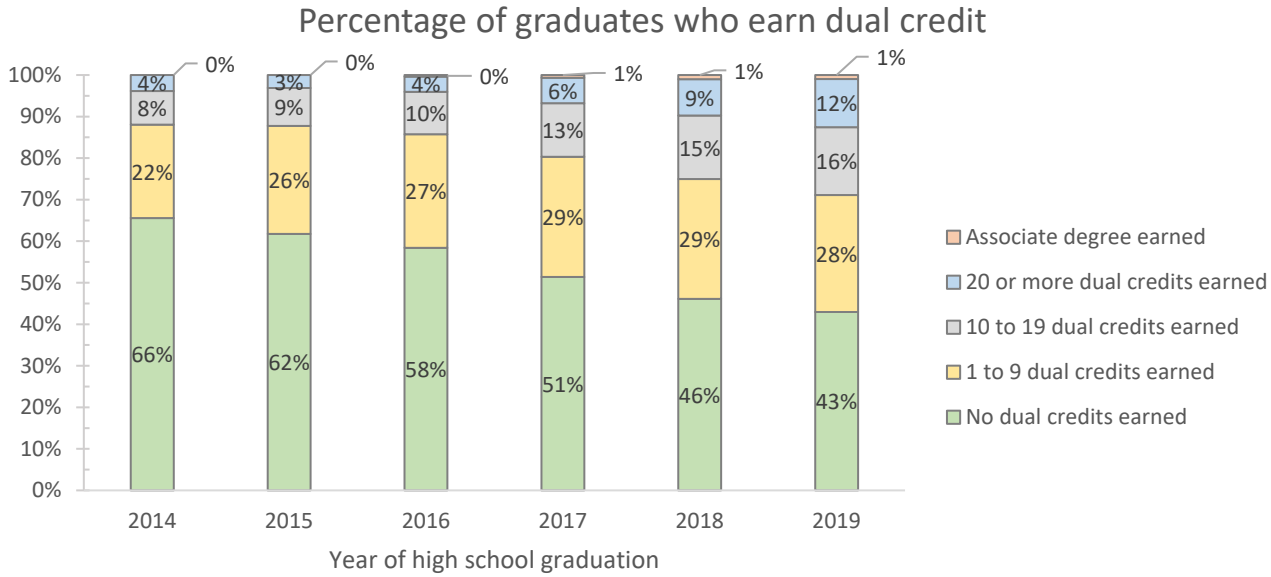


Table 2: High school graduates by category of dual credits earned, 2014 through 2019

	No dual credits earned	1 to 9 dual credits earned	10 to 19 dual credits earned	20 or more dual credits earned	Associate degree earned
Percentage of graduates					
2014	66%	22%	8%	4%	NA
2015	62%	26%	9%	3%	NA
2016	58%	27%	10%	4%	0%
2017	51%	29%	13%	6%	1%
2018	46%	29%	15%	9%	1%
2019	43%	28%	16%	12%	1%
Number of graduates					
2014	11,749	4,026	1,453	688	NA
2015	10,540	4,439	1,560	531	NA
2016	10,178	4,773	1,780	634	69
2017	9,112	5,130	2,289	1,089	114
2018	8,441	5,274	2,799	1,602	184
2019	8,278	5,436	3,143	2,237	188

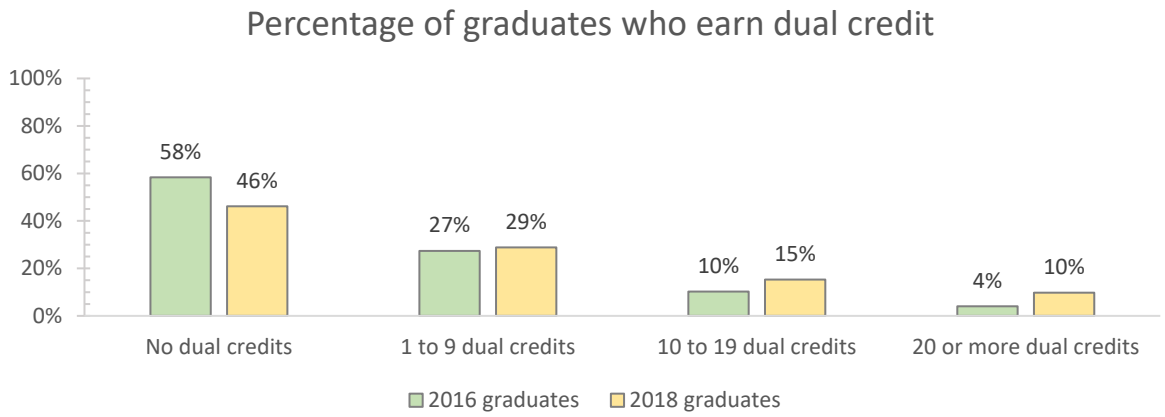
Note: The year refers to the year of high school graduation. The categories of dual credits earned are mutually exclusive for the years 2016 through 2019; specifically, students who earn an Associate degree are not included in the "20 or more dual credits earned" group. For previous years, students who earn an Associate degree would be included in the "20 or more dual credits earned" group.

Next, we compare the outcomes of 2016 graduates (who completed high school just prior to the implementation of the Advanced Opportunities program) to the outcomes of 2018 graduates (who have the most recent outcomes data). In Figure 12, we reference the information shown in Figure 11 but only for those two graduating classes. We make one adjustment in our groupings of dual credit earners. In the following analysis we count those students who earned an Associate degree among those who earned 20 or more dual credits.

Between 2016 and 2018, there was an increase in the percentage of high school graduates who earned some dual credits.[15] The largest increase were for those students who earned 10 to 19 credits and for those who earned 20 or more dual credits.

[15] The difference in the percentage of students in each group between 2016 and 2018 is statistically significant at the 0.01 level.

Figure 12: Percentage of high school graduates by number of dual credits earned, 2016 and 2018



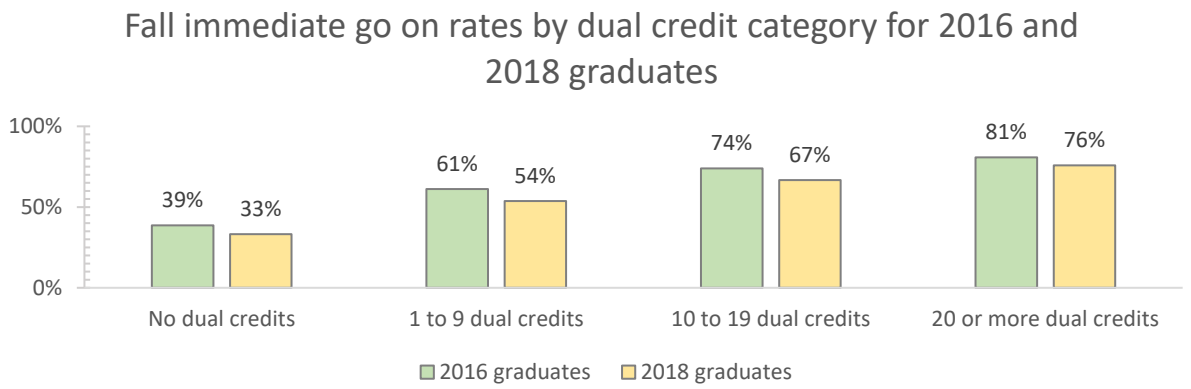
Students who earn dual credit may have many different educational outcomes than students who do not earn dual credit. In this analysis we focus on three; specifically, go on rates, retention rates, and the rate at which students earn a postsecondary degree.

The first outcome of interest is the percentage of students who attend a postsecondary institution the fall immediately after high school graduation (fall immediate go on rates). In comparing fall immediate go on rates by dual credits earned, two trends stand out (see Figure 13). First, graduates who earned more dual credits during high school are more likely to go on to college than graduates who earned fewer or no dual credits. Second, there has been a general decline in fall immediate go on rates across every group of dual credit earners between 2016 and 2018.[16]

In interpreting these results, it is important to remember that more students are earning dual credits. It is possible that the type of student who earns dual credit has changed over time.[17] If this is true, then the outcomes of those who earned dual credits may also change. For instance, if students who are less likely to go on to college (for other reasons) are now taking dual credits then the go on rates for all students who take dual credits may decline. This may simply be a result of making dual credit available to all rather than to the subset of students who are able to pay for it themselves.

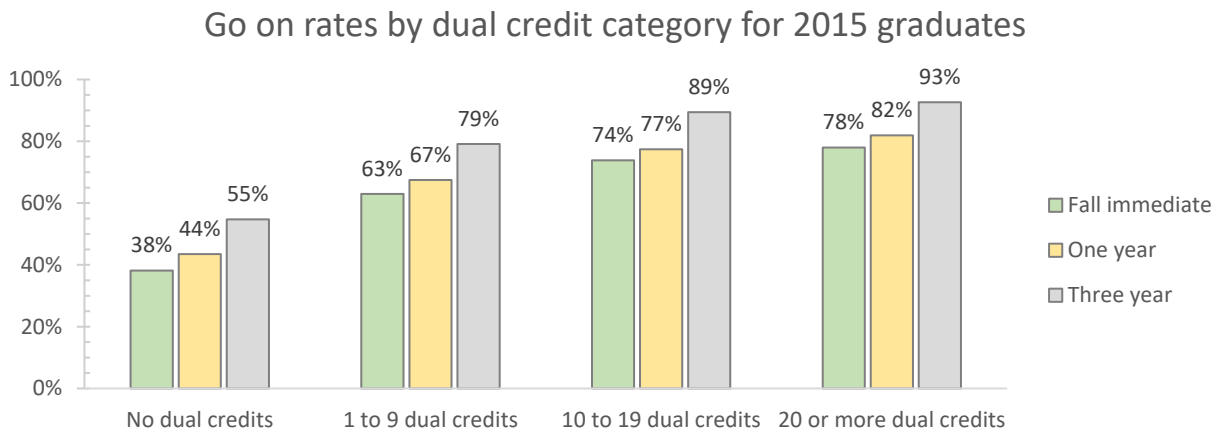
[16] The differences across years for each group of dual credits earned and the differences within years for each group of dual credits earned are all statistically significant at the 0.01 level.
[17] Future research will focus on documenting whether or not there has been a change in the academic achievement of students who earn dual credit since the implementation of the Advanced Opportunities program.

Figure 13: Fall immediate go on rates by number of dual credits earned at high school graduation, 2016 and 2018 graduates



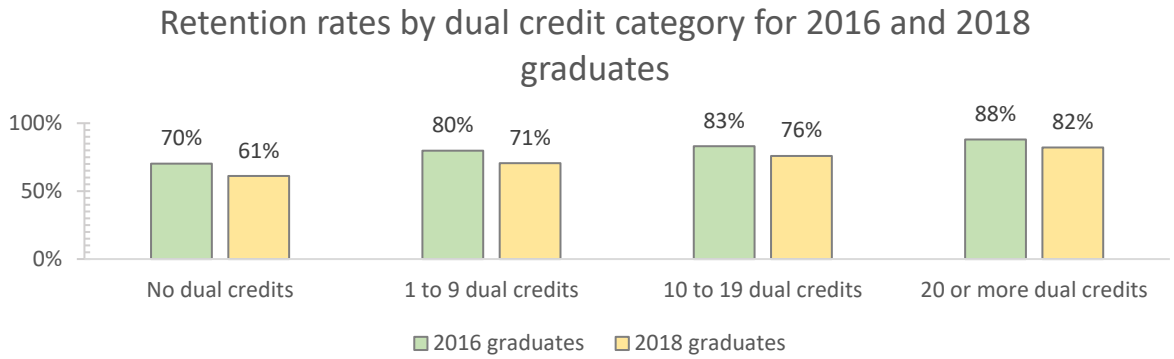
In Figure 14, we show fall immediate, one-year, and three-year go on rates for each category of dual credits earned for 2015 graduates. We show this for the latest year in which we have full data (one-year and three-year go on rates for other years are reported in the appendix). Go on rates are lowest for those students who do not earn dual credit and highest for those students who earned 20 or more dual credits. As more time passes since high school graduation, go on rates increase for all categories of dual credit earners.

Figure 14: Fall immediate, one-year, and three-year go-on rates by number of dual credits earned at high school graduation, 2015 graduates



Another outcome of interest is retention from the first year of college to the second year of college. These results mirror the results on go on rates. First, graduates who earned more dual credits during high school are more likely to be retained in the second year than graduates who earned fewer or no dual credits. Second, there has been a general decline in the retention rates across every group of dual credit earners between 2016 and 2018.[18]

Figure 15: Second year retention rates by number of dual credits earned at high school graduation for those who go on in the fall after high school graduation, 2016 and 2018 graduates



The final outcome of interest is whether or not students who earn more dual credits are more likely to graduate in less time than students who earned fewer or no dual credits. Results are shown for students who immediately attended college in the fall after their high school graduation.

Students who earn 20 or more dual credits are *much more likely* to graduate with an Associate degree within one year, two years, or three years after starting college than students who earned fewer or no dual credits (see Figure 16). Students who earn 20 or more dual credits are also much more likely to graduate with a Bachelor degree in three or four years than students who earned fewer or no dual credits (see Figure 17).[19]

[18] The differences across years for each group of dual credits earned and the differences within years for each group of dual credits earned are all statistically significant at the 0.01 level.

[19] Generally, for all years, the differences in outcomes for the students who earn 20 or more dual credits are statistically significant when compared to the other groups for earning an Associate degree within one year. The differences in outcomes for all groups are generally statistically significant for earning an Associate degree within two or three years as well as earning a Bachelor degree within three or four years.

Figure 16: Percentage of students who go on in the fall after high school graduation who earn an Associate degree within one year, within two years, and within three years

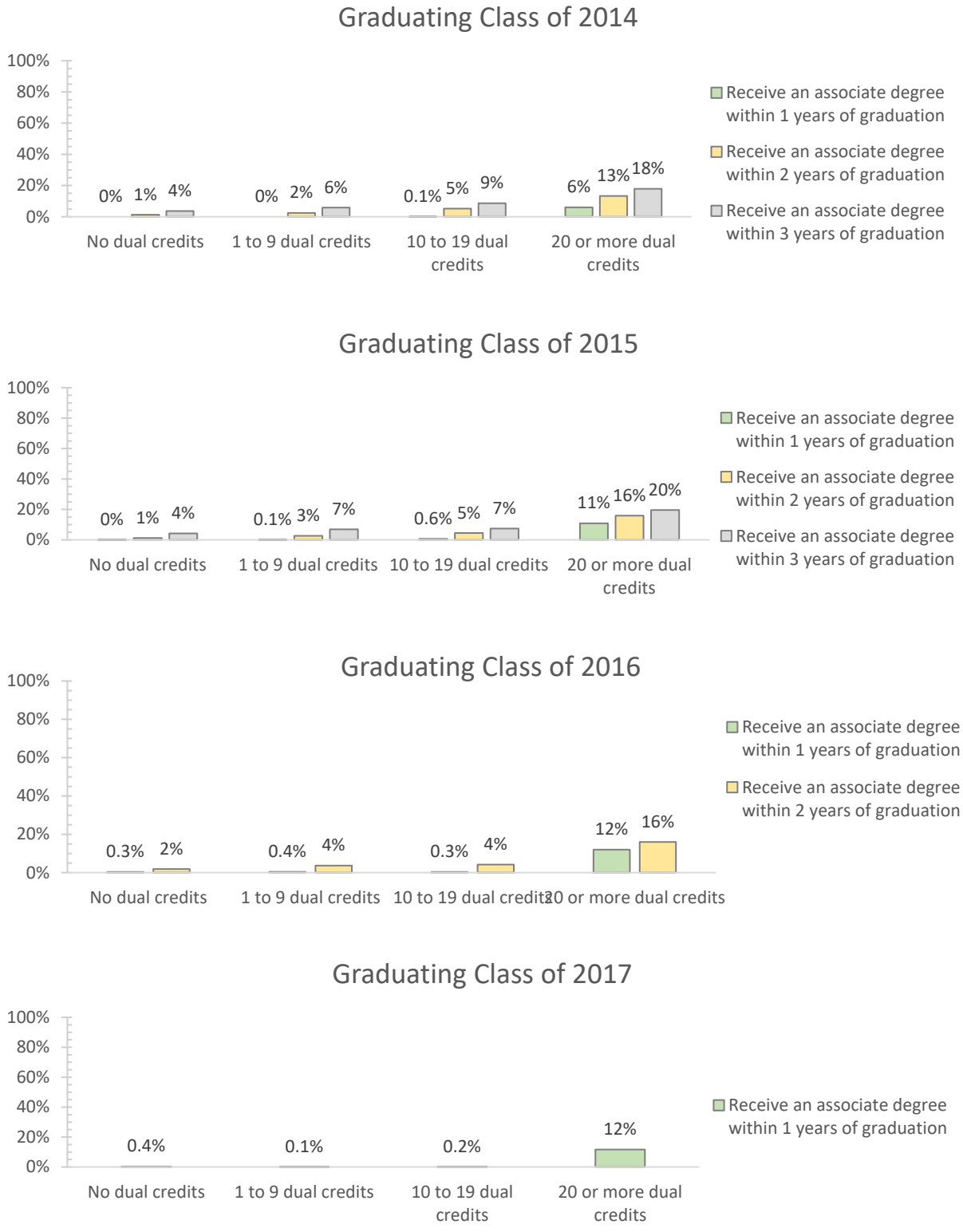
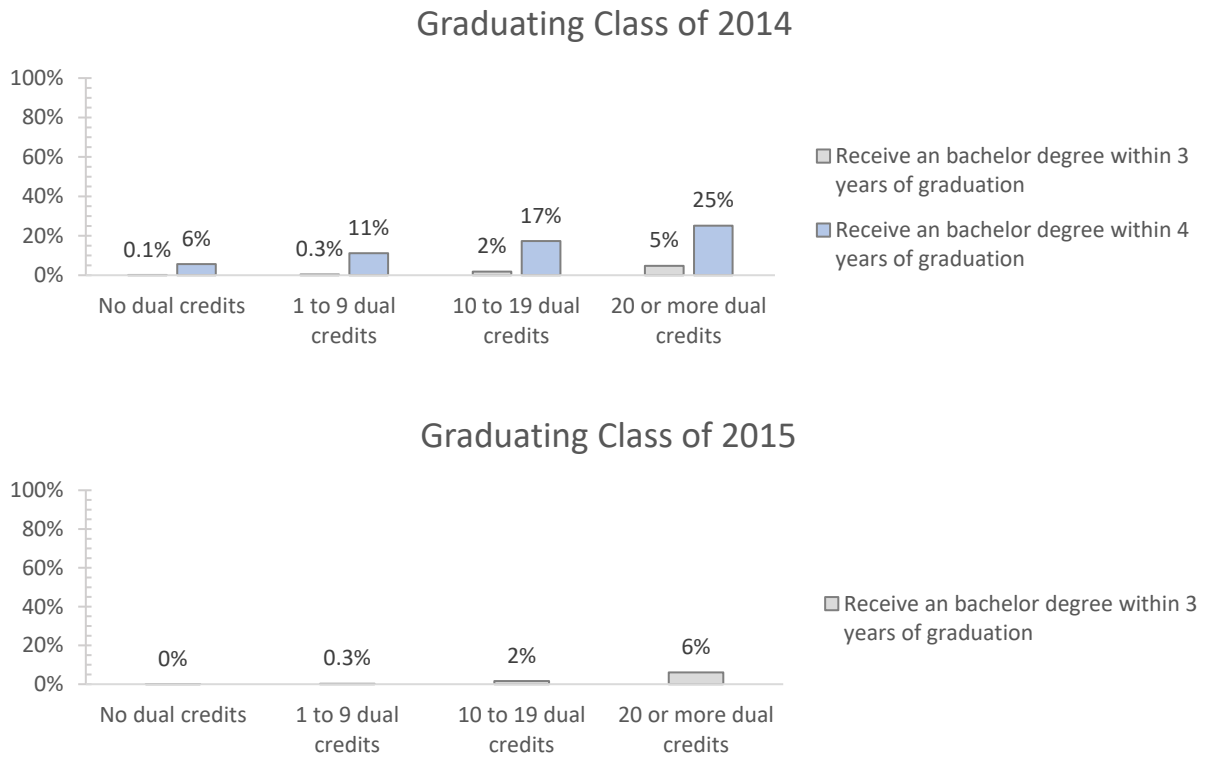


Figure 17: Percentage of students who go on in the fall after high school graduation who earn a Bachelor degree within three years and within four years



Conclusions

There has been an increase in the number of students earning dual credits at Idaho's public postsecondary institutions. However, the demographics of students who earn dual credits differ from students who do not earn dual credit. Dual credit students are more likely to be female than students who do not earn dual credit. They are also more likely to be Asian or White. Dual credit students are less likely to be economically disadvantaged and less likely to be American Indian, black, or Hispanic than students who do not earn dual credit.

Dual credit students are more likely to attend school in rural and suburb locales than students who do not earn dual credit. Dual credit students are less likely to attend schools in town and city locales as well as virtual schools than students who do not earn dual credit.

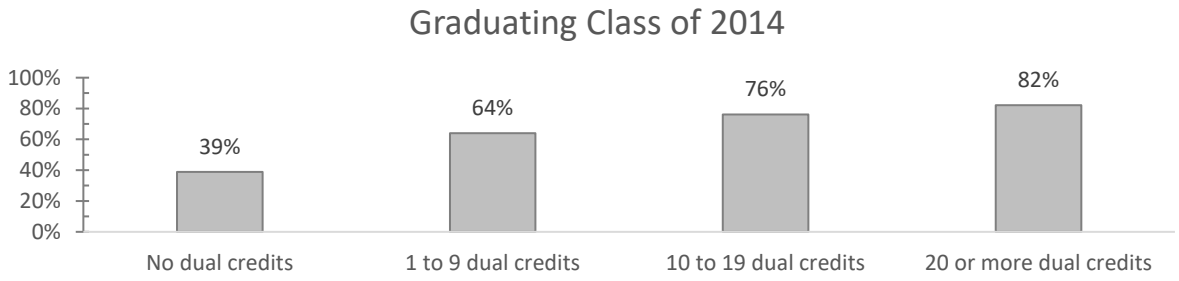
Students who earn more dual credits during high school are more likely to go on to college than students who earn fewer or no dual credits. They are also more likely to be retained and more likely to graduate with an Associate degree or Bachelor degree within several years after high school.

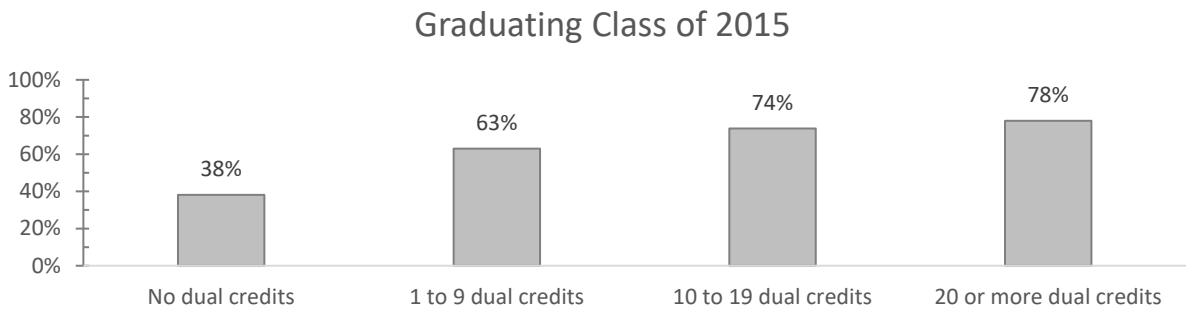
Appendix

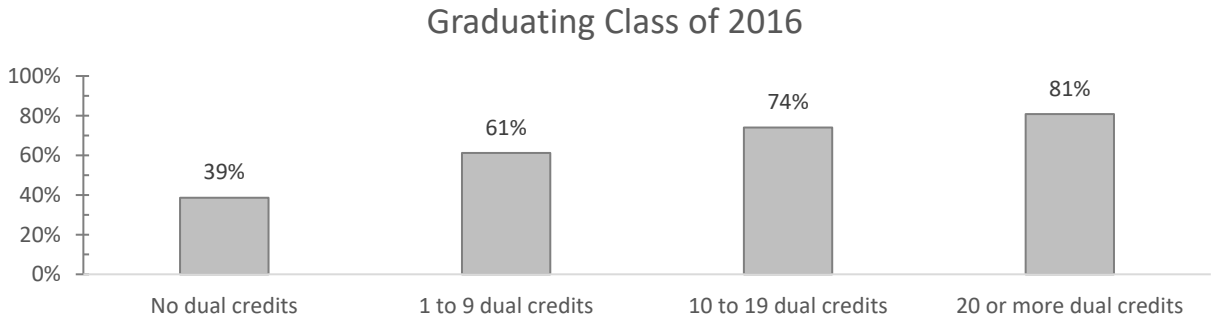
Percentage of students by school district sub-locale

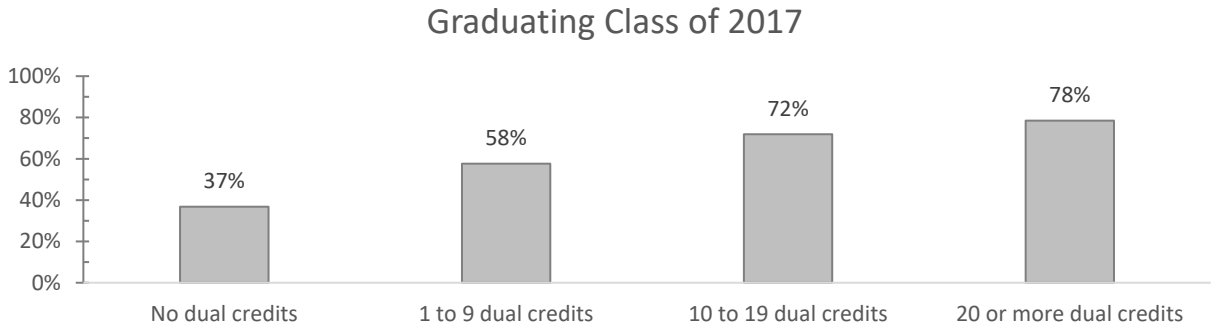
		FY2015	FY2016	FY2017	FY2018	FY2019
Percentage of students who earn dual credit by school district sub-locale						
City	City: Midsize	5%	4%	6%	5%	5%
	City: Small	11%	11%	10%	11%	12%
Suburb	Suburb: Large	20%	19%	22%	21%	22%
	Suburb: Midsize	9%	9%	8%	9%	8%
	Suburb: Small	3%	3%	5%	5%	5%
Town	Town: Distant	9%	9%	9%	8%	8%
	Town: Fringe	3%	3%	3%	3%	3%
	Town: Remote	14%	14%	12%	11%	11%
Rural	Rural: Distant	7%	8%	7%	6%	7%
	Rural: Fringe	14%	15%	15%	16%	15%
	Rural: Remote	5%	5%	3%	4%	4%
Virtual		0%	0%	0%	1%	1%
Percentage of students who do not earn dual credit by school district sub-locale						
City	City: Midsize	10%	10%	10%	10%	10%
	City: Small	14%	14%	14%	14%	13%
Suburb	Suburb: Large	12%	12%	11%	11%	11%
	Suburb: Midsize	7%	7%	7%	7%	7%
	Suburb: Small	6%	6%	6%	6%	6%
Town	Town: Distant	12%	12%	12%	12%	12%
	Town: Fringe	2%	2%	2%	3%	2%
	Town: Remote	12%	12%	12%	13%	12%
Rural	Rural: Distant	7%	6%	7%	6%	6%
	Rural: Fringe	11%	11%	11%	10%	11%
	Rural: Remote	4%	4%	4%	4%	4%
Virtual		4%	4%	4%	4%	4%

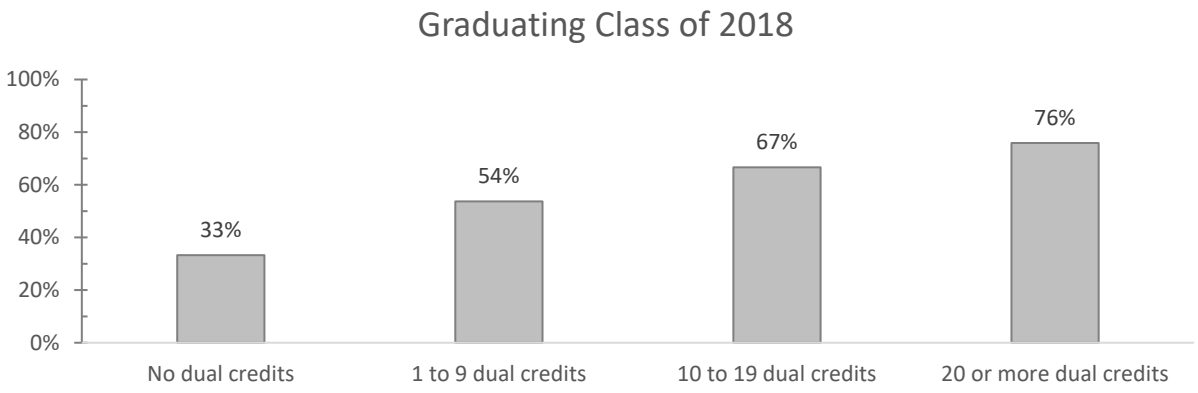
Fall immediate go on rates by dual credits earned and year of graduation



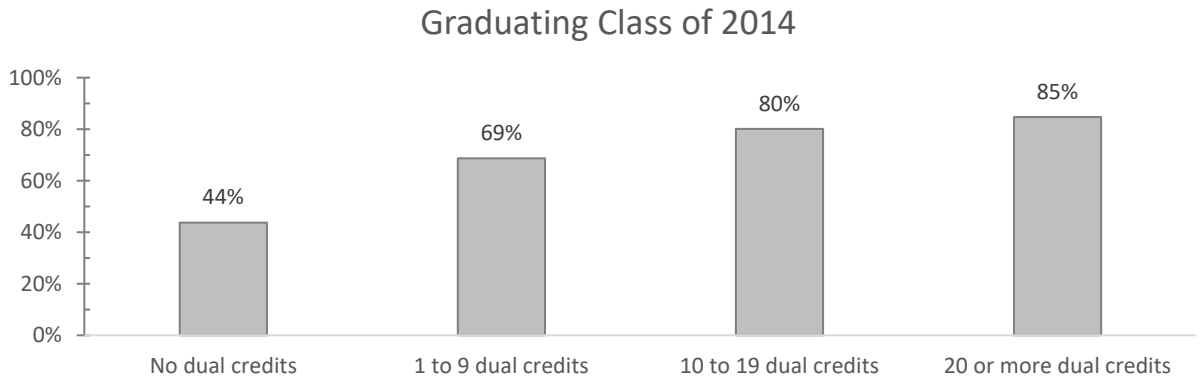


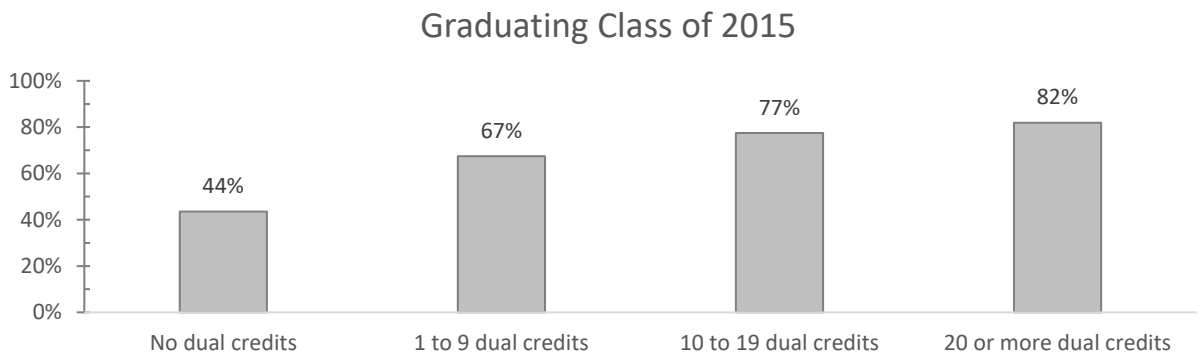


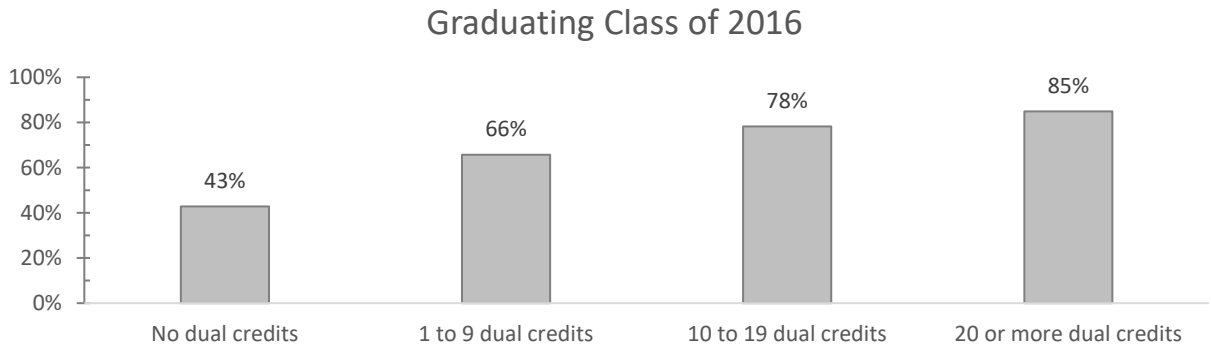


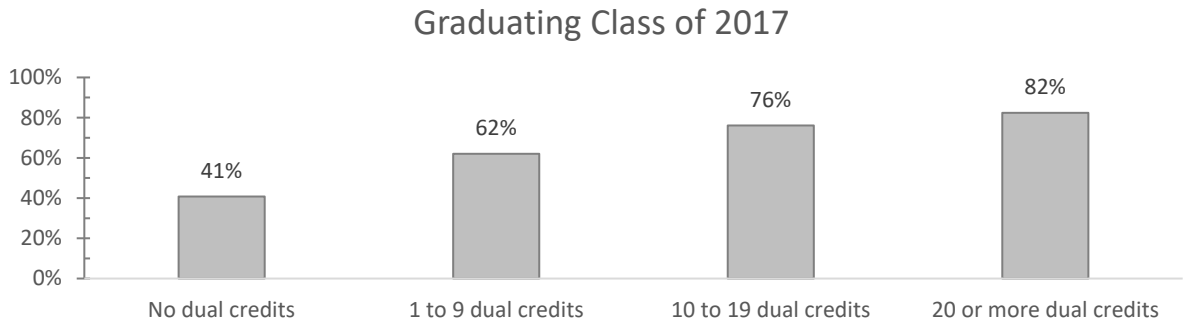

Graduating Class of 2018
100%
80%
60%
40%
20%
0%
33%
54%
67%
76%
No dual credits
1 to 9 dual credits
10 to 19 dual credits
20 or more dual credits

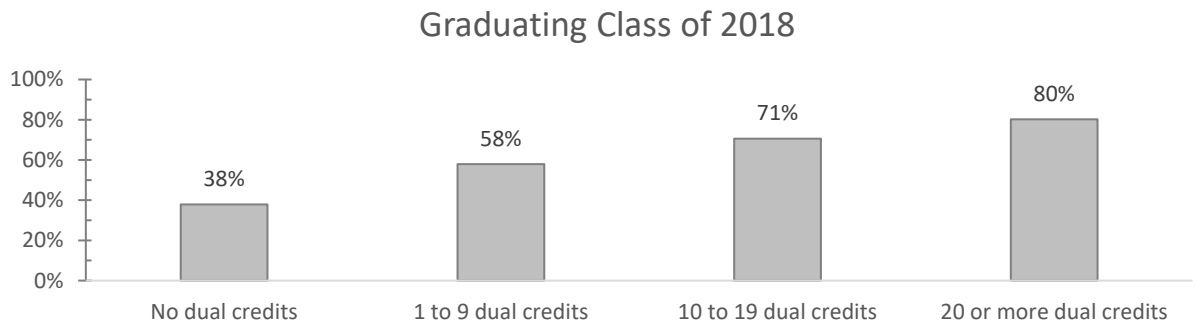
One year go on rates by dual credits earned and year of graduation



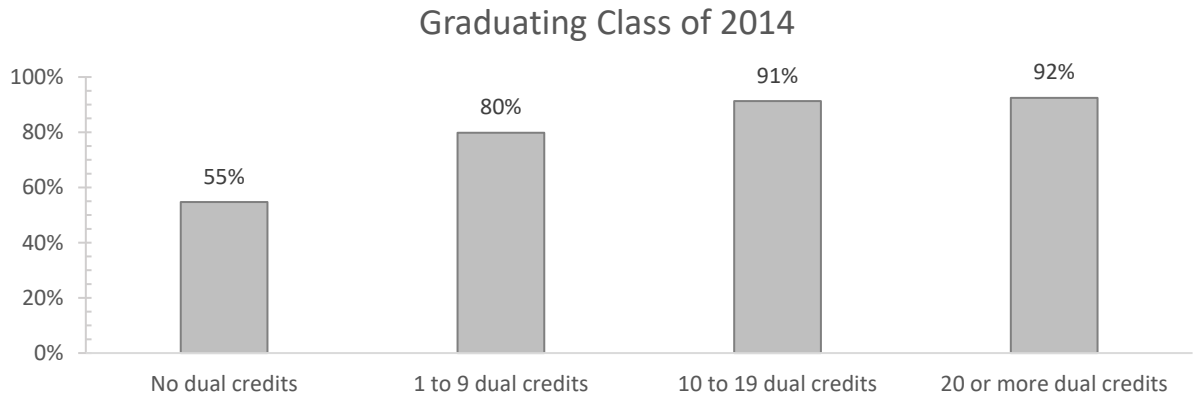


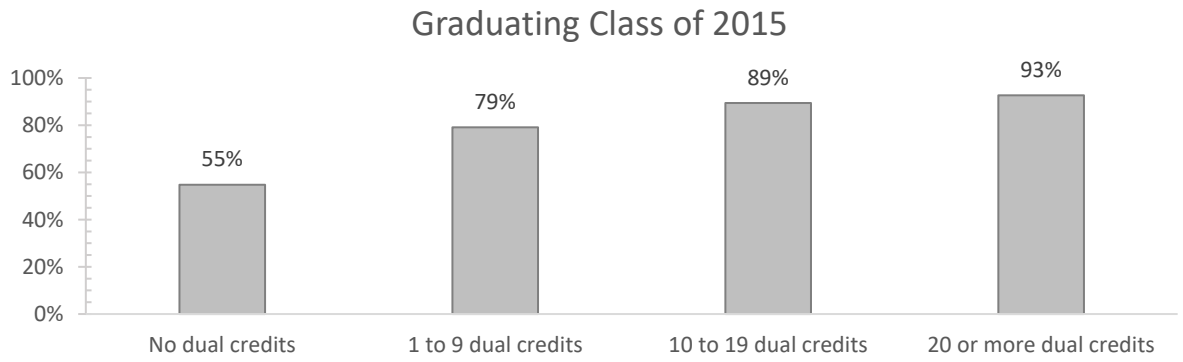




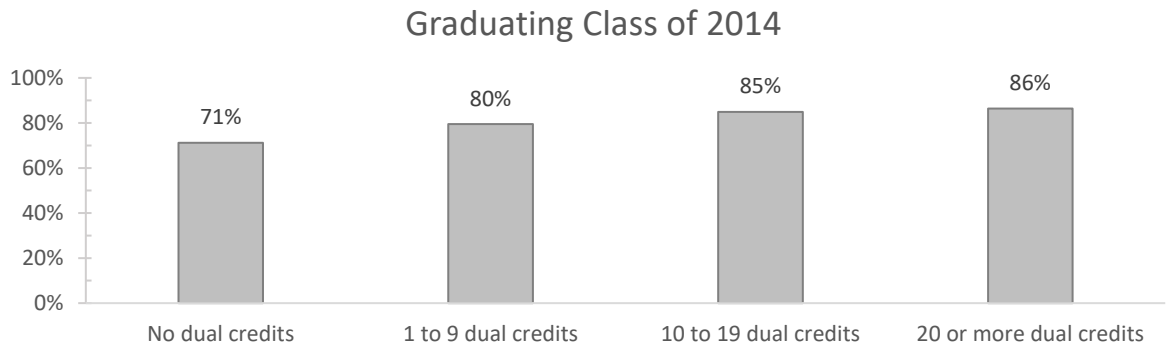


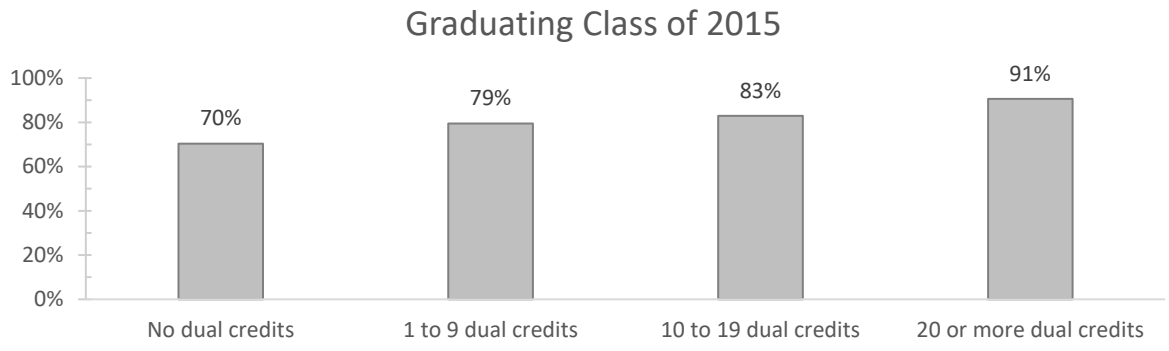
Three year go on rates by dual credits earned and year of graduation

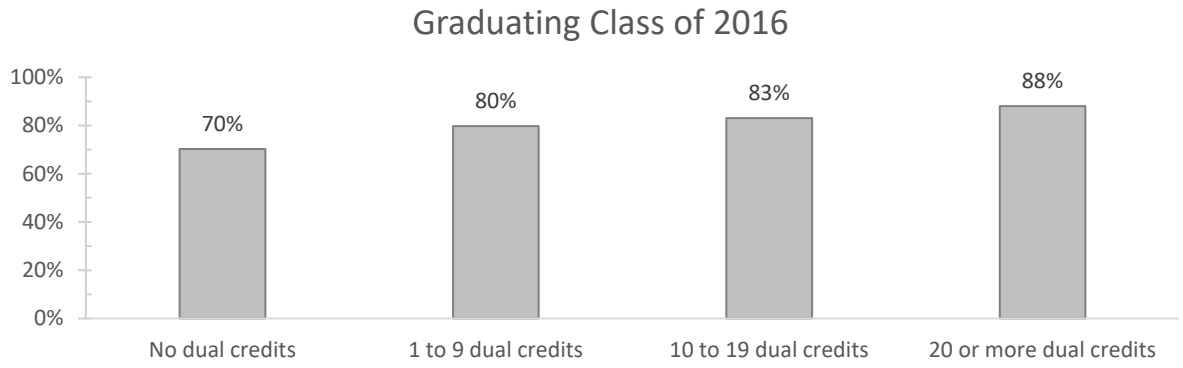


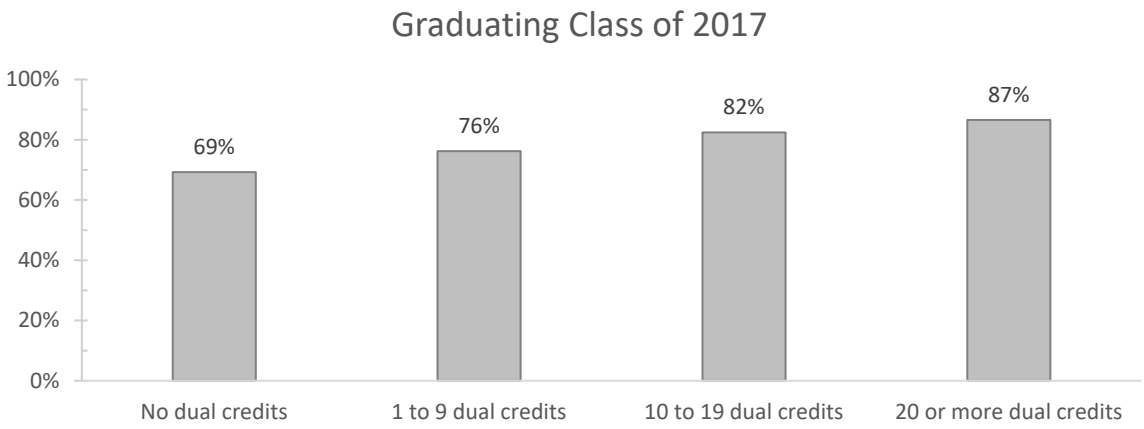


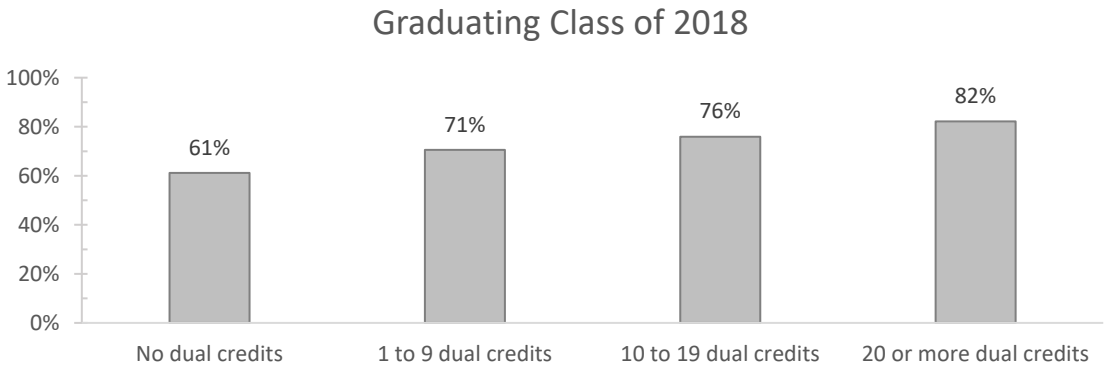
Percentage of students who go on in the fall immediately after high school graduation and are retained in the second year by dual credits earned and year of graduation








Graduating Class of 2017
100%
80%
60%
40%
20%
0%
69%
76%
82%
87%
No dual credits
1 to 9 dual credits
10 to 19 dual credits
20 or more dual credits


Graduating Class of 2018
100%
80%
60%
40%
20%
0%
61%
71%
76%
82%
No dual credits
1 to 9 dual credits
10 to 19 dual credits
20 or more dual credits