

**WORK SESSION**  
**JUNE 10, 2020**

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**SUBJECT**

Accountability Oversight Committee Annual Recommendations Report

**REFERENCE**

August 2009	Board approved changes to high school graduation requirements including specific changes to requirements related to math content and completion of credits in the last year of high school.
October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
February 2016	Board received an update on the timeline for the Accountability Oversight Committee to bring recommendations forward
April 2016	Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	Board removed ISAT proficiency graduation requirement. The board maintained the administration of the ISAT assessment in ELA and Math in grade 10. The Board also maintained the participation in a college entrance exam in grade 11 as a graduation requirement.
April 2017	Board received an update from the Ad Hoc Math Workgroup and Preliminary ISAT Math Report.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support.
August 31, 2017	Board approved proposed rules amending the senior project graduation requirements allowing students who participate in an internship or earn an 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 an emphasis area such as CTE, STEM, or Arts pathway.
November 15, 2017	Board approved both pending rules

**WORK SESSION  
JUNE 10, 2020**

---

April 19, 2018	Board approved a temporary rule, Docket 08-02031801, expanding the exemptions to the High School Graduation Requirements to include the exemption established in SB 1267a (2018)
August 15, 2018	Board discussed possible changes to IDAPA 08.02.03.105 High School Graduation Requirements as part of the Work Session, including the senior math requirement.
August 30, 2018	Board approved proposed rule amendments to the High School Graduation Requirements, including leaving the senior math requirement in place
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee.
May 2019	Board approved temporary and proposed rules extending all rules codified June 30, 2019.
February 2020	Board approved temporary and proposed rules extending all rules codified June 30, 2020.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee  
Sections 33-105, 33-110, 33-114, 33-1258, and 33-1612, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements; IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measureable Progress

**BACKGROUND/DISCUSSION**

The Work Session discussion will touch on a number of areas around K-12 accountability. To help inform the discussion around K-12 accountability, state high school assessments used for accountability, and graduation requirements, the annual Accountability Oversight Committee report and recommendations is being included as part of the agenda material and discussion.

**ACCOUNTABILITY OVERSIGHT COMMITTEE ANNUAL REPORT**

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

**WORK SESSION**  
**JUNE 10, 2020**

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- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In fall 2019, the AOC, Board staff, and State Department of Education (SDE) staff determined the collaborative approach for development of the fiscal year 2020 report and identified data the AOC wanted to review. SDE compiled these data into the 2018-2019 Student Achievement Report. Over the process of several meetings, the AOC derived key findings for each section of the 2018-2019 Student Achievement Report and developed and approved related recommendations. The data analysis and recommendations make up the Accountability Oversight Committee Recommendations Report, as provided as Attachment 1. The 2018-2019 Student Achievement Report is provided as Appendix A to the committee's report. The AOC Recommendations Report includes two other appendices: Appendix B, which recommends additional analyses for future iterations of the Student Achievement Report; and Appendix C, which provides a status update regarding the recommendations given by the AOC in the December 2018 report to the Board.

The recommendations within the Accountability Oversight Committee Recommendations Report are divided between policy recommendations for the Board and implementation recommendations for SDE. To support prioritization in implementing the recommendations, they are separated between short-term and long-term actions. A summary of the recommended short-term actions by topic area follow:

**Idaho Standards Achievement Test (ISAT) - Math and ELA**

Policy Recommendations for the Board (short-term):

- Establish a K-12 Math Work Group to review math instruction and performance, with a focus on foundational math skills in the elementary grades.

Implementation Recommendations for the SDE (short-term):

- Review the high school accountability test and provide information to the Board regarding options for change.
- In alignment with Recommendation #1 in the December 2018 AOC Report, present an adjusted ISAT Growth Trajectory model to the Board that will

**WORK SESSION  
JUNE 10, 2020**

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establish differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

- In an effort to close achievement gaps and in alignment with Recommendation #14 in the December 2018 AOC Report (Appendix C), conduct an in-depth review of the Targeted Support and Improvement (TSI) identification process.
- Provide a report to AOC regarding efforts to support CSI, TSI, and ATSI schools in addressing their performance gaps.
- Building upon previous efforts, engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
- Identify highly effective districts and schools performing above expectations. Recognize / reward them and share their strategies.

**Idaho Reading Indicator (IRI)**

Implementation Recommendations for the SDE (short-term):

- Provide direction to districts and schools regarding identifying and reporting students as participating in either part-time or full-time kindergarten.
- Provide professional development and support to districts and schools to address subgroup gaps early, including students with disabilities, certain racial / ethnic groups, and by gender.

**English Language Proficiency Assessment**

Implementation Recommendations for the SDE (short-term):

- Identify schools with EL programs that are successfully improving student outcomes, particularly if they are doing so with students who face more challenges in gaining English language proficiency. Share information regarding the strategies those programs are using.

**College Entrance Exams (PSAT and SAT)**

Policy Recommendations for the Board (short-term):

- Review data and revisit the purpose behind requiring a college entrance exam for graduation (with statewide administration of SAT in 11<sup>th</sup> grade).
- As indicated in the ISAT section of this report, consider the relationship between the high school ISAT assessment and the college entrance exam.
- Review data from the SDE and consider use of SAT 11<sup>th</sup> grade benchmarks in place of, or in addition to, the college readiness (12<sup>th</sup> grade) benchmarks.

**WORK SESSION  
JUNE 10, 2020**

---

Implementation Recommendations for the SDE (short-term):

- Provide the Board with data and a recommendation regarding reporting and using the SAT 11<sup>th</sup> grade benchmarks in place of, or in addition to, the college readiness (12<sup>th</sup> grade) benchmarks.

**Graduation Rates**

Policy Recommendations for the Board (short-term):

- Recognizing that graduation requirements impact students' ability to graduate with their cohort, consider adjusting requirements.

Implementation Recommendations for the SDE (short-term):

- Review early warning and dropout prevention systems in place in other states or large school districts and identify those that appear to be effective. Present this research and accompanying recommendations to the Board.
- Given substantial differential graduation rates across school type, provide the Board with possible plans of action for how to reduce this variability.

**Engagement Surveys**

Policy Recommendations for the Board (short-term):

- Maintain the engagement surveys for at least one additional year (2020-2021 school year).
- Review data regarding whether Idaho's engagement survey results correlate to student achievement (Results anticipated summer 2020).

Implementation Recommendations for the SDE (short-term):

- Present results of the correlational analysis between engagement and achievement to the AOC and Board.
- Provide professional development to districts helping them learn how to use the survey.

**HIGH SCHOOL ACCOUNTABILITY ASSESSMENT (Submitted by the Department)**

The Board has engaged in several discussions about the purpose of the ISAT and college entrance exams administered to students in high school. During the 2020 Legislative Session, Senate Concurrent Resolution No. 120 was passed directing the State Board of Education and State Department of Education to research options to stop administering the grade 10 ISAT and replace it with another assessment, such as the SAT (attachment 1).

**WORK SESSION  
JUNE 10, 2020**

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The current college entrance exam requirement was added as part of the High School Redesign Initiative of the Board that began in 2003 and was finalized in 2005. This initiative increased the rigor of the state's high school graduation requirements by increasing the number of credits required in math and science, requiring senior projects be completed, requiring that math be taken during the senior year, and requiring that students take a college entrance exam to graduate. The first graduating class subject to the college entrance exam requirement was the class of 2012.

The ISAT test, currently authored by the Smarter Balanced Assessment Consortium, of which Idaho is a governing member, was first administered in 2015 to students in grade 10 and serves as the state's accountability assessment, meeting federal requirements. The high school assessment was designed as a college readiness assessment to be administered in grade 11, but some states in the consortium, including Idaho, administer the high school assessment in grade 10, with customization to the item bank aligned to state standards and grade appropriate achievement levels.

The Every Student Succeeds Act (ESSA) requires states administer an assessment aligned to state standards in English Language Arts and math in grades 3-8 and once in high school. States can administer a nationally recognized assessment in high school, in lieu of the state assessment, so long as the assessment meets federally required peer review requirements for technical quality, reliability and alignment to state standards. Several states administer the ACT or SAT as their high school accountability assessment.

Changes to the comprehensive assessment system or graduation requirements require administrative rule changes and will require an amendment to the state ESSA plan as well as updates to state contracts held by the department.

**SENIOR MATH REQUIREMENT (Submitted by the Department)**

The Governor, Board President and Superintendent received a letter from House and Senate Education Committee members requesting specific actions in rewriting the state content standards in ELA, Math and Science and to address specific requirements in rule, including assessment in public schools and graduation requirements.

**IMPACT**

The recommendations outlined in the Accountability Oversight Committee Recommendations Report are intended to guide the Board and SDE to adjust policies and practices in an effort to develop structures that support improved student achievement. Recommendations need to be reviewed individually to identify appropriate next steps. Pursuant to Idaho's Open Meeting law, action on any items discussed during the Work Session would need to be brought back to the Board at a future meeting and noticed as action items. Any future action that

**WORK SESSION**  
**JUNE 10, 2020**

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impacted Administrative Code or Idaho statute would need to be brought back to the Board for consideration under the applicable processes and timelines.

**ATTACHMENTS**

- Attachment 1 – Accountability Oversight Committee Recommendations Report, February 2020
- Attachment 2 – Senate Concurrent Resolution 120
- Attachment 3 – High School Assessment Presentation
- Attachment 4 – Senate and House Education Committee Joint Letter
- Attachment 5 – Joint Response to Letter
- Attachment 6 – ECS 50-State Summary of High School Graduation Requirements

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board established graduation requirements (also referred to as “Exit Standards”) are specified in IDAPA 08.02.03.105. These requirements have been modified in recent years; however, they have not had a comprehensive look since the High School Redesign efforts in 2006. In 2006 the Board went through an inclusive process to gather input and communicate the importance of raising the standards for high school graduation. As a result of this two year effort, the college entrance exam requirement, increased math and science credits, the requirement for math during the senior year, and the senior project were established. 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, current language would allow for the senior project to be started much earlier and span over multiple years. School districts have interpreted this 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. In the meantime, the Board has added exemptions to the senior math requirement to accommodate students taking more rigorous math during the high school career and would like other course options available to them during their senior year.

In early 2018 Board staff gathered feedback from various stakeholders regarding the state minimum graduation requirements in preparation for the Board discussing amendments to those requirements. Additionally, Board staff reached out to the Education Commission for the States (ECS) for information on national trends as well as looking at what some of the more “high performing” states (in the sense of “go on” rates and other college and career readiness indicators) require for their

**WORK SESSION**  
**JUNE 10, 2020**

---

high school graduation requirements. The Board's research staff have also completed a comprehensive analysis of the impact of the current senior math requirement. The ECS summary is provided in Attachment 6. ECS staff have indicated they would be interested in working with the Board on more comprehensive work regarding Idaho's high school graduation requirements.

The analysis of the senior math requirement showed that the requirement has led to more students taking four years of math (math in their junior and senior year). More students are taking less rigorous math during their senior year. Some school districts have reported that this is due to the student "maxing out" on the level of math available at the school. As an example, few schools have calculus available for students that have already taken the available lower levels of math. A more comprehensive review will need to be done to determine if this is the case in most school districts showing this is a trend or isolated to a limited number of school districts. Students performed better in the highest level of math they attempted. Additionally, students who did not take math during their senior year had higher rates of remedial need in college.

**BOARD ACTION**

This item is for informational purposes only.



# ACCOUNTABILITY OVERSIGHT COMMITTEE



## Recommendations Report February 2020

## Table of Contents

Background .....	4
Executive Summary.....	5
Data Analysis and Recommendations .....	6
Idaho Standards Achievement Assessment (ISAT) .....	6
ISAT Mathematics - Data Analysis and Interpretation .....	6
ISAT English Language Arts - Data Analysis and Interpretation.....	9
Conclusions .....	11
Recommendations .....	12
Idaho Reading Indicator (IRI) .....	15
IRI Data - Analysis and Interpretation.....	15
IRI Full-Day Kindergarten - Data Analysis and Interpretation .....	16
Conclusions .....	16
Recommendations .....	16
English Language Proficiency Assessment.....	18
English Language Proficiency Assessment - Data Analysis and Interpretation ....	18
Conclusions .....	19
Recommendations .....	19
College Entrance Exams (PSAT and SAT) .....	20
PSAT and SAT - Data Analysis and Interpretation.....	20
Conclusions .....	20
Recommendations .....	21

Graduation Rates .....	22
Graduation Rates - Data Analysis and Interpretation.....	22
Conclusions .....	25
Recommendations .....	25
Engagement Surveys.....	26
Engagement Surveys - Data Analysis and Interpretation .....	26
Conclusions .....	26
Recommendations .....	26
Accountability Oversight Committee Members .....	28
Appendix A: 2018-2019 Student Achievement Report	
Appendix B: Recommendations for Additional Analyses	
Appendix C: Status Update: AOC December 2018 Report Recommendations	

## **BACKGROUND**

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide student achievement system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board. In summer and fall 2019, the AOC, Board staff, and SDE staff determined the appropriate collaborative approach for this year's report and identified the student achievement data the AOC needed to review. SDE compiled this data into the 2018-2019 Student Achievement Report (Appendix A).

On January 27, 2020, the AOC reviewed the 2018-2019 Student Achievement Report and began developing this report. During that meeting, the AOC made a number of recommendations regarding additional data analyses they would like to see in future iterations of the report. These recommendations are provided in Appendix B.

Over the process of several meetings, the AOC derived key findings for each section of the 2018-2019 Student Achievement Report, listed in this report as "Data Analysis and Interpretation," and developed and approved the recommendations found in this report. The AOC is presenting this report to the State Board of Education for consideration at the April 2020 meeting.

## **DISCLAIMER**

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

## EXECUTIVE SUMMARY

The following report is structured around key metrics of student achievement. Where relevant, sections begin by revisiting the midterm and long-term goals set in Idaho's Every Student Succeeds Act (ESSA) Consolidated State Plan. Revisiting the goals contextualizes for the Board current Idaho student achievement within progress being made toward the goals. The report then moves into the AOC's analysis of the data provided in the 2018-2019 Student Achievement Report (Appendix A). In some cases, the AOC interpretations may be similar to the analysis included by the SDE in that report. The restatement is done in order to highlight important interpretations and/or those closely tied to recommendations made by the AOC in this report.

The AOC analysis and interpretation sections in this report are followed by recommendations. The recommendations are split between policy recommendations for the Board and implementation recommendations for the SDE, and are further divided between short-term and long-term actions to aid in prioritization. Where relevant, recommendations from AOC's December 2018 Report are revisited in this report. A status update regarding all recommendations included in the December 2018 AOC Report is provided as Appendix C.

In reviewing all available data, a key finding that stands out is the consistency of small yet solid gains made in the past three to five years on nearly all metrics. Of particular note is the increasing number of students with Idaho Standards Achievement Test (ISAT) scores in the top achievement level (Advanced) in both math and English Language Arts. Idaho educators, parents, and stakeholders should be recognized for this. Further, the consistent gains made across metrics sets a solid foundation upon which to build momentum for accelerated growth.

Though this is not an Idaho-only phenomenon, it is notable that mathematics proficiency rates are consistently lower than English Language Arts. Further, ISAT Math performance decreases as students move through the system. ISAT Math claim level analysis revealed that students perform better on some claims than others, and appears to indicate that students may grasp foundational functions but struggle with deeper mathematical thinking. This presents an opportunity for strategically focused professional development.

Unfortunately, achievement gaps between student subgroups persist on virtually all reviewed metrics including ISAT Math and ELA, IRI, SAT, and graduation rates. Additionally, Idaho students who fall below the 25<sup>th</sup> percentile on ISAT Math and ELA performance experience mostly negative growth across the grades. Since students in subgroups are more likely to fall into lower performance categories, emphasis should be put on efforts to improve instruction across all grades, with a focus on addressing subgroup gaps to improve equity in the system.

Finally, except for the 2019 Interim Goal for English Learners' Progress in Achieving English Language Proficiency, all other ESSA Consolidated State Plan interim goals were not met. The AOC is aware that the goals were set with minimal data available at the time, and it may benefit the Board to revisit the ESSA Consolidated State Plan goals.

# DATA ANALYSIS AND RECOMMENDATIONS

## Idaho Standards Achievement Test (ISAT)

### ISAT Mathematics - Data Analysis and Interpretation

Table 1 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT Mathematics performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022.

It is important to note that the student achievement percentages in the 2019 Actual Performance column represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the 2018-2019 Student Achievement Report because that data represents all students, not just those who are continuously enrolled.

<b>Table 1: ESSA Consolidated State Plan Long-term Goals for Mathematics</b>				
<b>Student Group</b>	<b>2016 Baseline</b>	<b>2019 Interim Target</b>	<b>2019 Actual Performance</b>	<b>2022 Long-Term Goal</b>
<b>All Students (Grades 3-8 and 10)</b>	<b>41.6%</b>	<b>51.3%</b>	<b>45.1%</b>	<b>61.1%</b>
Economically Disadvantaged	30.3%	41.9%	32.8%	53.5%
Students with Disabilities	15.2%	29.3%	12.8%	43.5%
English Learners	7.1%	22.6%	15.7%	38.1%
Asian or Pacific Islander	56.8%	64.0%	60.1%	71.2%
American Indian or Alaskan Native	19.4%	32.8%	22.1%	46.3%
Black / African American	22.2%	35.2%	19.8%	48.1%
Hispanic or Latino	22.0%	35.0%	25.9%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	44.7%	38.3%	55.7%
White	46.6%	55.5%	50.3%	64.4%
Two or More Races	42.2%	51.8%	46.0%	61.5%

#### Data Analysis and Interpretations – ESSA Consolidated State Plan Goals for Mathematics

- To meet 2022 Long-Term Goal for the All Students group, the state would now need the proficiency rate to increase by approximately 5.3 percentage points for each of the upcoming three years. Based on current enrollment in the tested grades, 8,423 additional students need to meet proficiency each year.
- When looking at the performance of all students, it is notable that the proficiency rate has increased 3.5 percentage points from 2016 to 2019. This growth was not at the pace needed to meet the established interim targets, but it is positive nonetheless.

- With the majority of subgroups, performance has improved from 2016 to 2019. The only exceptions are Students with Disabilities and Black / African American students. The proficiency rate for these groups has decreased by just over 2 percentage points between 2016 and 2019.

Data Analysis and Interpretations – 2018-2019 Student Achievement Report (Appendix A)

The following interpretations pertain to Graph 1: ISAT Math Performance, All Students, 2015-2019 on page 2 of the 2018-2019 Student Achievement Report.

- Between 2014 and 2019, there is a noticeable increase in the percentage of students scoring Advanced on ISAT Math (15.2% to 20.7%). This is a positive outcome and should be recognized.
  - It appears movement is occurring from the Basic achievement level and up. In other words, the percentage of students whose scores falls into the Basic and Proficient achievement levels are decreasing while the percentage of students with scores in the Advanced achievement level is increasing. Schools appear to be experiencing success moving students from Basic and Proficient to higher achievement levels.
- Between 2014 and 2019, the percentage of students with scores in the Below Basic achievement level remained roughly the same (29.3% to 28.1%). Schools appear face challenges in helping students move beyond the Below Basic achievement level. The scale score range for the Below Basic category is large, so it is quite possible that growth is occurring within the category, but this growth for individual students is not great enough for them to move beyond the Below Basic achievement level.
- An important caveat to the two previous interpretations is that the total number of students who took the ISAT has increased from 151,562 in 2015, to 165,826 in 2019, a 9.4% increase. The influence of the flow of new students into the system is unknown.

The following interpretations pertain to Graphs 2a-2c: ISAT Math Performance by Grade on page 4 of the 2018-2019 Student Achievement Report.

- The percentage of students with scores in the Proficient and Advanced achievement levels on ISAT Math declines as grade level increases. For example, in 2019 in 3rd grade, 52.8% of students scoring in the Proficient or Advanced categories. By high school this percentage had decreased to 33.5%. This appears to be a persistent phenomenon over the 2017-2019 administration years, since all three years show similar profiles.
- The percentage of students with scores in the Below Basic achievement level on ISAT Math increases as grade level increases, but not in a steady upward trend. For example, for 2019, the percentage of students with scores in the Below Basic achievement level drops from 3rd to 4th grade (23.9% to 19.5%), then substantially increases in 5th grade to 27.8% and holds relatively steady for 6th (27.6%) and 7th grades (26.2%). Another

substantial increase occurs for the 8th grade to 32.3% and then increases again to 39.6% for high school. This pattern occurs across all three years: 2017, 2018, and 2019. The consequence of this trend is that by high school nearly 40% of Idaho students score in the Below Basic achievement level.

The following interpretations pertain to Graphs 3a-5c: ISAT Math Performance by Race/Ethnicity, Student Group, and Gender on pages 5-7 of the 2018-2019 Student Achievement Report.

- Achievement gaps between groups including gender, race/ethnicity, economically disadvantaged, students with disabilities, and English Learners persist. However, on the positive side, none of the gaps have widened appreciably between 2017 and 2019.
- Performance gaps have narrowed some for Hispanic students and English Learners. The percentage of Hispanics with scores in the Proficient and Advanced achievement levels increased by 2.4 percentage points between 2017 and 2019. The percentage of English Learners with scores in the Below Basic achievement level decreased by 8.3 percentage points in that time, and the percentage of English Learners with scores in the Proficient and Advanced achievement levels increased by 5.7 percentage points.
- Gender gaps persisted in math performance across 2017-2019, with 1-3% fewer females with scores in the Proficient and Advanced achievement levels when compared with males, and 2-3% more females with scores in the Basic achievement level compared with males. Interestingly, a higher percentage of males scored in the Below Basic achievement level, although the difference between males and females is only 1-2%.

The following interpretations pertain to Table 1: Math Scale Score Growth Analysis on pages 8-9 of the 2018-2019 Student Achievement Report.

- Based on the Math Scale Score Growth Analysis, the negative growth for students in the 10<sup>th</sup> and 25<sup>th</sup> percentiles is cause for serious concern. Students in the 10<sup>th</sup> percentile show negative growth on the scale at every grade level and the rate of loss increases as they move up grade levels. Students in the 25<sup>th</sup> percentile experience small amounts of positive growth in grades 4 and 5, but their growth becomes increasingly negative for all subsequent grades.

The following interpretations pertain to Chart 1: Mean Scale Score Per Grade by Cohort and Charts 2a-2c Mean Scale Score by Math Claim on pages 10-11 of the 2018-2019 Student Achievement Report.

- The longitudinal math analysis reveals a persistent divergence as grade level increases between mean scale scores and proficiency cut scores. In other words, Idaho students fall further and further behind in math as they move up grade levels. Although the divergence is minimal in early elementary school, it begins around the 4<sup>th</sup> grade and accelerates throughout middle school and high school.



- The longitudinal math analysis by cohort and claim provides useful information for targeting future efforts at the state and local levels for professional development and curricular and instructional decision making. For example, Claim 1 tracks the overall Scale Score (SS) quite closely because it represents over 40% of the assessment, but Claim 2/4 and Claim 3 consistently fall beneath the Claim 1 and the Overall Scale Score lines. Interestingly, Claim 1 (Concepts and Procedures) is primarily mathematical functions, while Claims 2 (Problem Solving), 3 (Communicating Reasoning) and 4 (Modeling and Data Analysis) relate to applying and demonstrating mathematical thinking. Thus, while ongoing professional development on Claim 1 is important, more focused professional development on Claims 2/4 and 3 may present opportunities for deeper math instruction and achievement gains.
- There are concerns from the field and AOC members, based on anecdotal reports, that the high school results may not be fully accurate since the ISAT 10<sup>th</sup> Grade Test has no accountability associated with it for students. Thus, do the assessment results reflect student achievement or student attitude toward the test?

### **ISAT English Language Arts (ELA) - Data Analysis and Interpretation**

Table 2 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT English Language Arts performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022.

It is important to note that the student achievement percentages in the 2019 Actual Performance column represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the 2018-2019 Student Achievement Report, as that data represents all students, not just those continuously enrolled.

<b>Table 2: ESSA Consolidated State Plan Long-term Goals for English Language Arts</b>				
<b>Student Group</b>	<b>2016 Baseline</b>	<b>2019 Interim Target</b>	<b>2019 Actual Performance</b>	<b>2022 Long-Term Goal</b>
<b>All Students (Grades 3-8 and 10)</b>	<b>53.0%</b>	<b>60.8%</b>	<b>55.6%</b>	<b>68.7%</b>
Economically Disadvantaged	40.6%	50.5%	42.7%	60.4%
Students with Disabilities	15.0%	29.2%	14.2%	43.3%
English Learners	6.9%	22.4%	18.9%	37.9%
Asian or Pacific Islander	65.0%	70.8%	66.2%	76.7%
American Indian or Alaskan Native	30.6%	42.2%	32.0%	53.7%
Black / African American	34.1%	45.1%	32.1%	56.1%
Hispanic or Latino	33.6%	44.7%	36.9%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	55.6%	52.8%	64.5%
White	57.9%	64.9%	60.5%	71.9%
Two or More Races	54.5%	62.1%	57.4%	69.7%

Data Analysis and Interpretations – ESSA Consolidated State Plan Goals

- To meet the 2022 Long-Term Goal for the All Students group, the state would need the proficiency rate to increase by approximately 4.4 percentage points for each of the upcoming three years. Based on current enrollment in the tested grades, this reflects that 6,915 additional students need to meet proficiency each year.
- When looking at the performance of all students, it is notable that the proficiency rate has increased 2.6 percentage points from 2016 to 2019. This growth was not at the pace needed to meet the established interim targets, but it is positive nonetheless.
- With the majority of subgroups, performance has improved from 2016 to 2019. The only exceptions are Students with Disabilities and Black / African American students. The proficiency rate for Students with Disabilities decreased by 0.8 percentage points between 2016 and 2019, while the rate for Black / African American students decreased by 2 percentage points.

Data Analysis and Interpretations – 2018-2019 Student Achievement Report (Appendix A)

The following interpretations pertain to Graph 6: ISAT ELA/Literacy Performance, All Grades 2015-2019 on page 13 of 2018-2019 Student Achievement Report.

- When looking at all grades, the percentage of students who score in the Below Basic achievement level stayed constant across 2014 to 2019. Additional scale score analysis might reveal if there is growth happening within the performance category, but not enough to move students out of the Below Basic achievement level into higher categories. Schools appear to struggle moving student scores out of the Below Basic achievement level.
- Between 2014 and 2019, there was a 4.3 percentage point gain in students who score in the Advanced achievement level. It appears schools are somewhat successful at moving student scores from the Basic achievement level into higher levels.

The following interpretation pertains to Graphs 7a-7c: ISAT ELA/Literacy Performance by Grade on page 14 of the 2018-2019 Student Achievement Report.

- Looking across grades from 2017 to 2019, slight upward trends are noted in all grades but no grade is experiencing robust growth over time.

The following interpretations pertain to Graphs 8a-10c: ISAT ELA/Literacy Performance by Race/Ethnicity, Student Group, and Gender on pages 15-17 of the 2018-2019 Student Achievement Report.

- Looking across race/ethnicity groups from 2017 to 2019, substantial differential performance continues to be the norm, but Hispanic and White performance trended slightly upward.
- In reviewing subgroup performance from 2017 to 2019, English Learners made notable improvements and Economically Disadvantaged students made slight improvements, but Students with Disabilities did not progress in closing achievement gaps.
- The gender gap in ELA is more pronounced than in math with males underperforming females. In 2019 there was an 8.5 percentage point difference between males and females at the Below Basic achievement level. The trend of males underperforming females continued in all other achievement levels.

The following interpretations pertain to Table 2: ISAT ELA Scale Score Growth Analysis on pages 18-19 of the 2018-2019 Student Achievement Report.

- ISAT ELA Scale Score Growth Analysis at the 10<sup>th</sup> percentile shows extensive negative growth across all grade levels. Students who fall in the 10<sup>th</sup> percentile in the 4<sup>th</sup> grade have little likelihood of making significant progress during the remaining grades. Schools appear to be struggling at addressing this population's ELA instructional needs.
- ISAT ELA Scale Score Growth Analysis at the 25<sup>th</sup> percentile shows negative growth across all grade levels after grade 5. Although the negative growth is not as pronounced as for those students at the 10<sup>th</sup> percentile, it is still a cause for serious concern since these students experience little growth after the 5<sup>th</sup> grade.

## **Conclusions**

ISAT Math and ELA performance is consistent across the past three and five year timeframes. Though the growth is neither widespread nor robust and achievement gaps persist between subgroups, Idaho has spent the past 9 years making significant curricular and instructional adjustments to address the increased expectations brought about by the Idaho Core Standards and the Idaho Student Achievement Tests. Thus, the challenge going forward is to leverage the performance Idaho educators deliver into consistent student growth that makes substantial strides towards closing achievement gaps and achieving the ESSA Consolidated State Plan goals.

## Recommendations: ISAT Math and ELA

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Establish a K-12 Math Work Group to review math instruction and performance, with a focus on foundational math skills in the elementary grades.
  - a. The K-12 Math Work Group should include representatives from the following: Board, SDE, Division of CTE, STEM Action Center, math content experts, educators, and others as deemed appropriate by the Board.
  - b. The K-12 Math Work Group should consider the following:
    - Time spent on math instruction, relative to other disciplines
    - Success and challenges in providing quality math instruction and curriculum
    - Structure of interventions and supports provided in math
    - Whether the state should consider an early math assessment to provide more data regarding students' skills
    - Whether the process of certifying teachers K-8 has an impact on math performance (particularly in the grades 4-8)
    - Performance of other states and any strategies used by other states to improve stagnated math performance

#### Long-term Actions

1. To encourage student motivation on the HS ISAT and ensure that the data is accurate in the future, the structure of the high school assessment needs to be adjusted. (Note: This long-term action is related to the SDE short-term action #1 below).

Implementation Recommendations – State Department of Education

**Short-term Actions**

1. Review the high school accountability test and provide information to the Board regarding the following options:
  - Moving the ISAT by Smarter Balanced to the 11<sup>th</sup> grade and developing structures to use the ISAT for college placement and/or entrance, and simultaneously removing the high school graduation requirement for a college entrance exam; or
  - Setting an expectation that students achieve a certain score or show a specified amount of growth on the ISAT in order to graduate; or
  - Shifting the accountability test for high school to the SAT or ACT.
2. In alignment with Recommendation #1 in the December 2018 AOC Report (Appendix C), present an adjusted ISAT Growth Trajectory model to the Board that will establish differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.
3. In an effort to close achievement gaps and in alignment with Recommendation #14 in the December 2018 AOC Report (Appendix C), conduct an in-depth review of the Targeted Support and Improvement (TSI) identification process.
  - a. Review the definition of “consistently underperforming. Consider other models and make recommendations to the Board about adjusting the TSI identification process.
4. Provide a report to AOC regarding efforts to support CSI, TSI, and ATSI schools in addressing their performance gaps.
5. Building upon previous efforts, engage districts and schools in quality, ongoing,

**Long-term Actions**

1. Consider targeted efforts to address gender gaps in ISAT performance (particularly in ELA).

focused professional development to improve math instruction.

- b. Professional development efforts need to be embedded and connected to relevant content.
  - c. Ensure math performance data (as provided in the 2018-2019 Student Achievement Report) is widely shared.
    - The State, districts, and schools need to use claim level analyses to guide professional development and curricular and instructional changes.
  - d. Ensure teachers are engaging in the depth and rigor of the standards.
    - We believe most districts and schools are teaching the standards, but the claim level math analysis reveals that teachers may not be consistently addressing deeper math skills, such as reasoning.
6. Identify highly effective districts and schools performing above expectations. Recognize / reward them and share their strategies.

## Idaho Reading Indicator (IRI)

### IRI - Data Analysis and Interpretation

The following interpretations pertain to Graph 11: Idaho Reading Indicator Fall 2018 and Spring 2019 on page 20 of the 2018-2019 Student Achievement Report.

- Because the current IRI by Istation has been fully implemented for only one year, more years of data are needed to ascertain student performance on the IRI and its value to educators, parents, and other stakeholders.
- All grade levels experience significant growth from fall to spring in the percentage of students who score At Grade Level (Proficient).
- At exit from 3<sup>rd</sup> grade, 11.6% of student score in the Near Grade Level (Basic) tier and 15.2% score in the Below Grade Level (Below Basic) tier, for a total of 26.8% of students not demonstrating reading proficiency prior to leaving 3<sup>rd</sup> grade. Unless effective, ongoing intervention and supports are provided, this cohort of students will probably continue to struggle throughout the remaining grades. The ISAT ELA results that were previously presented provide evidence for the longitudinal challenges this group of students probably confronts in 4<sup>th</sup> grade and above.

The following interpretations pertain to Graphs 12-14: Spring IRI Performance by Race/Ethnicity, Student Group, and Gender on pages 21-23 of the 2018-2019 Student Achievement Report.

- Disparities between race/ethnicity groups persist on the new IRI by Istation. For example, on spring IRI performance across all tested grades, 23.6% of Hispanics or Latinos score in the Below Grade Level (Below Basic) tier compared to 10.2% of Whites.
- Disparities also persist with Students with Disabilities, English Learners, and Economically Disadvantaged student groups, all of whom have higher percentages of students with scores in the Below Grade Level (Below Basic) tier.
- Although more years of data are needed for conclusive statements to be formulated, it appears gender differences in reading emerge during the primary grades. In grades K-3, 14.7% of males score in the Below Grade Level (Below Basic) tier, whereas 11.6 % of females do. Additionally, fewer males (68.0%) score in the At Grade Level (Proficient) tier than females (71.4%). As was noted previously when ISAT ELA data was discussed, gender disparities persist throughout the later grades.

## Full-time and Part-time Kindergarten IRI - Data Analysis and Interpretation

The following interpretations pertain to Graph 16: IRI Spring 2019 Percent At Grade Level by Kindergarten Schedule and Graph 17: Mean Composite Scale Score Change Fall 2018 to Spring 2019 on page 25 of the 2018-2019 Student Achievement Report.

- 67.2% of full-time kindergartners scored in the At Grade Level (Proficient) tier, whereas 62.6% of part-time kindergartners did so. This was a 4.6 percentage point difference and equates to full-time kindergartners gaining an additional month of growth over the course of the school year.
- Socioeconomic status is a significant predictor of students' literacy performance, so it is important to note that the differential performance between the full-time and part-time groups is not due to differences in the overall SES level of the two groups. Supplemental information provided by the SDE at the AOC's request, indicates that 47.35% of full time kindergartners and 47.25% of part-time were economically disadvantaged. Thus, the groups were quite similar on this important variable and the differential performance between them is probably not due to differences in socio-economic level.

## Conclusions

More years of IRI by IStation data are needed to more fully explore the assessment results, but given the one year of data available, it appears Idaho educators are effective at getting most young school age children to Near Grade Level (Basic) or At Grade Level (Proficient) tier performance. Disparities do exist, however, between all students and subgroups and these need renewed attention. Finally, all day kindergarten appears to increase spring IRI performance and additional years of data will aid in further clarifying the extent of the impact.

## Recommendations: Idaho Reading Indicator

### Policy Recommendations – State Board of Education

#### Short-term Actions

None.

#### Long-term Actions

None.

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Provide direction to districts and schools regarding identifying and reporting students as participating in either part-time or full-time kindergarten.

#### Long-term Actions

1. Conduct cohort analyses to confirm that students who are not proficient on the 3<sup>rd</sup> grade IRI continue to struggle in ELA in later grades.



2. Provide professional development and support to districts and schools to address subgroup gaps early, including students with disabilities, certain racial / ethnic groups, and by gender.
  - a. If this is verified, vertically aligned interventions and supports should be developed so all students who read below grade level, no matter the grade level they are in at the time, are identified and provided ongoing support.
    - This statement does not negate the need for continued focus on getting all students to reading proficiency by the end of 3<sup>rd</sup> grade, but rather acknowledges that some students will struggle in the upper grades and, thus, ongoing support is needed.

# English Language Proficiency Assessment

## English Language Proficiency Assessment - Data Analysis and Interpretation

Table 3 revisits the long-term goals established for the ESSA Consolidated State Plan for English Learners' Progress in Achieving English Language Proficiency. The long-term goals were calculated to reduce the number of English learners who are not making expected progress towards English language proficiency by one third by 2023.

It is important to note that the English language proficiency performance distribution in the 2018-2019 Student Achievement Report will not match the data provided in Table 3 below. The data in the Student Achievement Report shows the percentage of students with scores in each performance category on the English language proficiency assessment (the ACCESS 2.0). On the other hand, Table 3 reflects the percentage of students making adequate growth towards proficiency based on targets established using a calculation outlined in the ESSA Consolidated State Plan.

<b>Table 3: ESSA Consolidated State Plan Long-term Goals for English Learners' Progress in Achieving English Language Proficiency*</b>				
<b>Student Group</b>	<b>2018 Baseline</b>	<b>2019 Interim Target</b>	<b>2019 Actual Performance</b>	<b>2023 Long-Term Goal</b>
English Learners (Grades K-12)	74.1%	75.8%	76.2%	81.0%

\*As updated in the amended 2019 Idaho Consolidated State Plan.

### Data Analysis and Interpretations – ESSA Consolidated State Plan Goals

- The state met this goal, demonstrating that our programs for English Learners appear to be providing effective supports to students, thus equipping them to acquire English skills within an appropriate period of time.

### Data Analysis and Interpretations – 2018-2019 Student Achievement Report (Appendix A)

The following interpretations pertain to Graph 18: English Language Proficiency Assessment Performance Distribution on page 26 of the 2018-2019 Student Achievement Report.

- The state achieved excellent performance supported by solid improvements in the percentage of students whose scores were in higher categories and a decrease in the percentage of students whose scores fell in the lowest category. For example, between 2017 and 2019, there was a 9.4 percentage point increase in students with scores in the highest two categories, 4 (Expanding) and 5 and 6 (Bridging and Reaching).
- The number of English Learners in Idaho has increased from 15,639 in 2017 to 18,661 in 2019. This is a 19.3% increase. Given this growth, some or all of the improved

performance noted above might be due to the changing EL population in Idaho schools. We do not say this to detract from the improved performance noted above, but to properly contextualize it and any recommendations made.

## Conclusions

ELL performance over the past three years (2017, 2018, 2019) is a bright spot in Idaho education. Idaho educators appear to be effective at taking school age children and youth who are learning English as a new language and help them maximize the development of English language skills.

## Recommendations: English Language Proficiency Assessment

### Policy Recommendations – State Board of Education

#### Short-term Actions

None.

#### Long-term Actions

None.

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Identify schools with EL programs that are successfully improving student outcomes, particularly if they are doing so with students who face more challenges in gaining English language proficiency. Share information regarding the strategies those programs are using.

#### Long-term Actions

1. Identify student characteristics that predict successful language acquisition and exit from language instruction programs and share that information with districts, schools, and EL Program Coordinators.

## College Entrance Exams

### PSAT and SAT- Data Analysis and Interpretation

The following interpretations pertain to Graph 19: PSAT - Percent Meeting Benchmarks and Graph 20: Percent Meeting SAT Benchmarks on pages 27-28 of the 2018-2019 Student Achievement Report.

- The percentage of students meeting one more of the SAT college benchmarks went down between 2016 and 2019 while the percentage of students not meeting any benchmark went up.
  - While we do not have full information regarding what might account for this trend, it is notable that an increasing numbers of students took the exam over this time span (an increase of 14.1%), so some of the change could be due to changes in the underlying population of students taking the exam.
- Currently Idaho uses the college ready benchmarks that SAT provides for primarily 12<sup>th</sup> graders, but the SAT examination is given in the spring of 11<sup>th</sup> grade. SAT provides 11<sup>th</sup> grade benchmarks that take into account that students still have another year of high school before going on to college.
  - If the 11<sup>th</sup> grade benchmarks were used instead of the 12<sup>th</sup> grade, perhaps a more accurate accounting of Idaho student performance would result.
  - It is interesting to note that when the percentages of 10<sup>th</sup> grade students scoring within the Proficient and Advanced achievement levels on ISAT Math are combined, the total percentage is very similar to the percentage of 11<sup>th</sup> grade students meeting the college ready benchmark on the SAT. This is particularly true of students who took ISAT as 10<sup>th</sup> graders in 2018 and took the SAT as 11<sup>th</sup> graders in 2019.

## Conclusions

SAT performance has remained stable across 2016-2019 in some areas and decreased in others. Significantly more students took the exam in 2019 than in 2016 so it will be important going forward to analyze what influence this has, if any, on the scores.

## Recommendations: PSAT and SAT

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Review data and revisit the purpose behind requiring a college entrance exam for graduation (with statewide administration of SAT in 11<sup>th</sup> grade).
  - a. Consider the following questions related to the college entrance exam requirement:
    - Is the SAT achieving the goals that the Board articulated for it when implementation was mandated?
    - Should the state initiate efforts to help schools move the trend in SAT scores in a positive direction?
2. As indicated in the ISAT section of this report, consider the relationship between the high school ISAT assessment and the college entrance exam.
3. Review data from the SDE and consider use of SAT 11<sup>th</sup> grade benchmarks in place of, or in addition to, the college readiness (12<sup>th</sup> grade) benchmarks.

#### Long-term Actions

None.

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Provide the Board with data and a recommendation regarding reporting and using the SAT 11<sup>th</sup> grade benchmarks in place of, or in addition to, the college readiness (12<sup>th</sup> grade) benchmarks.

#### Long-term Actions

None.

## Graduation Rates

### Graduation Rates - Data Analysis and Interpretation

Table 4 revisits the long-term goals established for the ESSA Consolidated State Plan for 4-year Cohort Graduation Rates. The long-term goals for graduation rate were set using the Board's Strategic Plan goal of a 95% graduation rate (for all students) as a guide. The calculation used reduces the percentage of non-graduates by approximately 75% by the Class of 2022.

<b>Student Group</b>	<b>Class of 2016 Baseline</b>	<b>Class of 2019 Interim Target</b>	<b>Class of 2019 Actual</b>	<b>Class of 2022 Long-Term Goal</b>
<b>All Students</b>	<b>79.7%</b>	<b>87.3%</b>	<b>80.7%</b>	<b>94.9%</b>
Economically Disadvantaged	71.9%	82.4%	72.5%	93.0%
Students with Disabilities	60.5%	75.3%	56.1%	90.1%
English Learners	73.3%	83.3%	74.4%	93.3%
Asian or Pacific Islander	83.1%	89.4%	88.9%	95.8%
American Indian or Alaskan Native	58.5%	74.1%	67.6%	89.6%
Black / African American	77.8%	86.1%	73.6%	94.5%
Hispanic or Latino	73.7%	83.6%	73.9%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	81.1%	76.5%	92.4%
White	81.3%	88.3%	82.6%	95.3%
Two or More Races	77.3%	85.8%	79.0%	94.3%

#### Data Analysis and Interpretations – ESSA Consolidated State Plan Goals

- To meet 2022 Long-Term Goal for the All Students group, the state would need the 4-year cohort graduation rate to increase by approximately 4.7 percentage points for each of the upcoming three years. Based on current enrollment in these cohorts, this reflects that 1,103 additional students need to graduate each year.
- The graduation rate for the All Students group appears stable, having increased by only 1.0 percentage point from 2016 to 2019. At this rate of growth, it will take 40 years to meet the goal of having 95% of students graduate. It is clear the state may want to reconsider both these goals and efforts to improve graduation rates.
- It is notable that the graduation rate for the Students with Disabilities subgroup decreased from 2016 to 2019. However, the AOC has received direct feedback from members who work in the field that there was confusion regarding which courses taken by students with disabilities would meet graduation requirements. Clarifications have been made, so it is possible that renewed efforts by districts to ensure students with disabilities complete the appropriate coursework may result in an increase in this subgroup's graduation rate in the future.

Data Analysis and Interpretations – 2018-2019 Student Achievement Report (Appendix A)

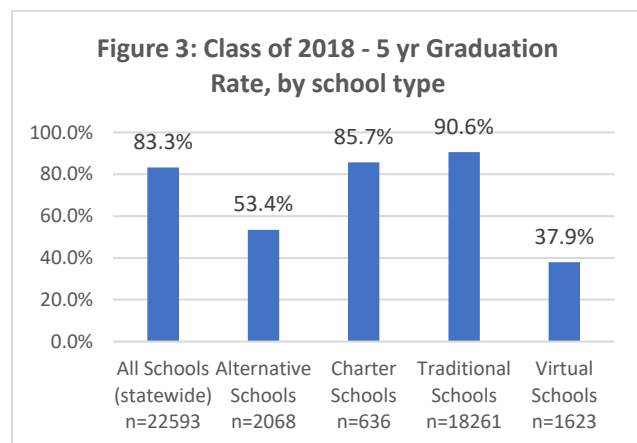
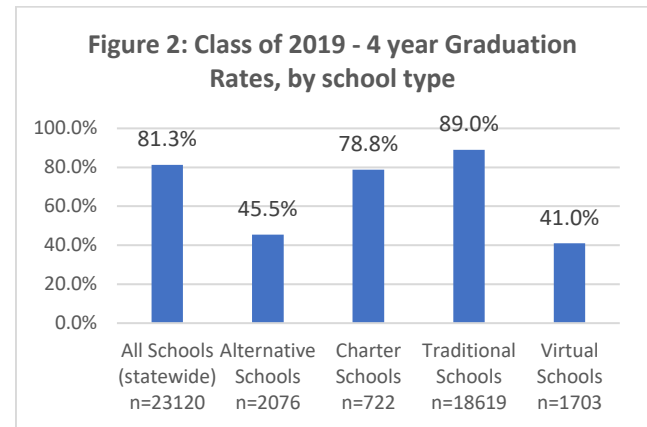
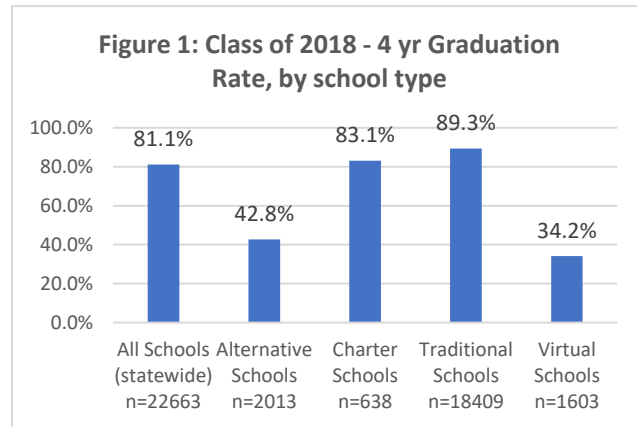
The following interpretations pertain to Graph 21: 4 year Cohort Graduation Rate and Graphs 22a-24c: 4 year Cohort Graduation Rate by Race/Ethnicity, Subgroup, and Gender on pages 30-33 of the 2018-2019 Student Achievement Report.

- Four year adjusted cohort graduation rates have increased 1.8% between 2015 and 2019. The 2019 rate was 80.7%.
- The number of graduates has increased steadily over the same period from 16,923 in 2015 to 18,840 in 2019, an increase of 11.3%. The impact of this growth on the changes in rates noted immediately above is unknown at this time.
- Differential four year adjusted cohort graduation rates persisted from 2017 to 2019 between different race/ethnicity groups. For example, in 2019 82.6% of Whites graduated whereas 73.9% of Hispanics/Latinos did. The differential and lower graduation rates also persisted in Economically Disadvantaged Students, Students with Disabilities, and English Learners.
- Differential four year adjusted cohort graduation rates occur between males and females with a higher percentage of females graduating. The differences held roughly constant across 2017 to 2019 and averaged 5.6%.

The following interpretations pertain to Graph 25: 5 year Cohort Graduation Rate and Graphs 26a-28b: 5 year Cohort Graduation Rate by Race/Ethnicity, Subgroup, and Gender on pages 34-37 of the 2018-2019 Student Achievement Report.

- Five year adjusted cohort graduation rates for 2018 were 2.2 percentage points higher than the four year rate in 2018.
- When 2018 five year adjusted cohort rates are compared to 2018 four year rates across race/ethnicity groups, all five year rates are higher. Differences range from a low of 1.9 percentage points for Whites to a high of 4.8 percentage points for Native Hawaiian or other Pacific Islanders.
- When 2018 five year adjusted cohort rates are compared to 2018 four year rates across student groups, all five year rates are higher. Five year rates were 2.8 percentage points higher for economically disadvantaged students, 3.8 percentage points higher for students with disabilities, and 3.6 percentage points higher for English learners.
- When 2018 five year adjusted cohort rates are compared to 2018 four year rates across gender, all five year rates are higher. Five year rates were 2.0 percentage points higher for females and 2.2 percentage points higher for males.

When the AOC reviewed the 2018-2019 Student Achievement Report at the January 27, 2020, meeting, members requested clarification from SDE staff regarding the differences in graduation rates by school type. To that end, the SDE provided the following data, which is supplemental to the 2018-2019 Student Achievement Report.



**Data Analysis and Interpretations – Additional High School Graduation Rate Data**

- Notable in this data is the substantial increase in graduation rate for alternative schools when a fifth year is given for completion. The five year cohort graduation rate is an impressive 10.6 percentage points higher for students in the class of 2018 attending alternative schools when compared to the same cohort's four year graduation rate.
- Graduation rates vary across school type. Traditional schools have the highest rates and all other school types are lower, with alternative schools and virtual schools being appreciably lower.
- The effect of alternative, charter, and virtual schools on overall graduation rates should not be minimized since within the Class of 2019 19.5% of all students were enrolled in these schools.



## Conclusions

Four Year Cohort graduation rates slightly increased over the five year span from 2015 to 2019, but the rate of increase was not substantial enough for Idaho to achieve short or long-term goals. Despite ongoing efforts to improve equity in the system, differential graduation rates persist between subgroups and also between type of school attended.

## Recommendations: Graduation Rates

Please note that there were recommendations in the AOC's December 2018 Report (see Appendix C) that relate to the path students take to graduation. These include the recommendations related to math coursework (#5 and #6), Advanced Opportunities (#4), and Credit Accumulation / Recovery (#7).

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Recognizing that graduation requirements impact students' ability to graduate with their cohort, consider adjusting requirements.
  - a. Consider feedback from stakeholders, including the AOC (as outlined in the AOC's 2019 High School Graduation Requirements memo).

#### Long-term Actions

1. Consider launching an initiative to encourage districts to implement early warning / dropout prevention systems.

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Review early warning and dropout prevention systems in place in other states or large school districts and identify those that appear to be effective. Present this research and accompanying recommendations to the Board.
2. Given substantial differential graduation rates across school type, provide the Board with possible plans of action for how to reduce this variability.

#### Long-term Actions

None.

## Engagement Surveys

### Engagement Surveys - Data Analysis and Interpretation

The following interpretations pertain to Graph 29: Student Engagement, Graph 30: Student Engagement by Grade, and Graph 31: Parental and Staff Engagement on pages 38-40 of the 2018-2019 Student Achievement Report.

- Overall student engagement dropped dramatically from 2018 to 2019, a drop of 12.9 percentage points, but the survey was administered at different times of the school year each year it was given. It is thus unknown if the drop was due to when the survey was administered. Additional years of data will help clarify this.
- Student engagement steadily drops across the grades, hitting its low in high school. This phenomenon is documented in educational research literature, so what appears to be happening in Idaho is not unique. In no way is this statement intended to minimize the importance of steadily decreasing student engagement. It is instead stated so that Idaho might use the research literature and the experience of others to craft a coordinated plan to address the challenge.
- Although survey response rates for parents and staff substantially differed, the engagement levels of the groups are quite similar and quite high. This is a positive finding and might provide a solid foundation upon which to build an initiative to address decreasing student engagement.

## Conclusions

Regardless of when the Engagement Survey is administered during the school year, student engagement steadily decreases with increasing grade level. Administering the engagement survey has only been done twice as of this writing so with more data and more established trends Idaho educators and stakeholders can discuss what these trends mean and what, if anything, should be done about them.

## Recommendations: Engagement Surveys

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Maintain the engagement surveys for at least one additional year (2020-2021 school year).

#### Long-term Actions

1. After receiving at least one additional year of data, review the status of the surveys within the accountability framework.

2. Review data regarding whether Idaho's engagement survey results correlate to student achievement (Results anticipated summer 2020).

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Present results of the correlational analysis between engagement and achievement to the AOC and Board.
2. Provide professional development to districts helping them learn how to use the survey.
  - a. Given the state's focus on social-emotional development of students, provide districts and schools with clear information regarding which survey questions are associated with the emotional domain and how to find and use this data.

#### Long-term Actions

1. Provide recommendations to the AOC and the Board regarding the use of the surveys within the accountability framework, particularly in the formula for K-8 school CSI identifications.

# ACCOUNTABILITY OVERSIGHT COMMITTEE (AOC)

## Membership

### Chair

Roger Stewart, Ph.D.	Professor, College of Education, Boise State University Designated Seat: Student Achievement Assessment and Data
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### Ex-Officio Members

Debbie Critchfield	Chair, Idaho State Board of Education Communications Officer, Cassia County School District #151
Andrew Scoggin, J.D.	Secretary, Idaho State Board of Education Executive Vice President of Human Resources, Labor Relations, and Government Affairs, Albertsons Companies
Peter McPherson, Ed.S.	Deputy Superintendent, Idaho State Department of Education

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### At-Large Members

John Goedde	Former Idaho State Senator Former School Board Trustee, Coeur d'Alene School District #271
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APPENDIX A

2018-2019  
STUDENT ACHIEVEMENT REPORT

Idaho State Department of Education

## Contents

<b>Introduction</b>	1
<b>Idaho Standard Achievement Tests</b>	2
<b>ISAT Math Performance 2015-2019</b>	2
ISAT Math Performance by Grade	4
ISAT Math Performance by Race/Ethnicity	5
ISAT Math Performance by Subgroup	6
ISAT Math Performance by Gender	7
<b>Math Scale Score Growth Analysis</b>	8
<b>Longitudinal Math Analysis</b>	10
<b>Longitudinal Math Analysis – Reporting Claims</b>	11
<b>ISAT English Language Arts 2015 – 2019</b>	13
ISAT English Language Arts Performance by Grade	14
ISAT English Language Arts Performance by Race/Ethnicity	15
ISAT ELA Performance by Subgroup	16
ISAT ELA Performance by Gender	17
<b>ISAT ELA Scale Score Growth Analysis</b>	18
<b>Idaho Reading Indicator</b>	20
IRI Performance by Race/Ethnicity	21
IRI Performance by Subgroup	22
IRI Performance by Gender	23
<b>Full-Time and Part-Time Kindergarten Analysis</b>	23
<b>IRI Performance by Kindergarten Schedule</b>	25
<b>Idaho English Language Proficiency Assessment for English Learners</b>	26
<b>College Entrance Exam – PSAT</b>	27
<b>College Entrance Exam – SAT</b>	28
<b>4 Year Adjusted Cohort Graduation Rate: Class of 2015 – Class of 2019</b>	30
4 Year Adjusted Cohort Graduation Rate by Race/Ethnicity	31
4-Year Adjusted Cohort Graduation Rate by Subgroup	32
4-Year Adjusted Cohort Graduation Rate by Gender	33
<b>5 Year Adjusted Cohort Graduation Rate: Class of 2017 and 2018</b>	34
5-Year Adjusted Cohort Graduation Rate by Race/Ethnicity	35
5 Year Adjusted Cohort Graduation Rate by Subgroup	36
5 Year Adjusted Cohort Graduation Rate by Gender	37
<b>Engagement</b>	38
Student Engagement	38
Student Engagement by Grade	39

Parent and Staff Engagement ..... 40

## Introduction

The Assessment and Accountability Department, on behalf of the State Department of Education, presents the 2018-2019 Annual Achievement report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements. In addition, student demographic designations represent information provided by districts and charters in the Idaho System for Educational Excellence (ISEE) in the year of analysis, and current during the associated assessment window.

The observations provided represent the reflections, understanding and experience of the assessment and accountability department staff, as well as reflections from other department staff.

Questions about the data or observations presented can be directed to Karlynn Laraway, Director of Assessment and Accountability for the Department of Education [klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov) 208-332-6976.

### *Special thanks to*

Alayna Knop	ELA/Literacy Assessment Coordinator
Andrew Bennett	English Language Proficiency Assessment Coordinator
Ayaka Nukui	College Entrance Exam Coordinator and Accountability Coordinator
Kevin Chandler	Math and Science Assessment Coordinator
Kevin Whitman	Accountability Coordinator
Peter Smith	Information Technology

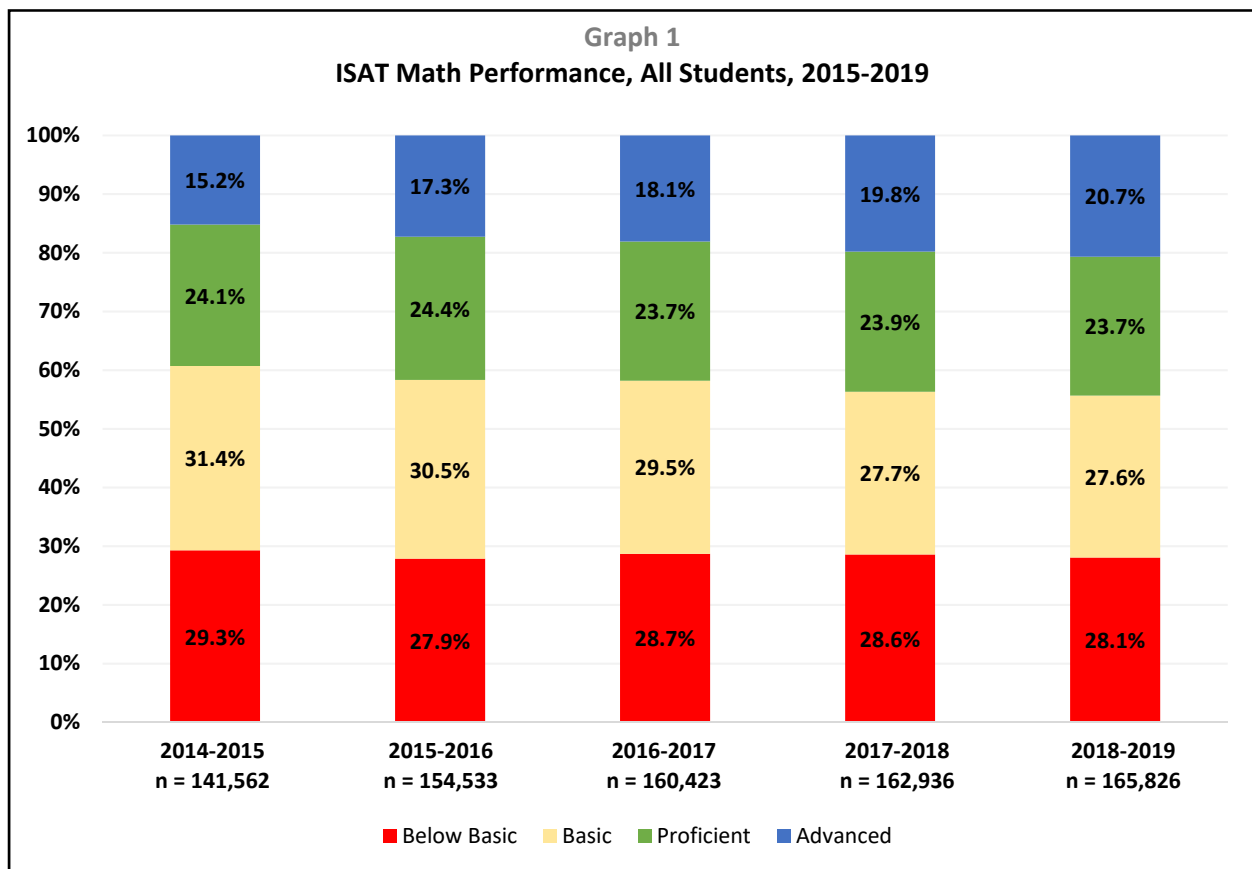


## Idaho Standard Achievement Tests

Each year, students in grades 3-8 and 10 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy and mathematics. These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. The ISAT items address a variety of skill levels, from short-term recall to skills and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school. It consists of two parts: a computer-adaptive test and performance tasks. The assessment main objectives are to give an indication of both student achievement and growth of student learning as part of program evaluation and school, district, and the state accountability system, and to provide a valid, reliable, and fair measures of students' progress toward, and the attainment of the knowledge and skills required to be college and career ready. This summative assessment is an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

## ISAT Math Performance 2015-2019

After students take the ISAT Math assessment, their results are reported in two primary ways: scaled scores and achievement levels. Based on their scaled scores, students fall into one of four categories of performance called achievement levels. The table below shows the performance of students in grades 3-8 and 10, across each of the achievement levels.



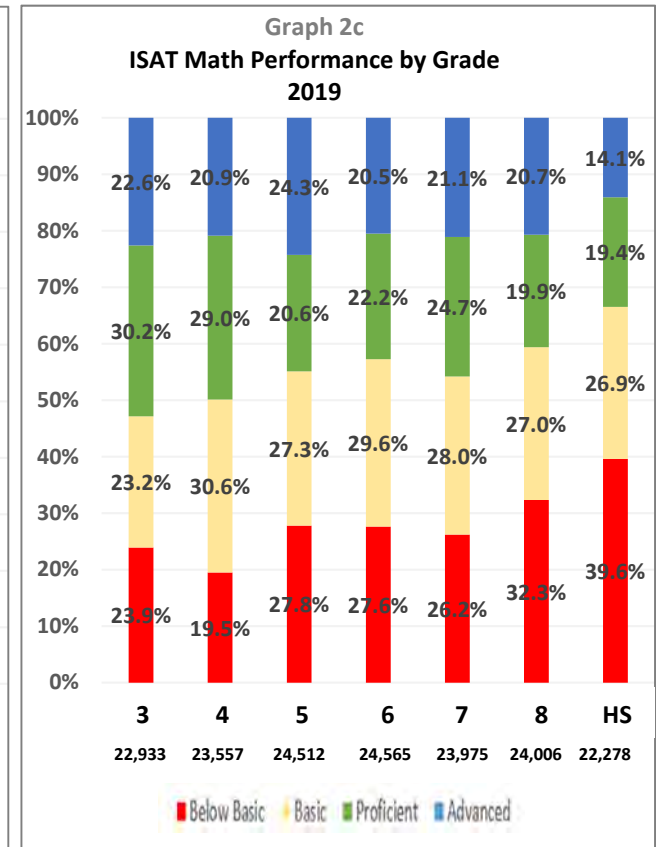
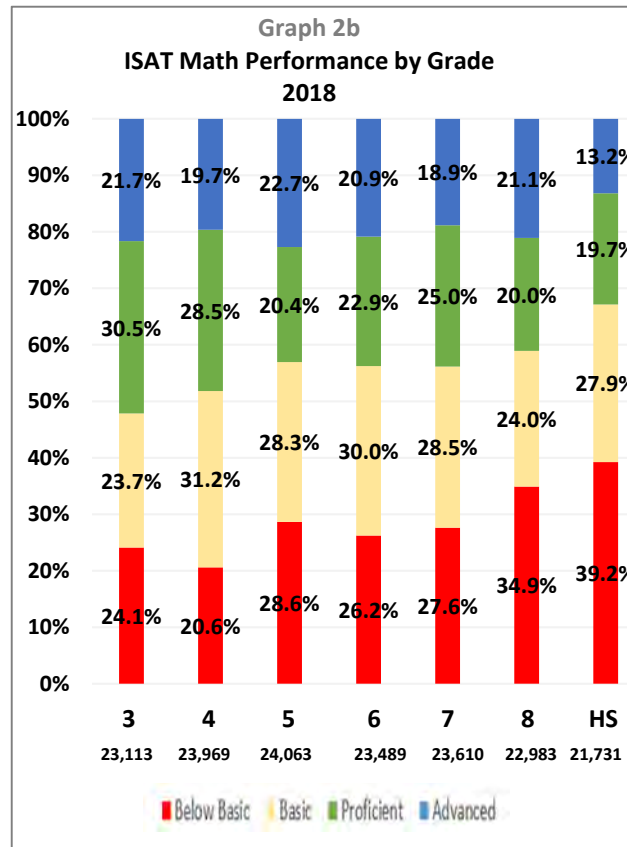
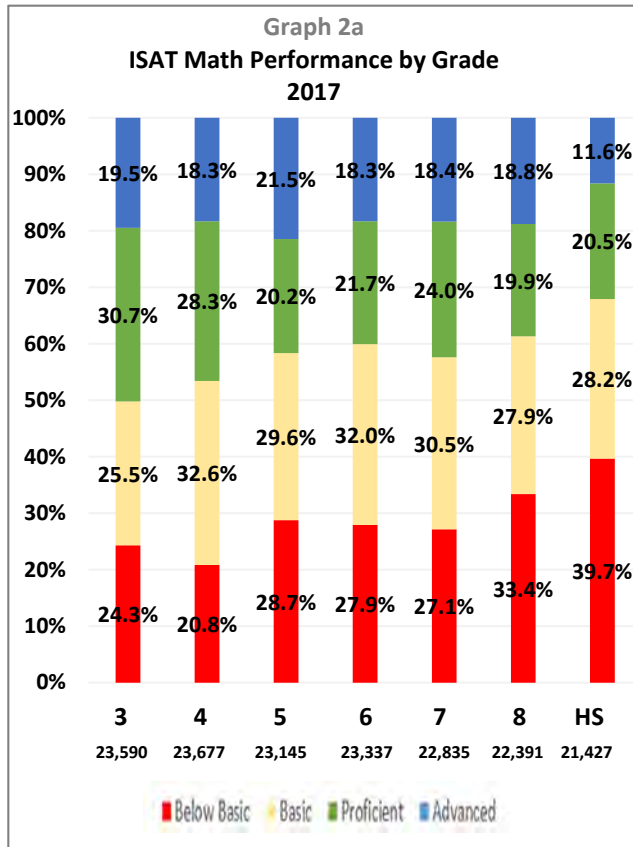
### Observations:

- There is an increase in 5.5 percentage point increase in students scoring advanced each year.
- The percentage of proficient students is flat over 5 years.
- Percent of students performing at both basic and below basic trending down.

**Additional Analysis**

- Follow only a cohort of students with scores in each of the years to identify improvement and any patterns in the students leaving or entering the Idaho system.
- Identify schools with best practices to share strategies.
- Can we measure student motivation on the assessment?

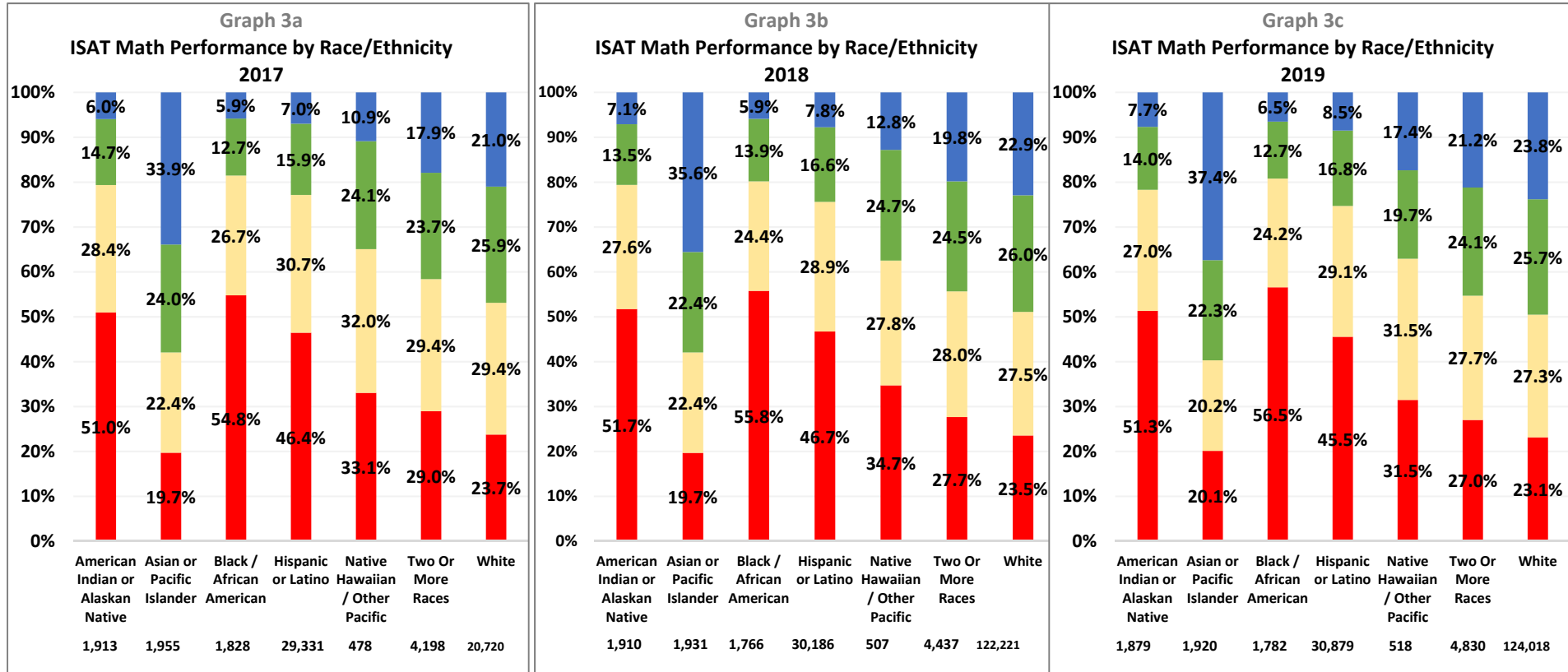
## ISAT Math Performance by Grade



### Observations:

- More students are performing advanced each year since 2017.
- The percentage of students performing at below basic declines in nearly every grade level each year, with the exception of Grade 10, which remains constant.

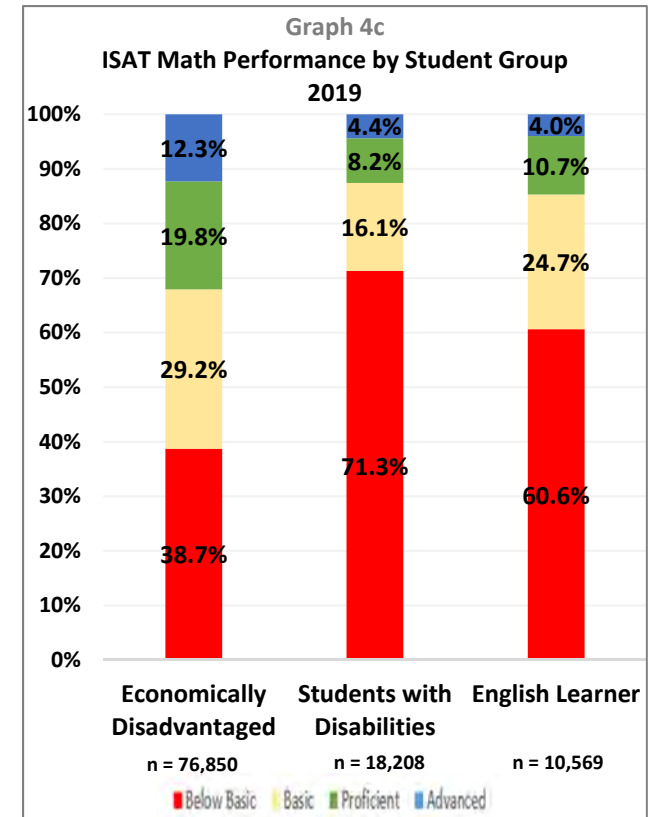
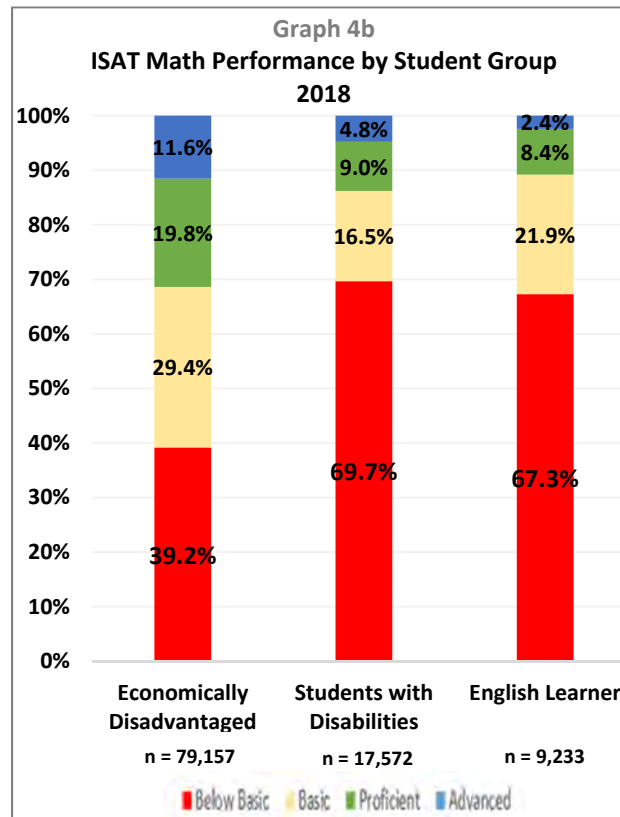
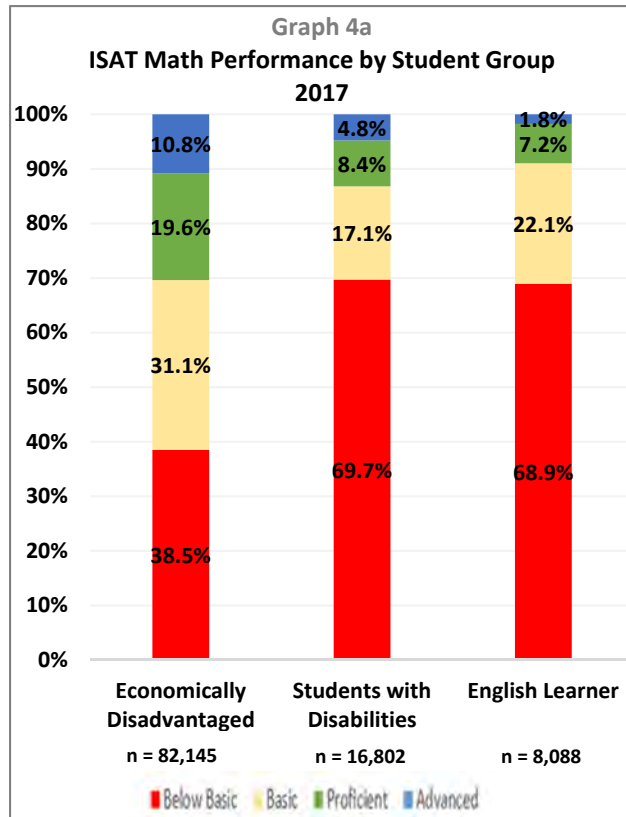
# ISAT Math Performance by Race/Ethnicity



## Observations:

- There is less consistency in percentage of students at each performance level.
- Hispanic Student Performance is improving each year.
- The American Indian Performance is improving at advanced level but there is no improvement at below basic level.

## ISAT Math Performance by Subgroup



### Observations:

- English Learners are making progress – reducing the number of students at below basic, while increasing the number/percent of students performing at proficient and advanced since 2017.
- Economically disadvantaged students are constant performance since 2017.
- Greatest opportunity is for students with disabilities.
  - Professional development to ensure students with disabilities have access to grade level content.

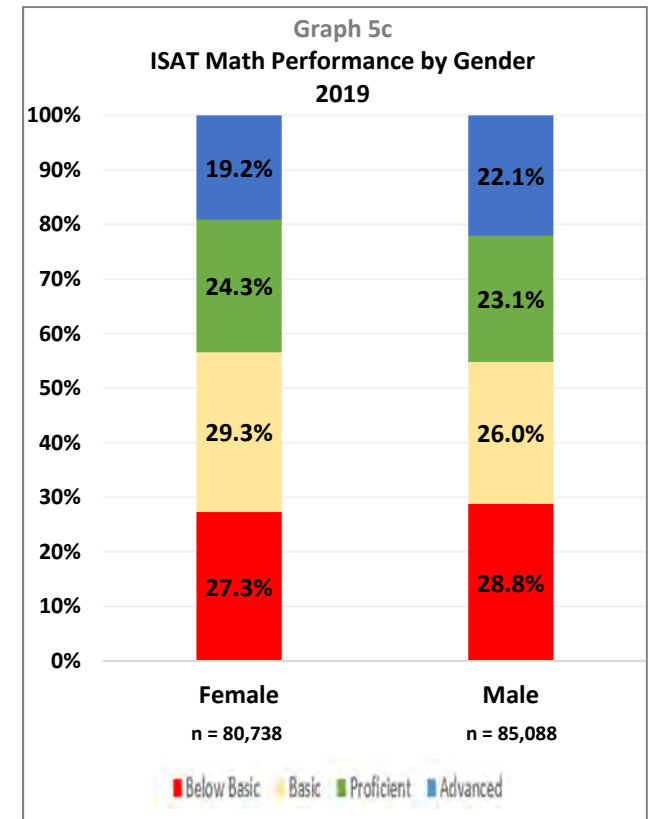
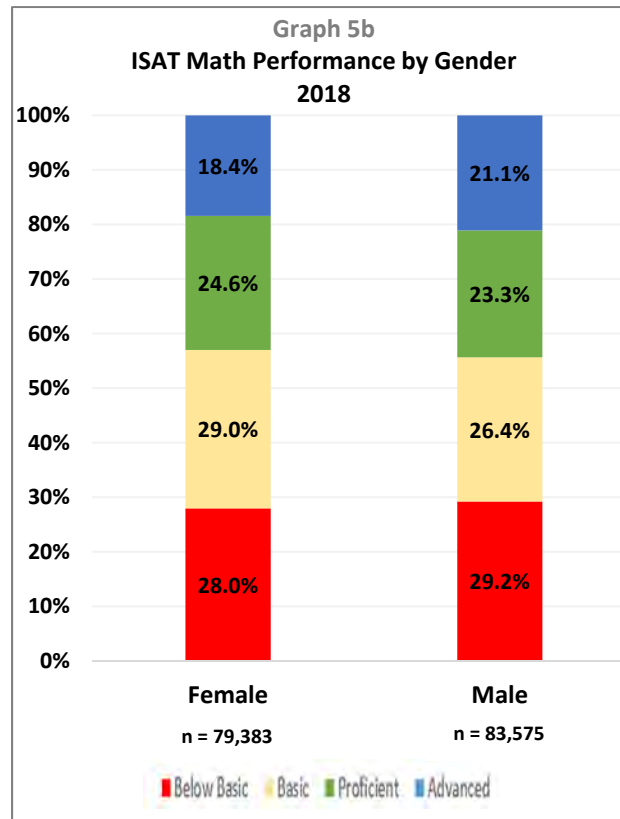
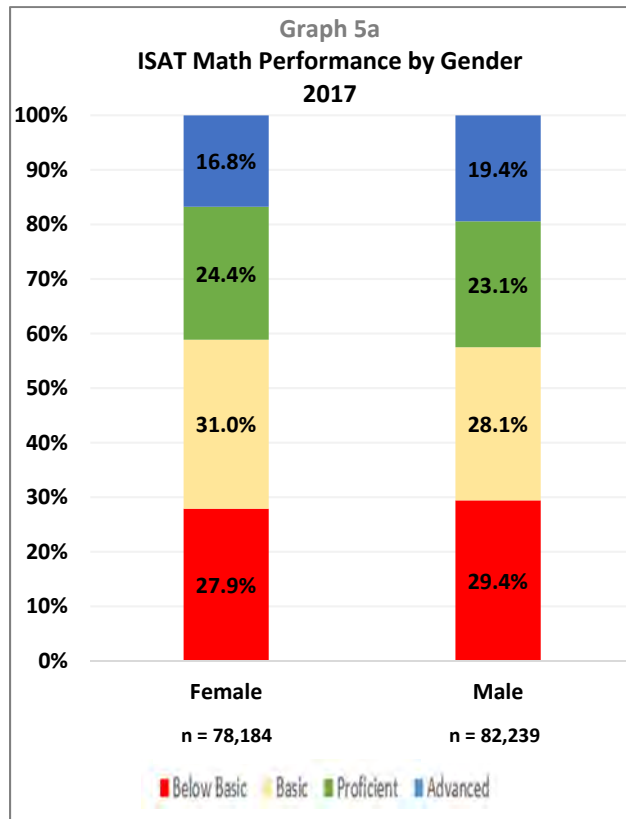
### Additional Analysis:

- Disaggregate SWD by primary disability
- Analysis of primary or singular student group (e.g. – EL's who are not Economically disadvantaged or a student with disability).
- Tease out EL by Race/Ethnicity providing more concrete support recommendation.

### Strategies for improvement:

- Professional development to ensure students with disabilities receive access to grade level content and IEP goals are aligned to grade level expectations.

# ISAT Math Performance by Gender



## Observations:

- Males have higher percentage of students proficient or advance than female students each of the three years.
- Males have higher percentage of students below basic than their female students each of the three years.
- Performance for both female and male students is improving or remains constant each year with more students performing in the advanced level in each of the three years.

## Math Scale Score Growth Analysis

After students take the ISAT ELA, their results are reported in two primary ways: scaled scores and achievement levels. A scaled score is the student's overall numerical score. These scores fall on a continuous scale (from approximately 2000 to 3000) that increases across grade levels. Scaled scores can be used to illustrate students' current level of achievement and their growth over time.

To help schools and parents quantify the change in scale score for their student(s), we provide the following analysis which details the growth in a students' scale score relative to their peers. Results are presented by grade and the student's previous proficiency level. This table provides a norm-referenced way to explore student growth, meaning it helps answer the question of how a student's growth compared to his or her peers, summarized at the 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup>, and 90<sup>th</sup> percentile values for scale score change. This differs from the ISAT growth measure in the accountability system, which also analyzes annual scale score changes, but relative to the designated criteria of being on track for proficiency three years in the future.

<b>Table 1</b>						
<b>Grade and Starting Proficiency Level</b>	<b>n</b>	<b>10th Percentile</b>	<b>25th Percentile</b>	<b>Median/50th Percentile</b>	<b>75th Percentile</b>	<b>90th Percentile</b>
<b>Grade 4 Overall</b>	<b>21,692</b>	<b>-8</b>	<b>18</b>	<b>45</b>	<b>73</b>	<b>100</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	5,089	3	30	58	88	115
Level 2/Basic	5,189	-4	22	49	75	101
Level 3/Proficient	6,682	-8	15	42	69	92
Level 4/Advanced	4,732	-18	5	32	58	86
<b>Grade 5 Overall</b>	<b>22,594</b>	<b>-24</b>	<b>4</b>	<b>34</b>	<b>63</b>	<b>90</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	4,545	-23	7	38	70	99
Level 2/Basic	7,073	-27	1	31	62	90
Level 3/Proficient	6,490	-21	7	36	64	89
Level 4/Advanced	4,486	-21	2	30	58	84
<b>Grade 6 Overall</b>	<b>22,564</b>	<b>-45</b>	<b>-12</b>	<b>22</b>	<b>55</b>	<b>85</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	6,378	-57	-15	28	68	102
Level 2/Basic	6,381	-42	-9	25	57	83
Level 3/Proficient	4,590	-42	-11	19	48	73
Level 4/Advanced	5,215	-42	-15	14	45	72

<b>Table 1 Cont. Grade and Starting Proficiency Level</b>	<b>n</b>	<b>10th Percentile</b>	<b>25th Percentile</b>	<b>Median/50th Percentile</b>	<b>75th Percentile</b>	<b>90th Percentile</b>
<b>Grade 7 Overall</b>	<b>22,008</b>	<b>-43</b>	<b>-12</b>	<b>21</b>	<b>52</b>	<b>82</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	5,598	-44	-8	30	68	107
Level 2/Basic	6,631	-47	-14	18	51	77
Level 3/Proficient	5,101	-40	-12	19	48	74
Level 4/Advanced	4,678	-42	-13	16	45	70
<b>Grade 8 Overall</b>	<b>22,072</b>	<b>-56</b>	<b>-20</b>	<b>16</b>	<b>51</b>	<b>82</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	5,893	-54	-15	27	66	105
Level 2/Basic	6,307	-64	-28	8	43	73
Level 3/Proficient	5,602	-57	-24	11	44	72
Level 4/Advanced	4,270	-44	-12	20	51	78
<b>Grade 10 Overall</b>	<b>19,533</b>	<b>-81</b>	<b>-36</b>	<b>11</b>	<b>56</b>	<b>97</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	6,087	-72	-21	29	76	121
Level 2/Basic	5,543	-85	-40	5	49	88
Level 3/Proficient	4,029	-87	-46	-2	41	82
Level 4/Advanced	3,874	-80	-38	6	48	85
<i>Scale score growth for students in grades 4, 5, 6, 7, and 8 is from 2018 to 2019. Scale score growth for students in grades 10 is from 2017 to 2019.</i>		<i>All growth data are among students taking the regular assessment in both analysis years and who made the standard one-grade-per-year progress.</i>				

**Observations:**

- In every grade, the 10<sup>th</sup> percentile value is negative, indicating a substantial portion of students had a decrease in their scale score from year to year.
- The median scale score growth decreases at higher grade levels, which is consistent with the design of the ISAT cut scores, which expect larger scale score increases at earlier grades (<https://idaho.portal.airast.org/core/fileparse.php/1519/urlt/ELA-and-Math-Cut-Scores.pdf>)
- Students had a broad range of scale score growth, regardless of their starting proficiency level. Some students who started at the lowest performance level showed tremendous growth, while some students who started at the highest performance level experienced large scales score declines.
  - However, at the extremes, low and high performing students do have a constraint on the amount their scores can decrease or increase because of the minimum and maximum values in the scale.

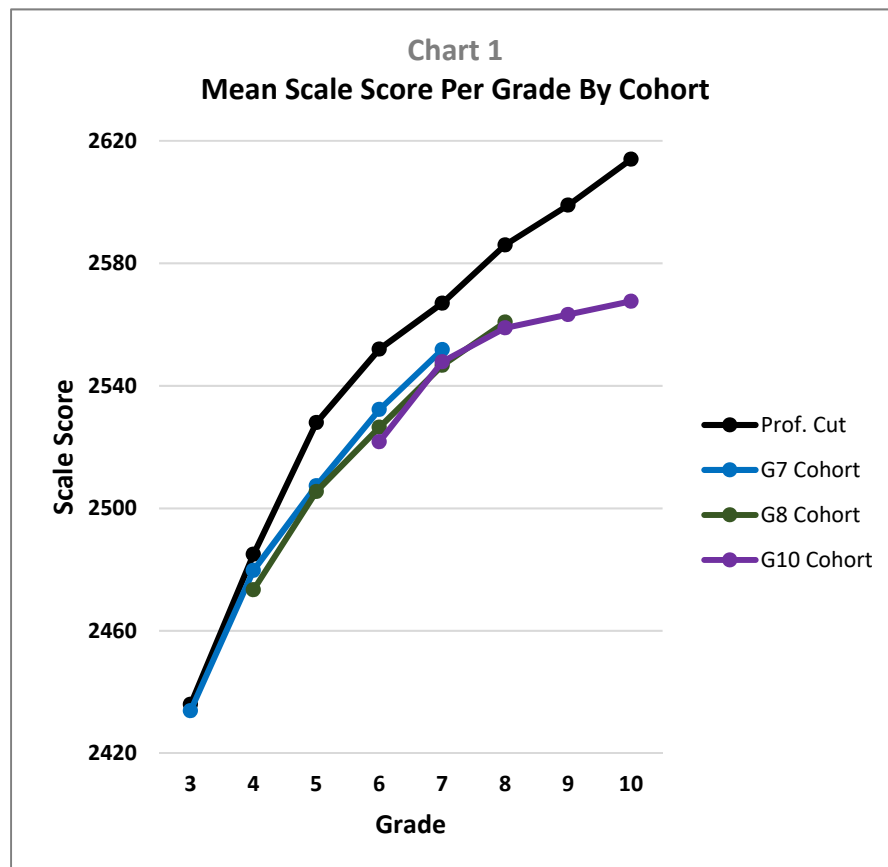


## Longitudinal Math Analysis

The following data was compiled our assessment delivery vendor, Cambium Assessments (formerly AIR) and presented to the Assessment Technical Advisory Committee in October 2019. The analysis was conducted only for Math in response to stagnant math performance, particularly for students in high school. When reviewing statewide math achievement, results appear to show little improvement. In addition, looking at math performance by grade over several years, math performance is higher in elementary grades, but declines by grade 10 in each year.

To better understand the performance as a whole and in specific grad levels, we take a closer look at the average scale score over five (5) years for students with a valid test result in each of the five (5) years. Scale scores allow us to see improvement not captured when reviewing performance at achievement levels.

- Grade 7 Cohort\_(N=18,524) Tracking progress of student from Grade 3 in 2014/15 to Grade 7 in 2018/19
- Grade 8 Cohort (N=18,616) – tracking students from grade 4 in 2014/15 to grade 8 in 2018/19
- Grade 10 Cohort (N=17,475) Tracking students from grade 6 in 2014/15 to grade 10 in 2018/19



### Observations:

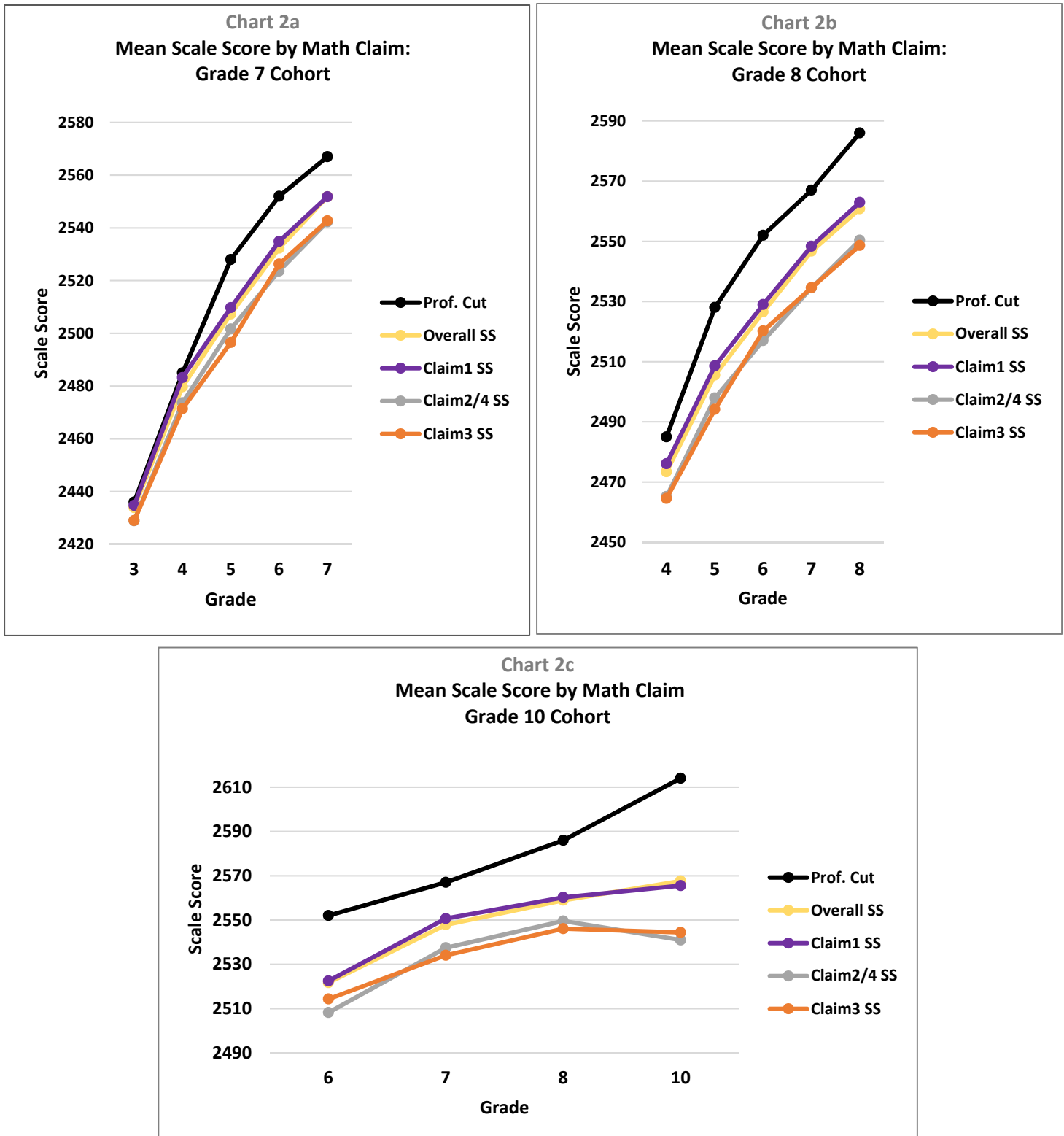
- Sample size is adequate for state analysis and consistent in each cohort.
- Trend is similar in each cohort indicating improvement tends to level off around grade 5.
  - Based on the standards and aligned assessment, if students do not have foundational math skills in a given year, the next year will be more challenging as content is dependent on prior learning.
  - This indicates an opportunity for schools to look at vertical alignment in their local curriculum as well as teaching strategies.

### Additional Analysis:

- Curricular alignment
- K-5 standards moving to 6-12 standards as transitional years between elementary and secondary

## Longitudinal Math Analysis – Reporting Claims

While overall achievement and scale score change over time are useful analysis, additional information can be gleaned when examining performance by claims. Claims are broad statements about what students should know and be able to do in specific mathematical activities. The claims in math include: Claim #1: Concepts & Procedures, Claim #2: Problem Solving; Claim #4 Modeling and Data Analysis (reported together), and Claim #3: Communicating Reasoning. The use of claims can identify areas the state or local districts and schools can focus professional development for teachers.



**Observations:**

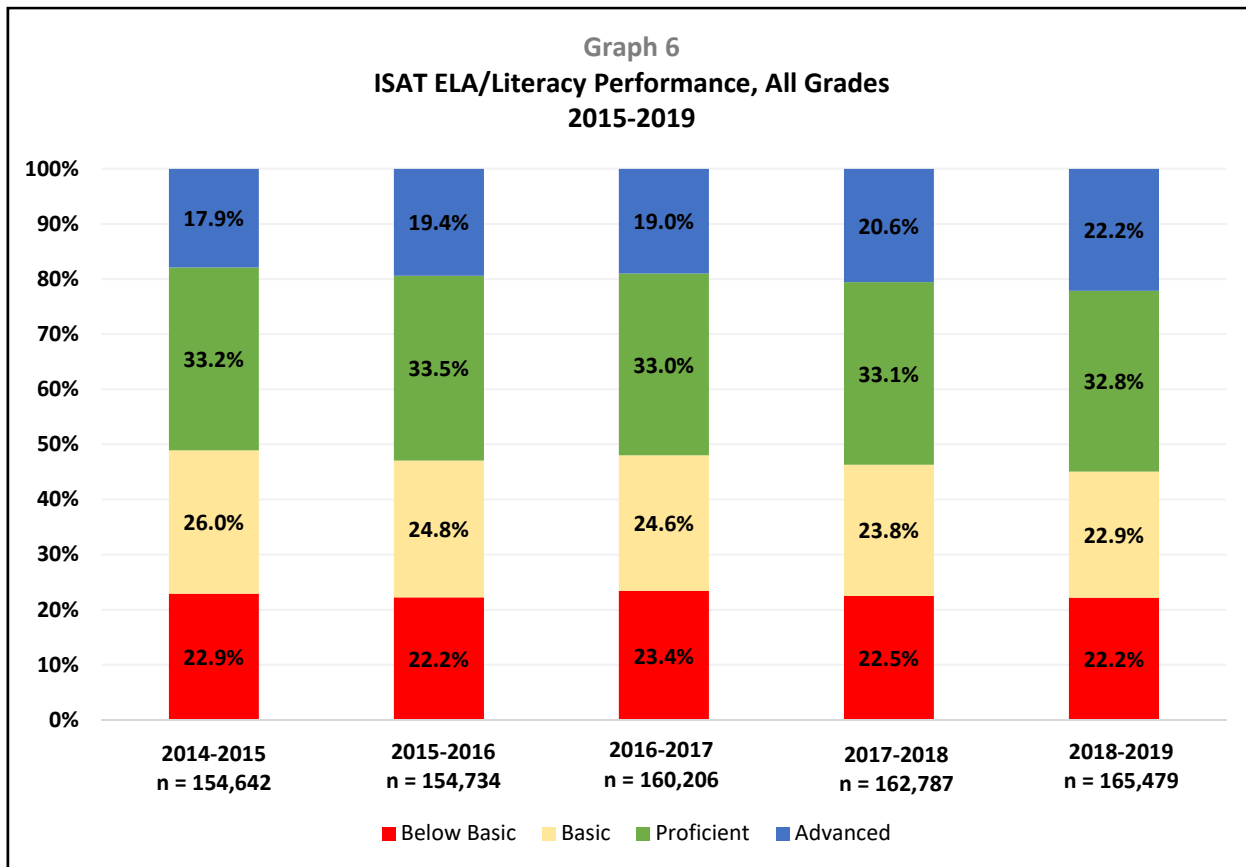
- In reviewing the assessment blueprint, 50% of the overall score is derived from questions on the assessment aligned to claim 1 and 25% on each of the other two claims.
- Student performance on claim 1, Concepts and Procedures, is most closely correlated to the trend in the both the average scale score (yellow line) and also the proficiency cut (black line) for students in math.
  - This indicates more professional development for teachers targeting problem solving (Claim 2) and modeling and data analysis (claim 4) and communicating reasoning (claim 3) may directly improve math scores.

**Additional Analysis**

- Teacher preparation for secondary math instruction (traditional or alternate authorization).
- Time on task analysis for items in each claim.

## ISAT English Language Arts 2015 – 2019

After students take the ISAT ELA assessment, their results are reported in two primary ways: scaled scores and achievement levels. Based on their scaled scores, students fall into one of four categories of performance called achievement levels. The table below shows the performance of students in grades 3-8 and 10, across each of the achievement levels.



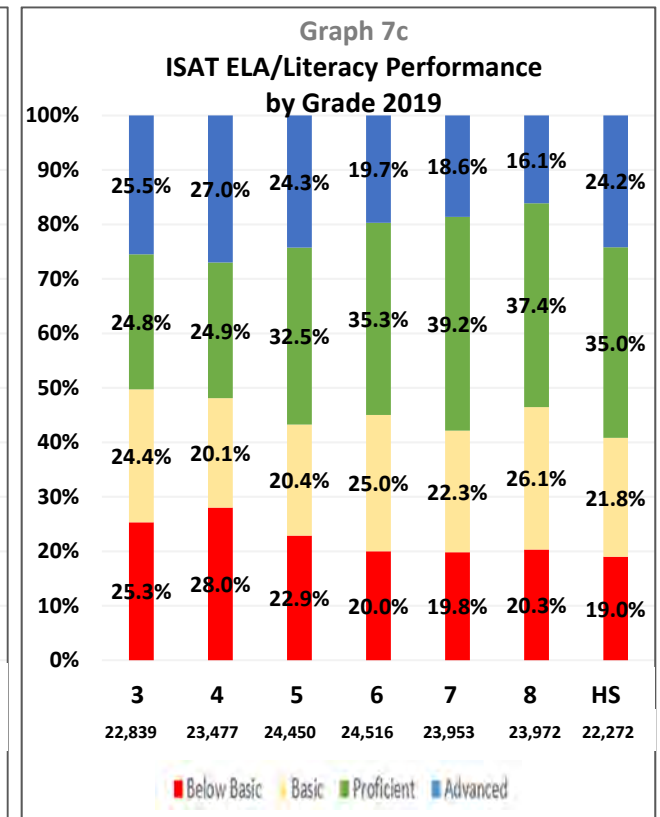
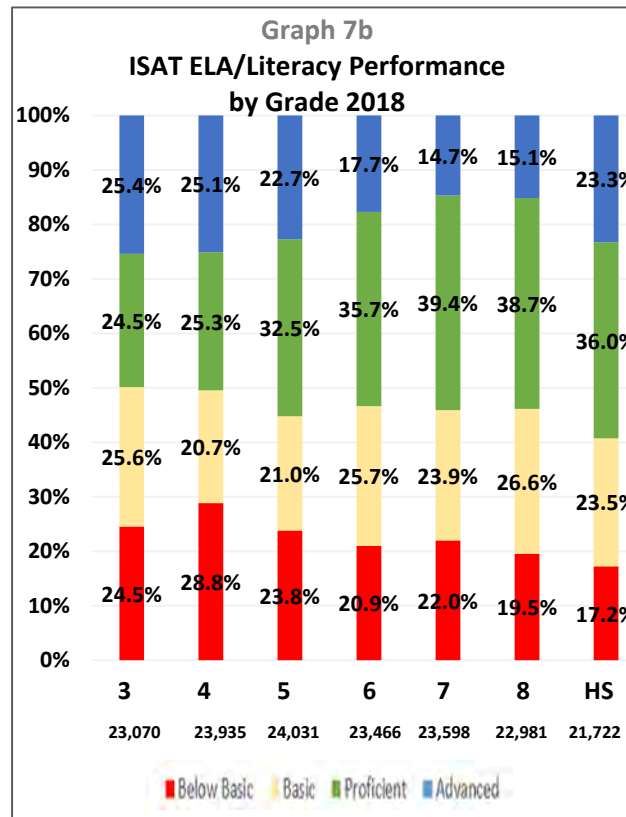
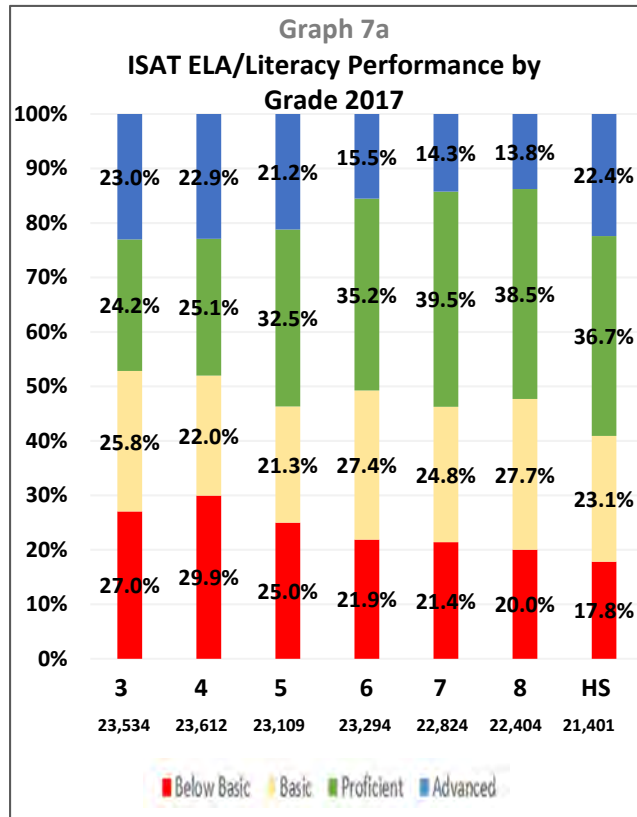
### Observations:

- Performance at the advanced level shows the largest increase of nearly 4.3 percentage points.
- Similar/consistent performance in below basic - likely indicating scale scores are well below basic level making improvement not observable in the performance levels.
- Little to no change in performance at the proficient level but a 3.0 percentage point decrease since 2015 in below basic level.

### Additional analysis

- Add average scale score in each performance band in future reports.

# ISAT English Language Arts Performance by Grade



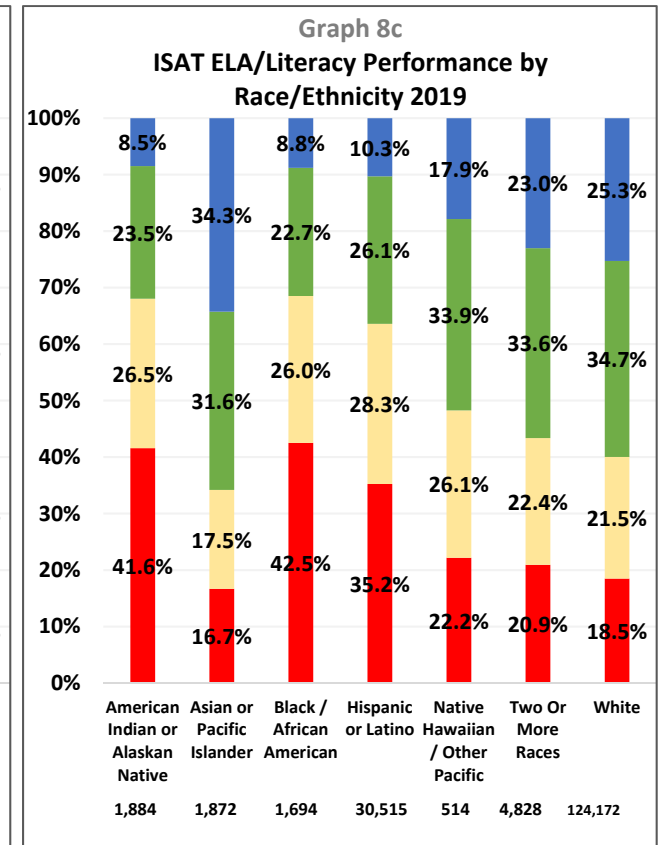
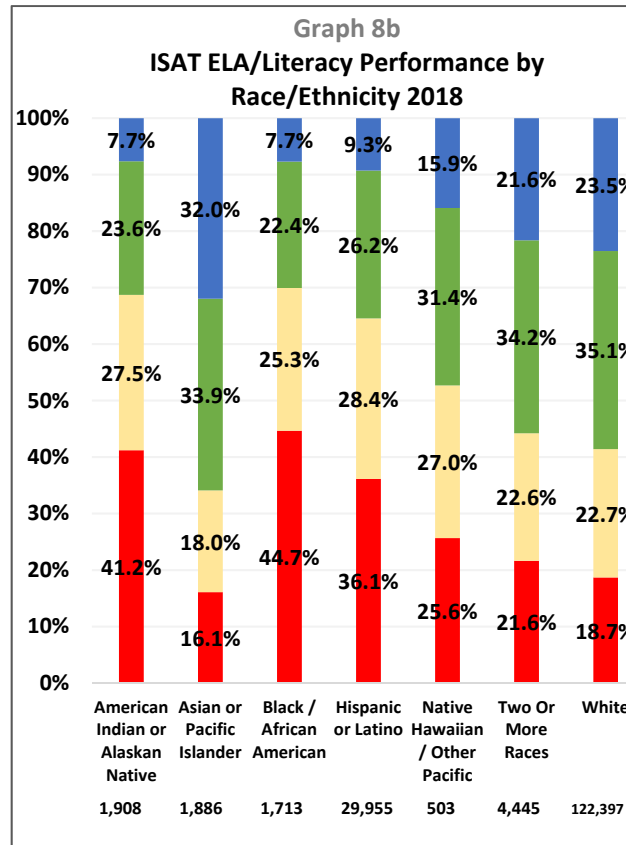
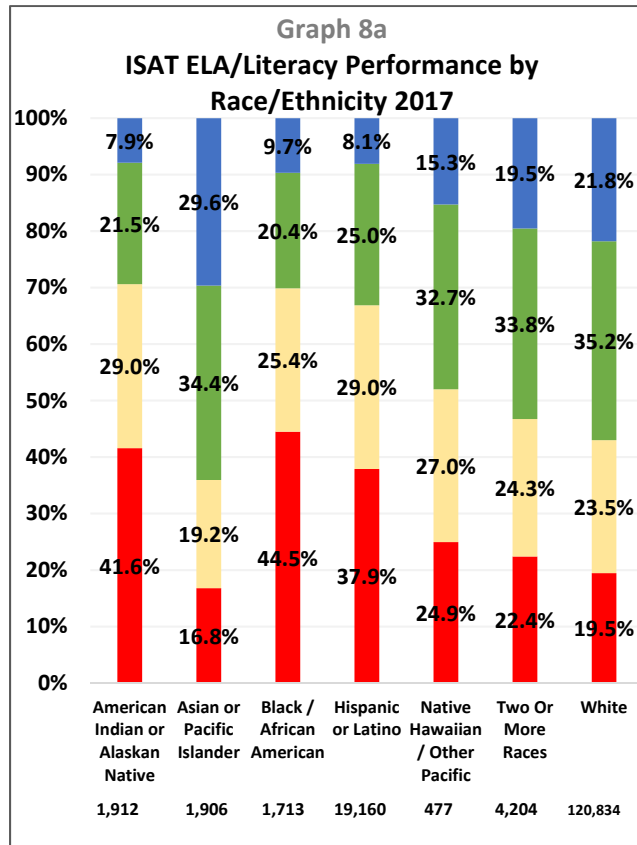
## Observations:

- Performance at advanced level increasing in all grade levels each year.
- Performance at proficient level nearly constant in each grade, over time.
- Performance at basic level reducing slightly in each grade, over time.
- Performance at below basic level shows reduction in intermediate grades 3-7, and increases in grade 8 and high school.

## Additional Analysis:

- Examine performance at Claim level for ELA (similar to math analysis) to identify areas for focus.
  - Identify changes (if any) in the performance in ELA by claim in grades 8 and 10.

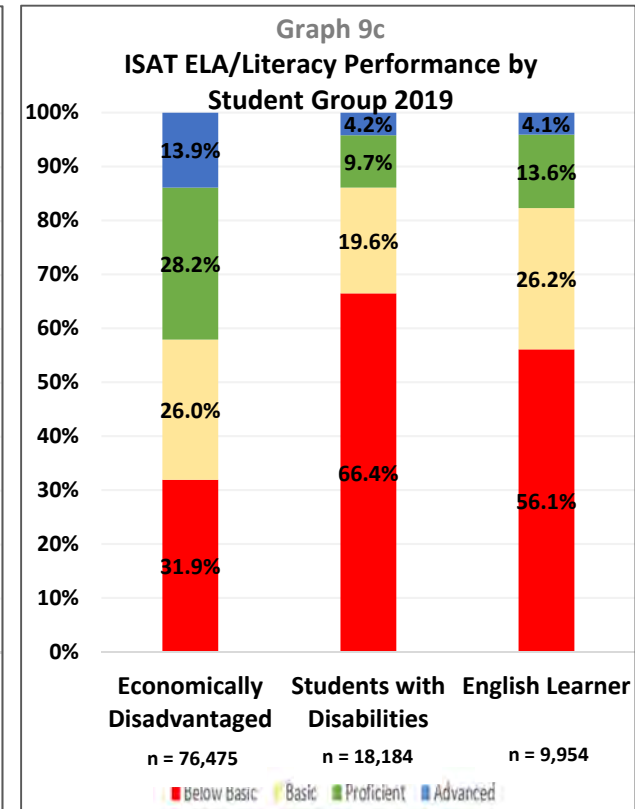
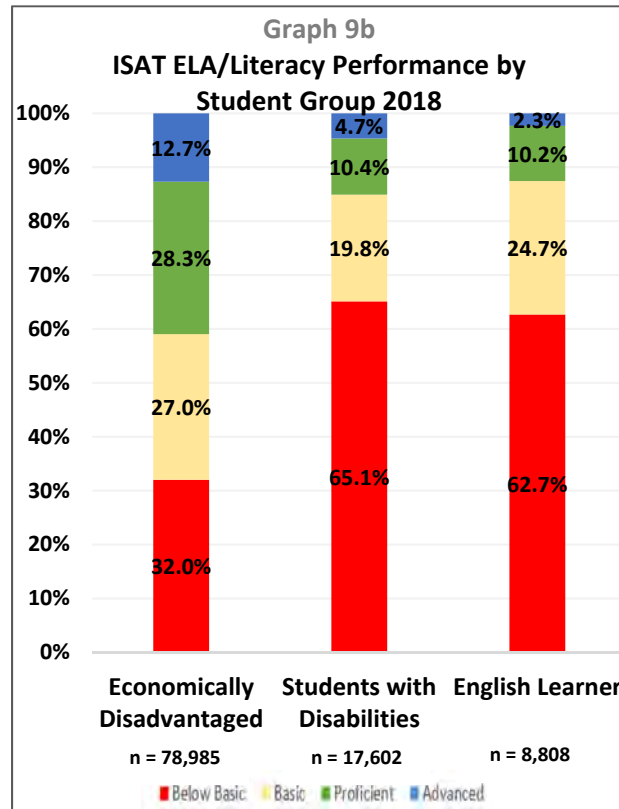
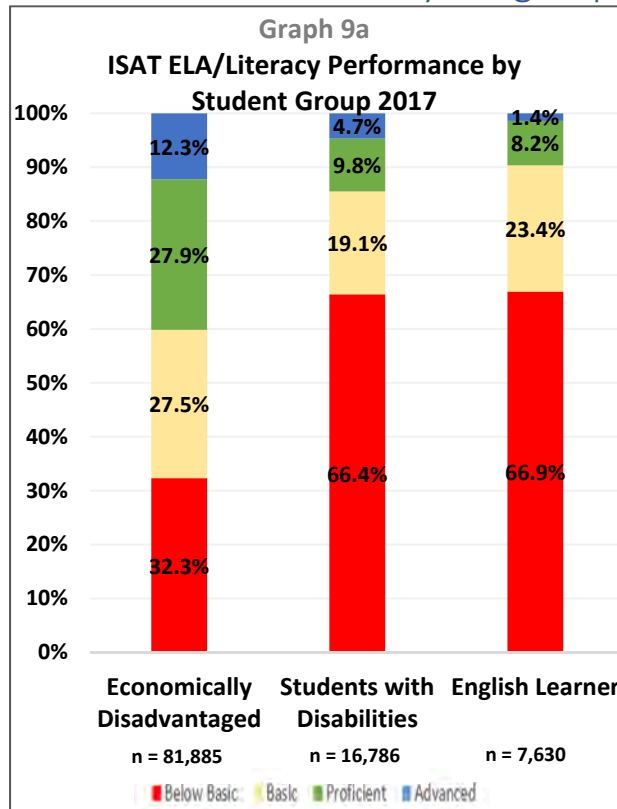
# ISAT English Language Arts Performance by Race/Ethnicity



## Observations:

- Hispanic students showing increase in performance at proficient and advanced level, with slight decreases in the below basic performance level.
- American Indian/Alaskan Native students showing slight improvement only in the advanced level, otherwise performance is similar across other achievement levels.
- The performance of Asian or Pacific Islander had a steady increase from level 3 to level 4 from 2017 to 2019.
- Black/African American students consistently had a higher percentage of students scoring below basic than other across all three years.

## ISAT ELA Performance by Subgroup



### Observations:

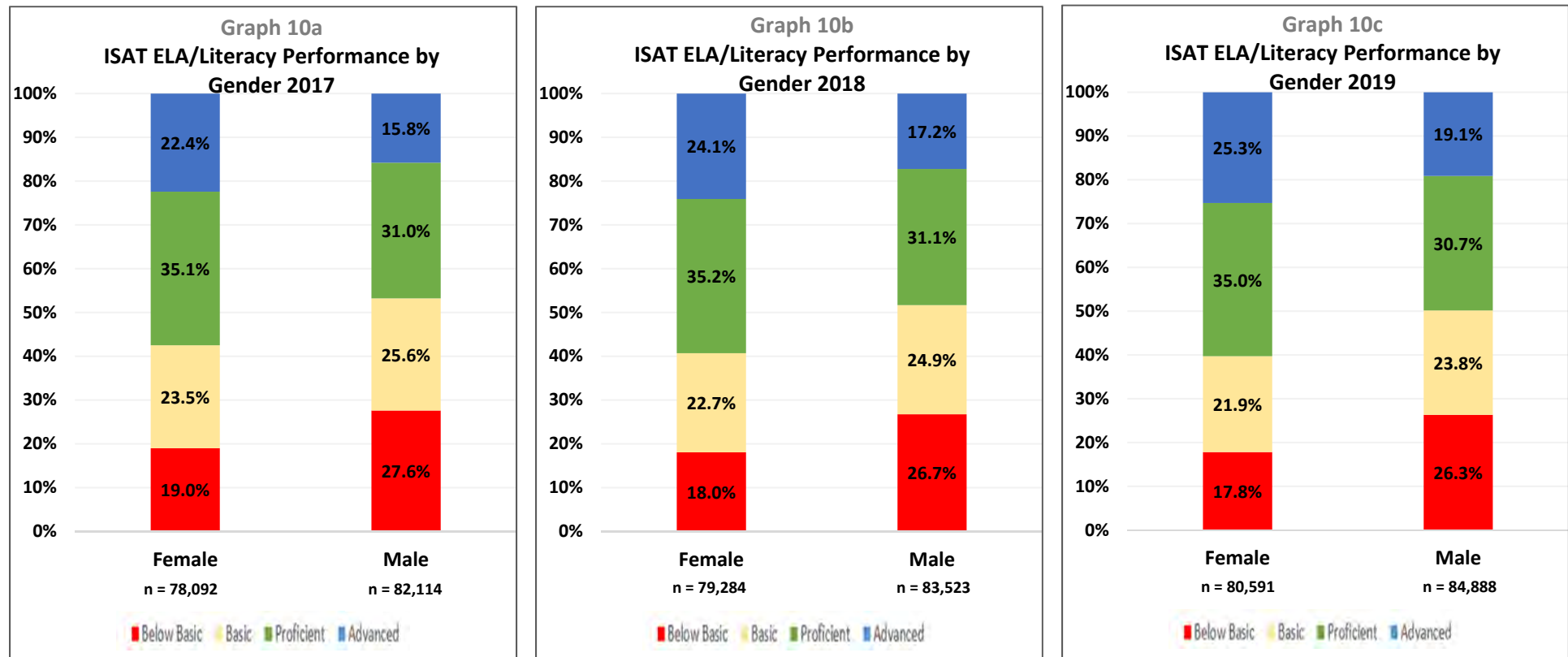
- For English Learners, the below basic performance level dropped 10 percentage points in 3 years and performance at advanced level increased by almost 3 percentage points.
- Economically disadvantaged students' performance at advanced level and proficient level improving over three years, while performance at below basic is constant with little change.
- Students with disabilities show no significant improvement.
  - Consistent with performance in Math.

### Additional Analysis:

- Understanding the performance of students with disabilities at the ELA Claim level (similar to analysis completed for math) could identify targeted areas for professional development focus.
  - Claims for ELA include: Reading, Writing, Listening and Research/Inquiry. Are more students with disabilities struggling with writing than their non-disabled peers?

- Review use of accommodations for students on both ELA and Math assessments.
  - Which accommodations are most often assigned for students with disabilities and are students using the accommodations they are assigned? Why or why not?

## ISAT ELA Performance by Gender



### Observations:

- Female students perform better than males in performance at advanced level by 7 percentage points each of the three years.
- Overall proficiency (proficient and advanced) for females has increased by nearly 3 percentage points, similar to overall performance increase of males.
- Females performance at below basic level is lowest (less than 20% in each of the three year) whereas male performance is more evenly distributed across the achievement levels.



## ISAT ELA Scale Score Growth Analysis

After students take the ISAT ELA, their results are reported in two primary ways: scaled scores and achievement levels. A scaled score is the student's overall numerical score. These scores fall on a continuous scale (from approximately 2000 to 3000) that increases across grade levels. Scaled scores can be used to illustrate students' current level of achievement and their growth over time.

To help schools and parents quantify the change in scale score for their student(s), we provide the following analysis which details the growth in a students' scale score relative to their peers. Results are presented by grade and the student's previous proficiency level. This table provides a norm-referenced way to explore student growth, meaning it helps answer the question of how a student's growth compared to his or her peers, summarized at the 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup>, and 90<sup>th</sup> percentile values for scale score change. This differs from the ISAT growth measure in the accountability system, which also analyzes annual scale score changes, but relative to the designated criteria of being on track for proficiency three years in the future.

Table 2 Grade and Starting Proficiency Level	n	10th Percentile	25th Percentile	Median/50th Percentile	75th Percentile	90th Percentile
<b>Grade 4 Overall</b>	<b>21,643</b>	<b>-24</b>	<b>9</b>	<b>44</b>	<b>79</b>	<b>111</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	5,191	-18	18	57	97	131
Level 2/Basic	5,580	-29	6	45	81	110
Level 3/Proficient	5,347	-23	11	43	74	104
Level 4/Advanced	5,525	-24	5	35	67	97
<b>Grade 5 Overall</b>	<b>22,584</b>	<b>-21</b>	<b>11</b>	<b>45</b>	<b>80</b>	<b>114</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	6,409	-10	26	63	102	136
Level 2/Basic	4,721	-19	13	49	83	114
Level 3/Proficient	5,712	-19	10	43	74	101
Level 4/Advanced	5,742	-31	-3	29	60	90
<b>Grade 6 Overall</b>	<b>22,551</b>	<b>-39</b>	<b>-6</b>	<b>28</b>	<b>62</b>	<b>94</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	5,286	-26	12	51	88	122
Level 2/Basic	4,692	-36	0	34	68	97
Level 3/Proficient	7,353	-38	-7	25	55	82
Level 4/Advanced	5,220	-50	-22	9	38	67

<b>Table 2 Cont. Grade and Starting Proficiency Level</b>	<b>n</b>	<b>10th Percentile</b>	<b>25th Percentile</b>	<b>Median/50th Percentile</b>	<b>75th Percentile</b>	<b>90th Percentile</b>
<b>Grade 7 Overall</b>	<b>22,006</b>	<b>-37</b>	<b>-4</b>	<b>31</b>	<b>65</b>	<b>98</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	4,466	-36	5	46	89	127
Level 2/Basic	5,602	-40	0	38	71	100
Level 3/Proficient	7,962	-34	-4	28	58	86
Level 4/Advanced	3,976	-42	-15	17	48	77
<b>Grade 8 Overall</b>	<b>22,086</b>	<b>-49</b>	<b>-17</b>	<b>18</b>	<b>53</b>	<b>85</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	4,640	-33	4	43	81	118
Level 2/Basic	5,267	-55	-20	16	52	83
Level 3/Proficient	8,873	-49	-18	15	46	73
Level 4/Advanced	3,306	-55	-27	3	33	61
<b>Grade 10 Overall</b>	<b>19,589</b>	<b>-58</b>	<b>-14</b>	<b>28</b>	<b>68</b>	<b>104</b>
<b>By Starting Proficiency Level</b>						
Level 1/Below Basic	3,555	-59	-14	32	78	126
Level 2/Basic	5,375	-66	-19	29	71	107
Level 3/Proficient	7,859	-53	-10	30	67	99
Level 4/Advanced	2,800	-55	-18	18	54	86
<i>Scale score growth for students in grades 4, 5, 6, 7, and 8 is from 2018 to 2019. Scale score growth for students in grades 10 is from 2017 to 2019.</i>		<i>All growth data are among students taking the regular assessment in both analysis years and who made the standard one-grade-per-year progress.</i>				

**Observations:**

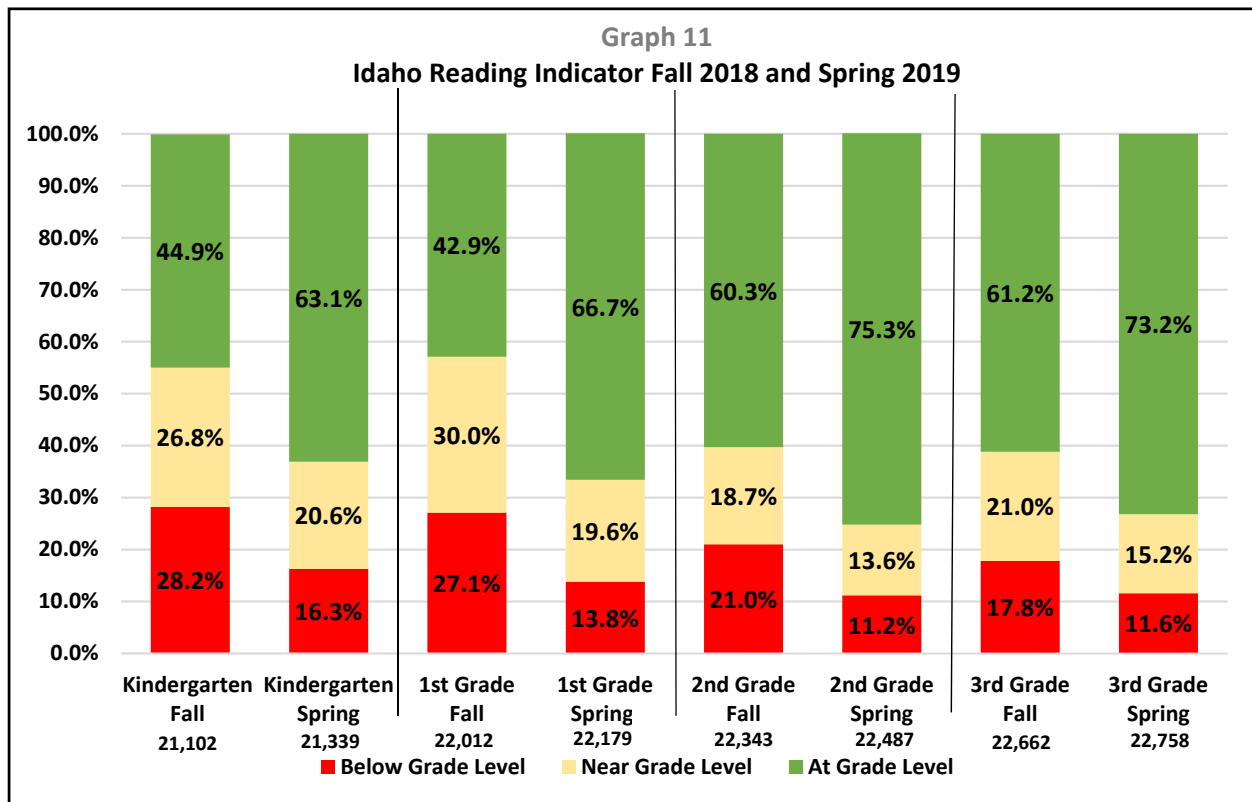
- In every grade, the 10<sup>th</sup> percentile value is negative, indicating a substantial portion of students had a decrease in their scale score from year to year.
- The median scale score growth decreases at higher grade levels, which is consistent with the design of the ISAT cut scores, which expect larger scale score increases at earlier grades (<https://idaho.portal.airast.org/core/fileparse.php/1519/urlt/ELA-and-Math-Cut-Scores.pdf>).
- Students had a broad range of scale score growth, regardless of their starting proficiency level. Some students who started at the lowest performance level showed tremendous growth, while some students who started at the highest performance level experienced large scales score declines.
  - However, at the extremes, low and high performing students do have a constraint on the amount their scores can decrease or increase because of the minimum and maximum values in the scale.

## Idaho Reading Indicator

2018/19 was the first year of the statewide implementation of the new Idaho Reading Indicator. While legacy IRI scores allow for direct comparison of results over time, they cannot be directly compared with scores from the new IRI. The reason for this is two-fold. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. It was approximately one minute in length and measured only a single aspect of literacy, specifically oral fluency.

By contrast, the new IRI is a computer-adaptive assessment taken on a tablet or computer. The screener and diagnostic assessment measure the foundational skills of literacy including: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, and Text Fluency using multiple short assessments, reporting scores for each subtest and overall reading ability.

Since all Idaho schools administered the new in the 2018-19 school year, these results cannot be compared with historical results.



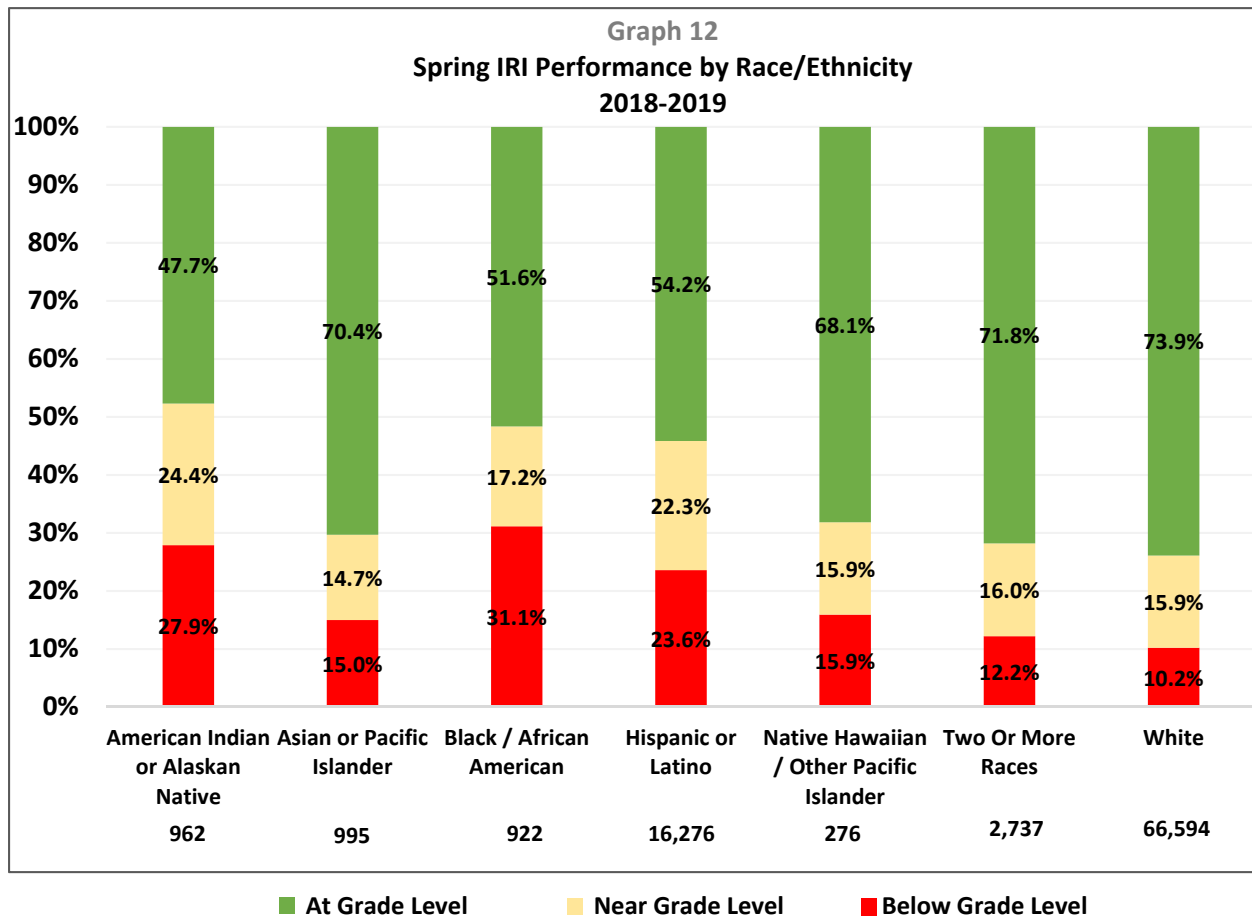
### Observations:

- Greatest fall to spring Improvement in KG and Grade 1, with steady improvement observed in grades 2 and 3.
- Reduction in students reading below grade level for each grade in the spring.

### Additional Analysis:

- Multiple years of data are needed to make any policy decisions or changes, identify trends, or evaluate the effectiveness of interventions.
- Analysis on improvement in schools participating in professional development the department is providing this year may help identify initial best practices.
  - PD includes a Teacher IRI Implementation Series and the Top Ten Tools for Teachers Teaching Reading.
  - Contact the SDE for more information about these professional development programs.

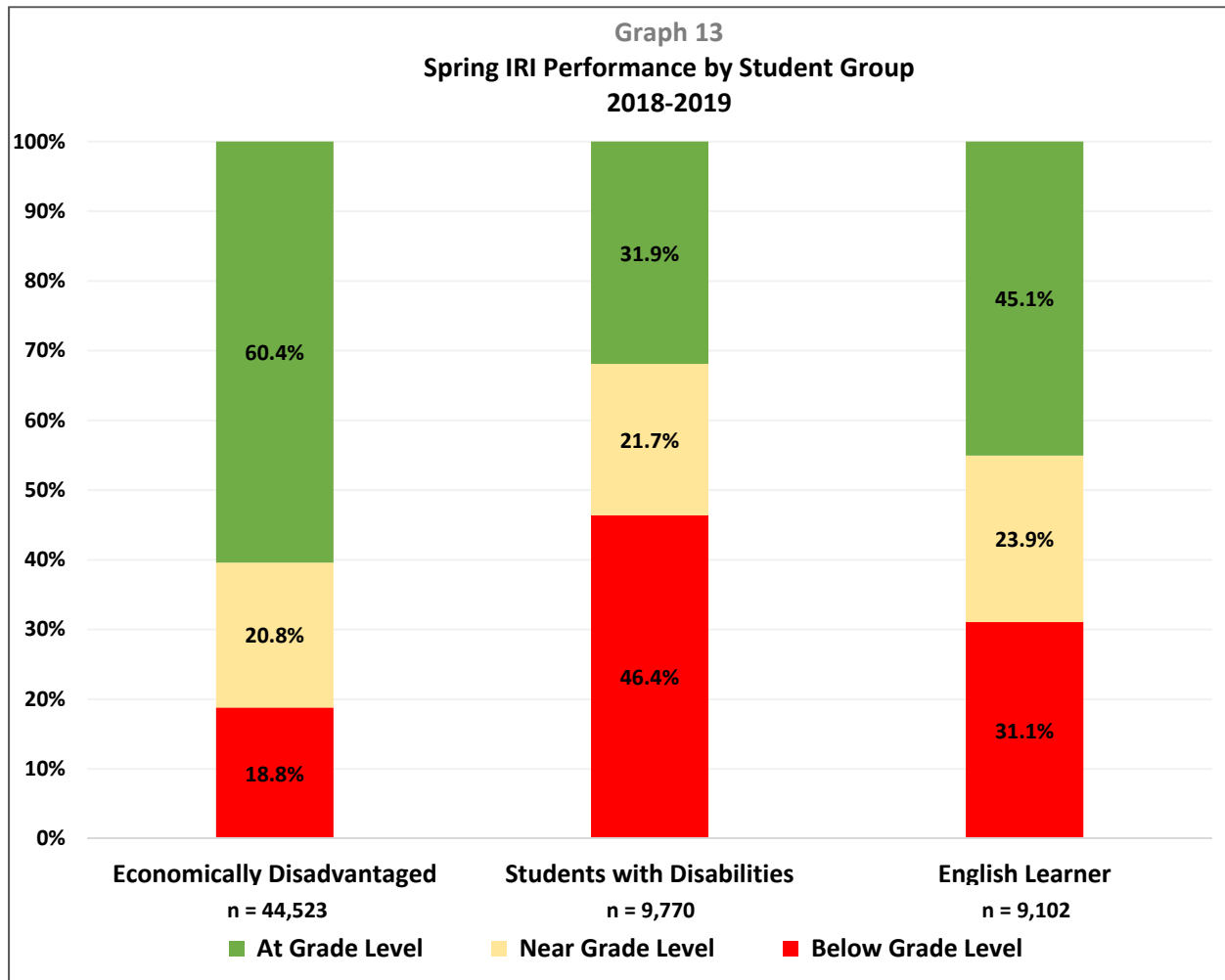
## IRI Performance by Race/Ethnicity



### Observations:

- Black/African American students and American Indian/Alaskan native students are lowest performing in the spring IRI, with more students in these groups reading below grade level.
- Over 50% of Hispanic students are reading at grade level in spring, with the distribution of those reading near grade and below grade almost even.

## IRI Performance by Subgroup



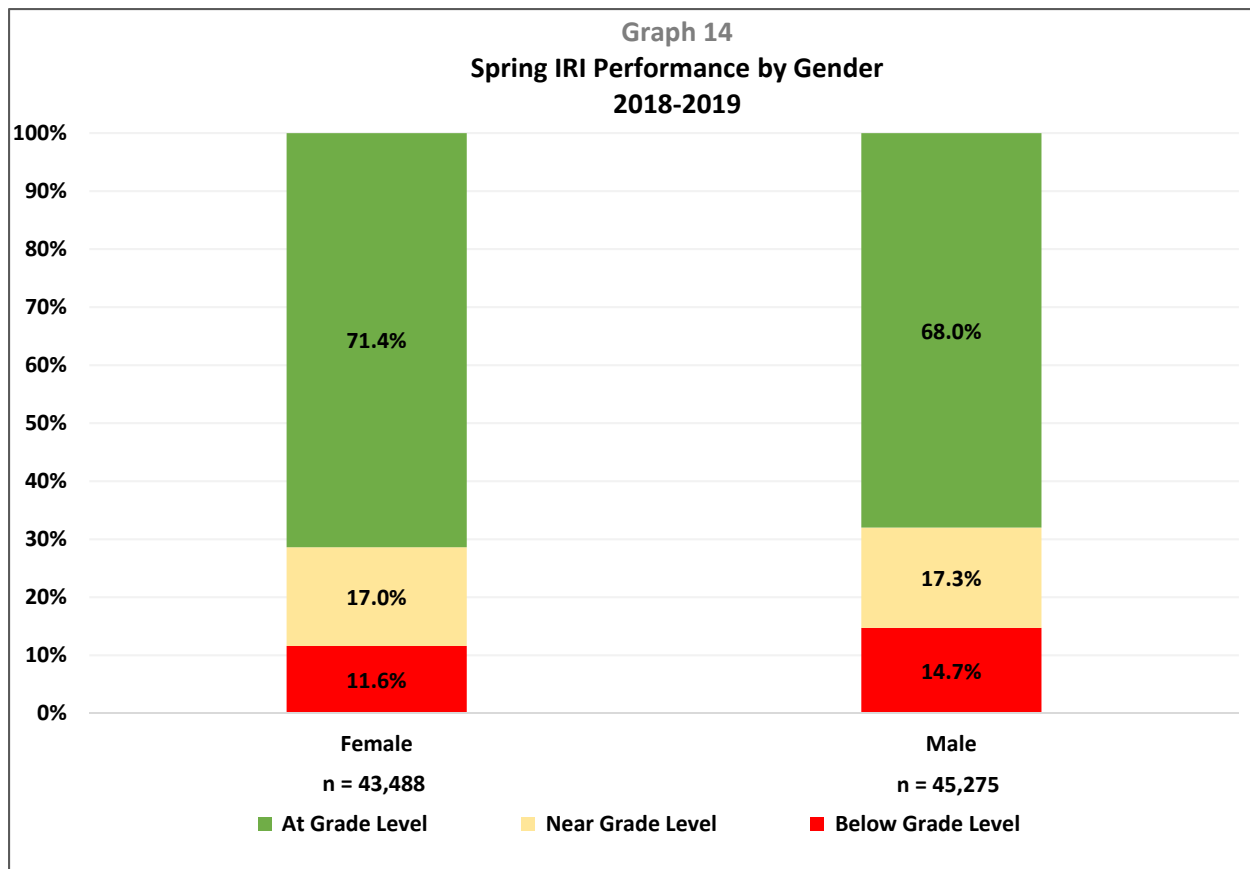
### Observations:

- Students with disabilities have the lowest performance of those reading at grade level with more students reading below grade level than other at-risk groups.

### Additional Analysis

- Disaggregate performance of students with disabilities by disability category to better understand the performance of this population of students
- Identify population of first year English learners to better understand performance of this population of students.

## IRI Performance by Gender



### Observations:

- More females reading at grade level in the spring.
- Similar performance between males and females in those reading near grade level.

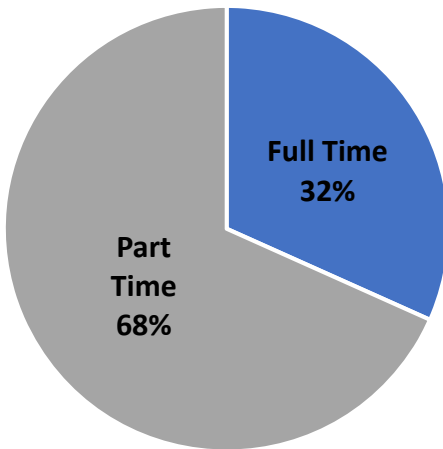
## Full-Time and Part-Time Kindergarten Analysis

Similar to schools operating a four-day school week, many districts and charter schools are offering full time kindergarten schedules to all students, a group of students, or as a tuition/fee-based program. This analysis identified students enrolled in kindergarten full time by using Kindergarten session type 6, AM and PM (full day) every day and the corresponding Calendar ID field in the student attendance reports submitted in ISEE reports. This analysis is only for the 2018 – 2019 school year and we recognize this data may be incomplete. For the analysis, full time refers to students attending all day, every day, and part time refers to students attending half days, or all day-every other day schedules.

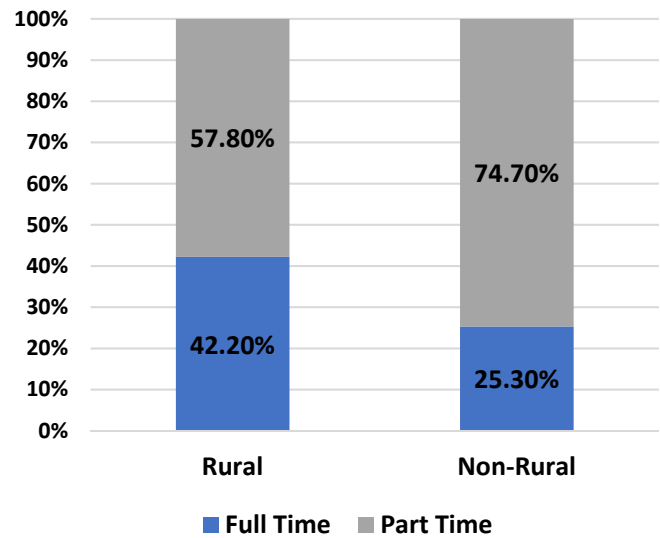
Performance summaries provided on page 27 include the performance of students on the spring assessment and the scale score change noted when comparing average scale scores in the fall assessment with average scale scores in the spring assessment.

With only one year of data, we strongly encourage additional analysis of the performance of students attending kindergarten full time and part time, over several years. We also suggest longitudinal analysis of students attending full time kindergarten and their performance on ISAT, SAT and graduation rates.

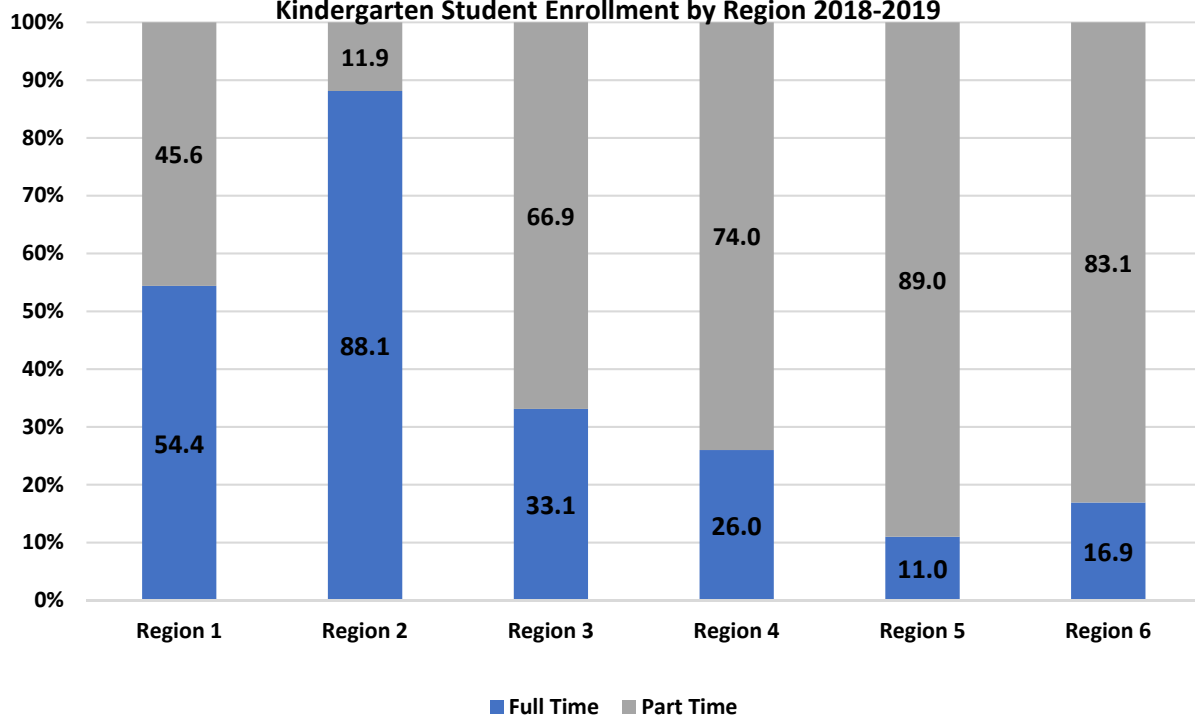
**Graph 15a**  
**Kindergarten Enrollment 2018-2019**



**Graph 15b**  
**KG Enrollment by Local 2018-2019**



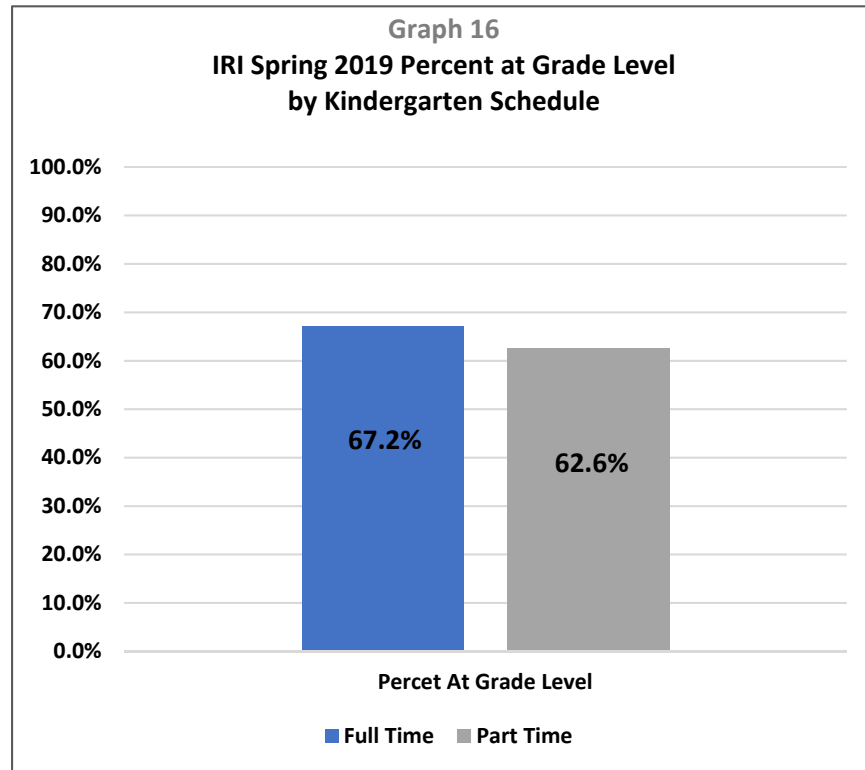
**Graph 15c**  
**Kindergarten Student Enrollment by Region 2018-2019**



**Observations:**

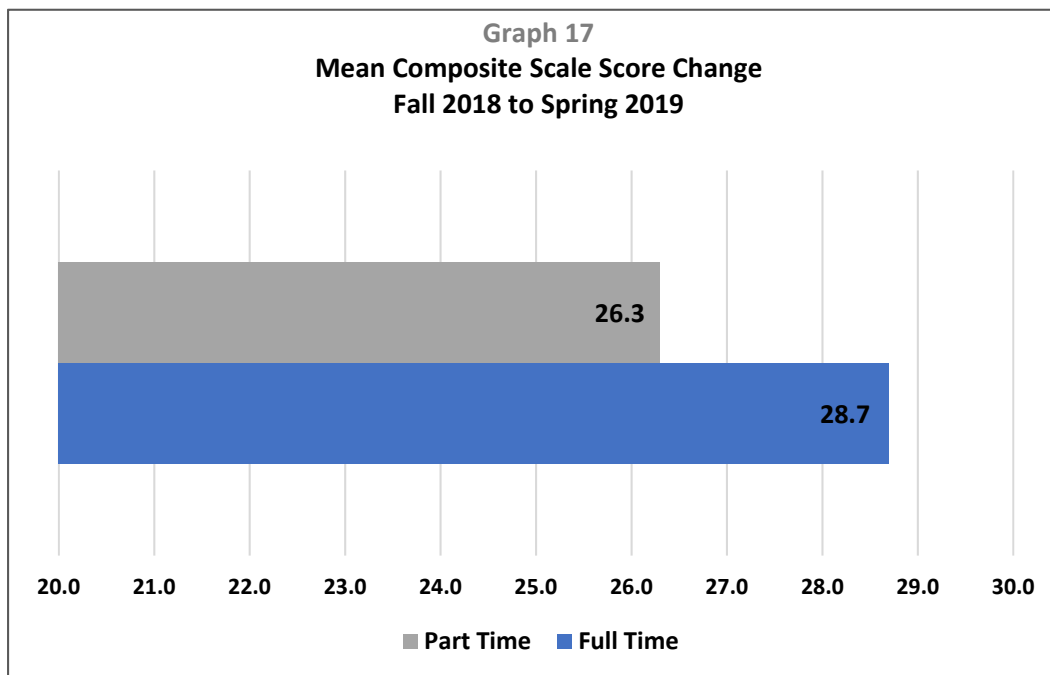
- Nearly 1/3 of Kindergartners were enrolled in a full-time kindergarten in 2018/19.
- The largest percentage of students enrolled in a full-time is in regions 1 and 2 (North Idaho).
- More students in rural locations are enrolled in a full-time kindergarten than in non-rural areas.

## IRI Performance by Kindergarten Schedule



### Observations:

- The percent of kindergartners at grade level in the spring is nearly 5 percentage points higher for those attending full time compared to part time



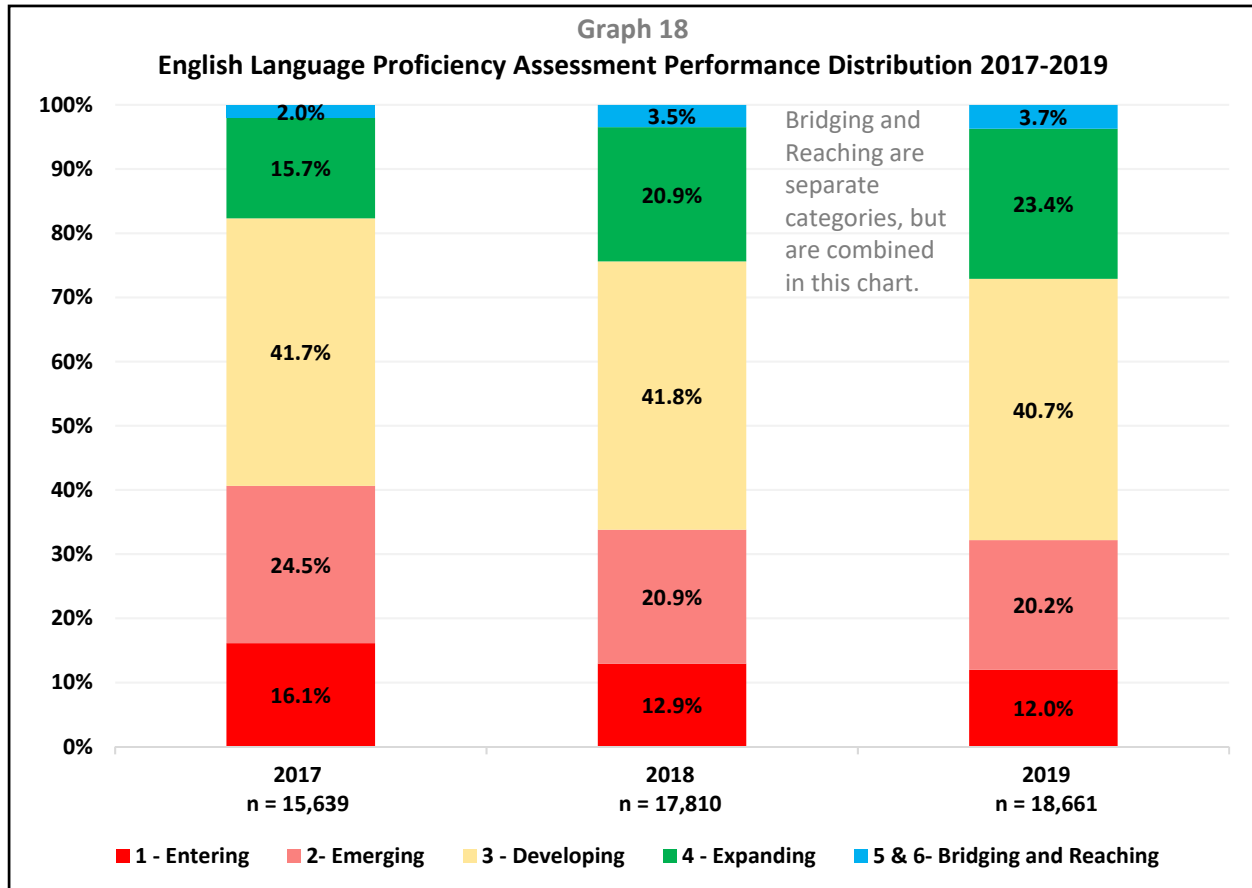
### Observations:

- Mean composite scale score change from fall to spring is 2.4 scale score points for students attending kindergarten full time.
  - 2.4 scale score points is the equivalent of one additional month of growth as measured by the new IRI.



## Idaho English Language Proficiency Assessment for English Learners

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based language instruction educational program. Using the Kindergarten W-APT or the WIDA Screener, districts/charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English learners (ELs) participate annually in a standardized English language proficiency assessment to monitor academic English language growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The English language proficiency assessment is typically administered from the last week in January to the first week in March, annually.



### Observations:

- Improvement of students in Expanding or level 4 – is nearly 8 percentage points in only 3 years with more than 3000 more students since 2017.
- This outcome would be anticipated as students are served by an EL program over multiple years and development in English language is acquired.

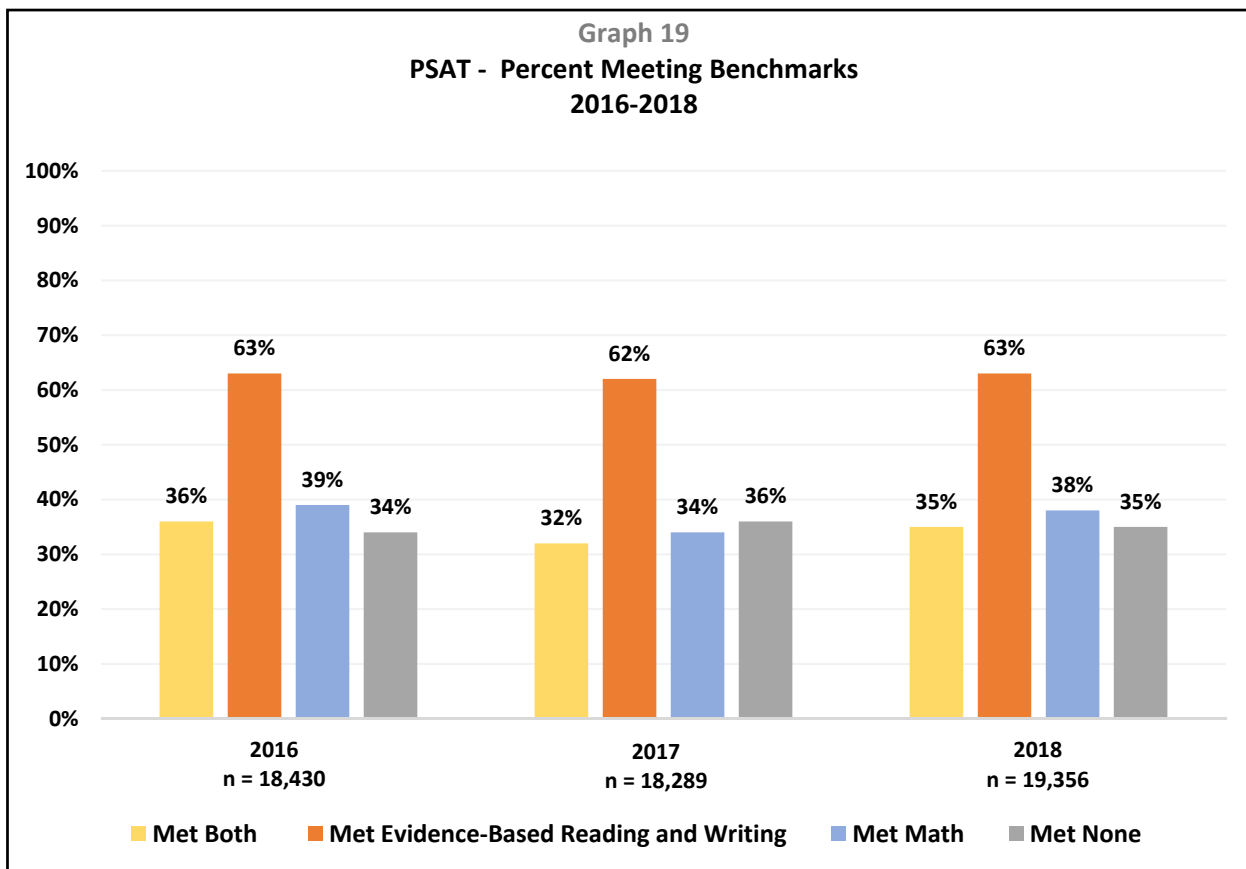
### Additional analysis:

- Review performance by gender to see if we observe similar trends in language development in males and females as we observe in our ISAT ELA and IRI analysis by gender.
- Breakdown the performance of English learners by the amount of time they are served in an EL program to look for patterns and/or identify improvement trends that can inform supports for English learners and educator professional development.

## College Entrance Exam – PSAT

The SAT® Suite of Assessments is an integrated system of tests that includes the SAT (for students in grades 11 and 12), the PSAT/NMSQT® which is offered to all high school sophomores in Idaho, but is not required. The tests measure the same skills and knowledge in grade appropriate ways. They work together to show college readiness over time so educators, students, and parents can monitor student progress. Their content reflects the kind of meaningful, engaging, and challenging work that students find in the best middle school and high school courses taught today.

The PSAT/NMSQT measures the skills and knowledge that research shows are the most important for success in college and career. The Reading Test measures comprehension and reasoning skills and focuses on close reading of passages in a wide array of subject areas. The Writing and Language test measures a range of skills, including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation. The Math Test covers a range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure. Students meeting PSAT benchmarks are considered on track to be college ready upon graduation from high school.



### Observations:

- Number of students increased by 1000 from fall 2016 to Fall 2018
- Performance of students meeting both EBRW and Math benchmarks declined from 2016 to 17 and rebounded in 2018, also observed with percent of students meeting math benchmarks.
  - Assume percent of student meeting both is highly correlated to percent of students meeting math benchmarks
- Similar performance trend when looking at sophomores Fall PSAT to Spring ISAT for both math and ELA/EBRW

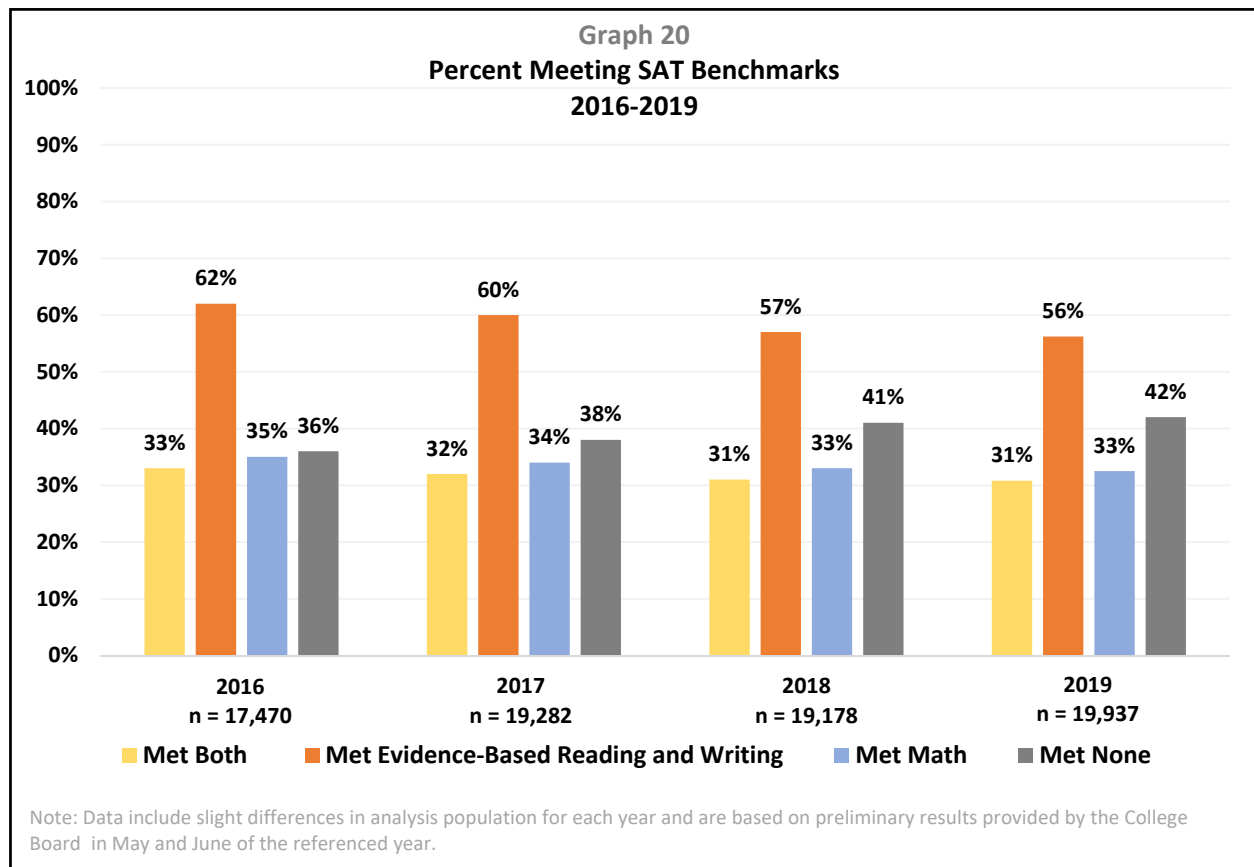
**Additional analysis:**

- Track PSAT, ISAT and SAT for a cohort of students from the class of 2018, 2019 and 2020 to identify patterns and help understand if student performance is reflecting attitude or aptitude in specific assessments or across all assessments.
- Analyze average scale score changes from PSAT to SAT to indicate growth or regression.

## College Entrance Exam – SAT

Idaho supports students in understanding and creating Next Steps after high school in a variety of ways. Taking a college entrance exam is a Next Step opportunity and a chance for students to receive resources and personalized feedback to assist in preparation for entry level college coursework. Every spring, Idaho coordinates and pays for a statewide college entrance exam, currently this is the SAT.

Students are considered college- and career-ready when their SAT scores meet both the Math and the Evidence-Based Reading and Writing benchmarks. Students with an SAT Math score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Students with an SAT Evidence-Based Reading and Writing score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.



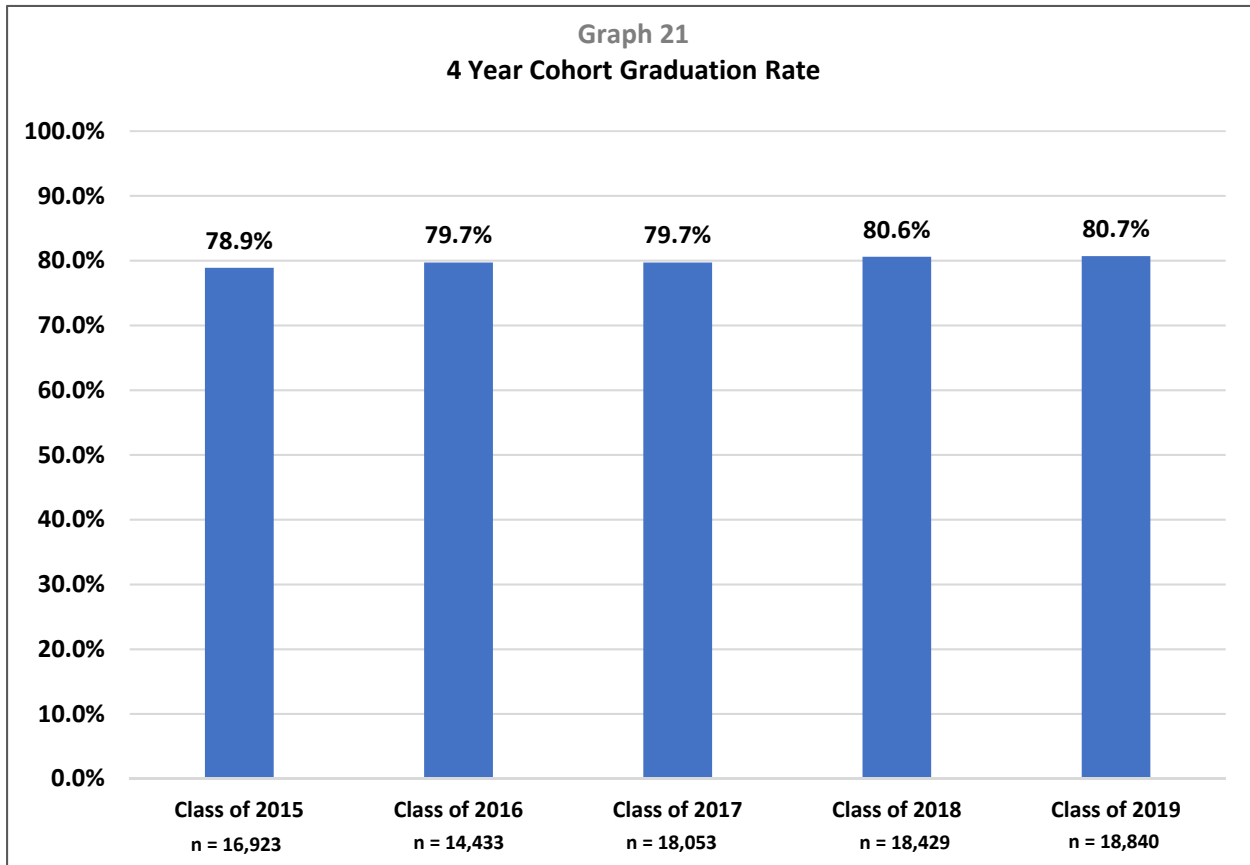
**Observations:**

- Increase in the number of students participating in SAT by nearly 2000 since 2016.
- Percent of students meeting both EBRW and Math benchmarks decreased in each of the 4 years of analysis.
- Percent of students meeting EBRW decreased in proportion to percent of students meeting both benchmarks.

**Notes:**

- Idaho reports the percent of students meeting the college ready benchmarks, a threshold typical of performance of students in their senior year. College Board has established performance benchmarks for grade 11, which Idaho could utilize for public reporting.
- Cursory analysis of Spring 2019 SAT results using the Grade 11 benchmarks indicates 38.9% percent of students meet both benchmarks, 63.4% meet EBRW and 41.0% meet Math Benchmarks. Add percentage of student who met none... run analysis for all three years....
  - Indicates importance of higher-level math coursework in high school to be prepared for and successful in College credit bearing course work.

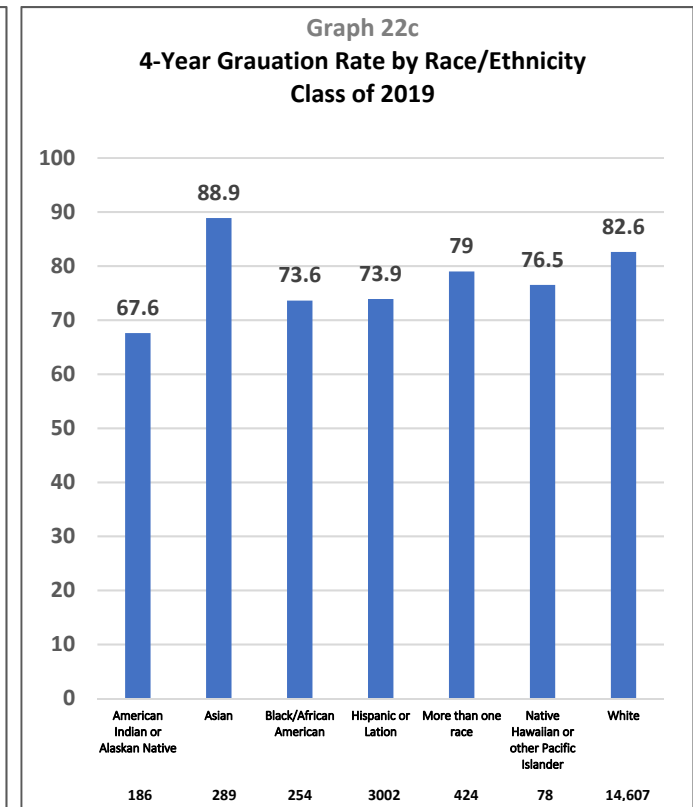
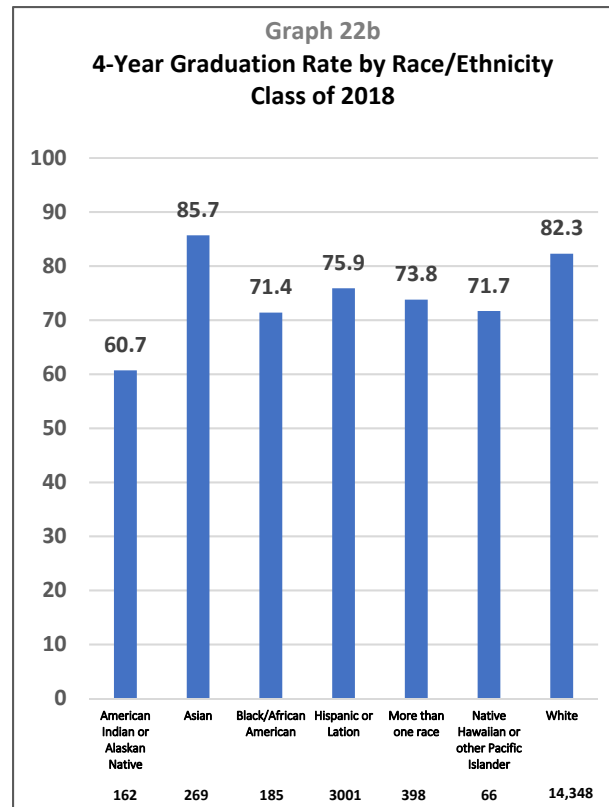
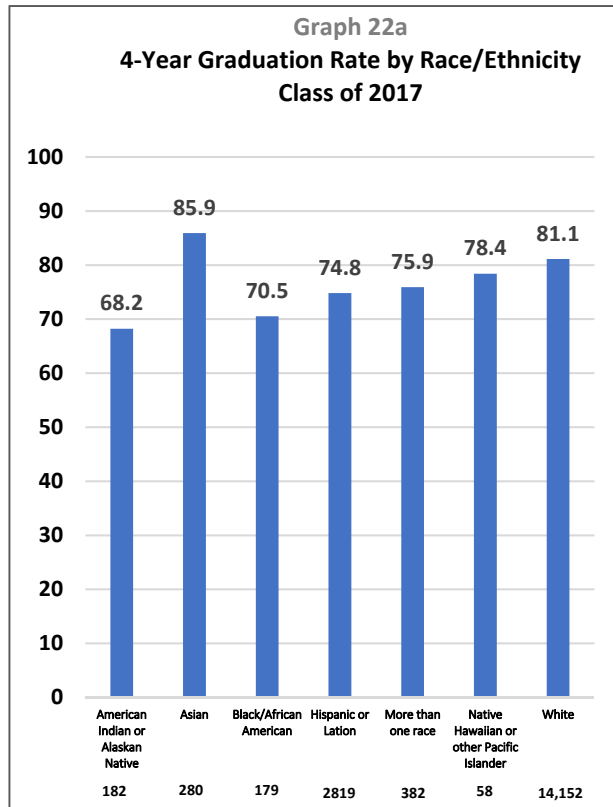
## 4 Year Adjusted Cohort Graduation Rate: Class of 2015 – Class of 2019



### Observations:

- Increase in the number of students in each cohort, showing nearly a ten-percent increase in the number of students.
- While the graduation rate remains flat, more students are graduating each year as a result of the increase in the overall population.

## 4 Year Adjusted Cohort Graduation Rate by Race/Ethnicity



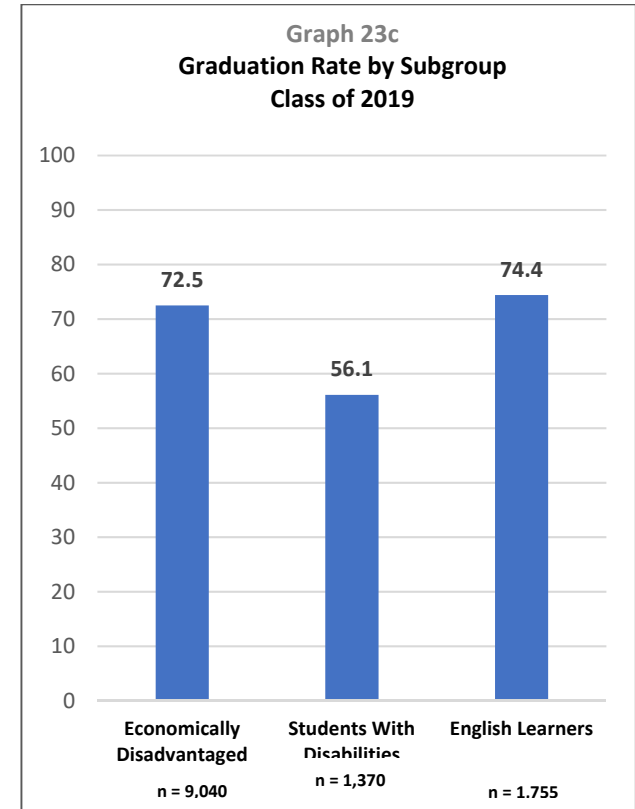
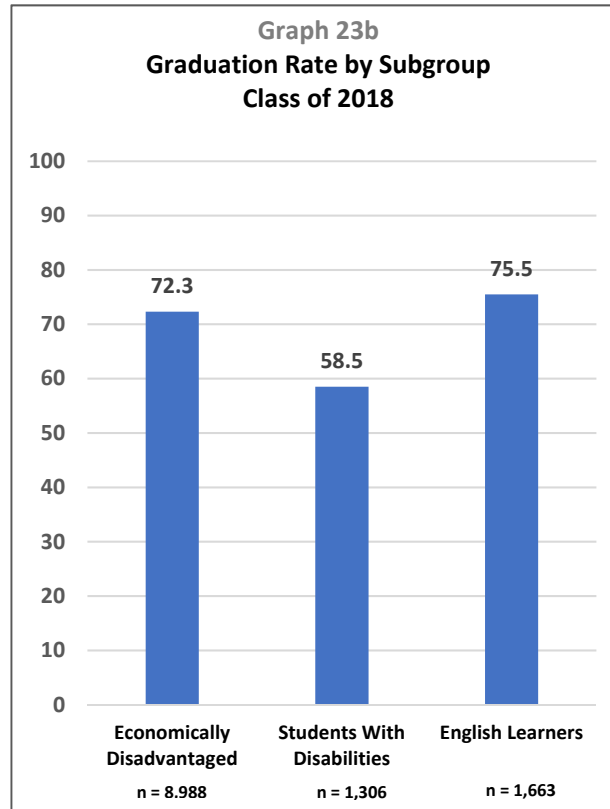
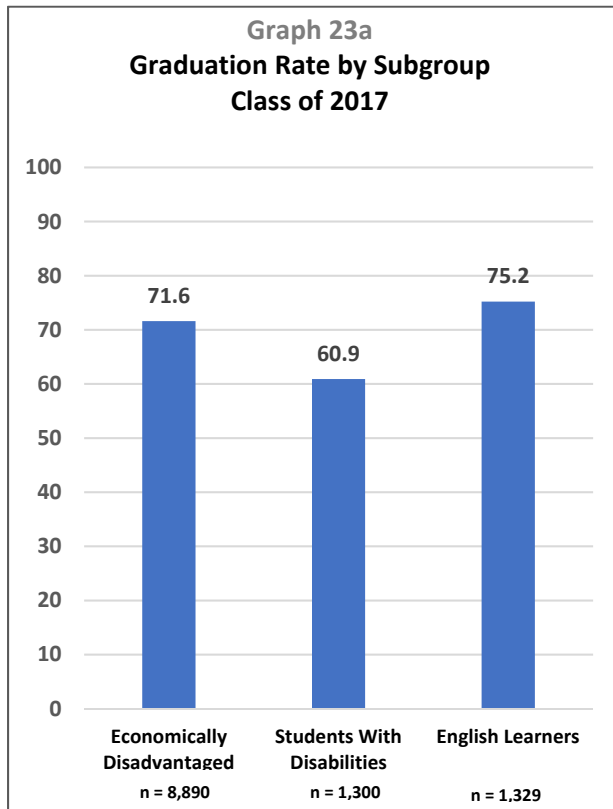
### Observations:

- Overall, steady and slow increase in the four-year cohort graduation rate among Asian and White students
- Inconsistency in rate changes among American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander students
- Improvement in the four-year cohort graduation rate for the last three years among Black/African American students
- Slight decrease in the four-year cohort graduation rate among Hispanic or Latino students in 2019

### Suggestion for Additional Analysis:

- Assess if anomaly in the 2018 results among American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander students are also observed at LEA level.

## 4-Year Adjusted Cohort Graduation Rate by Subgroup



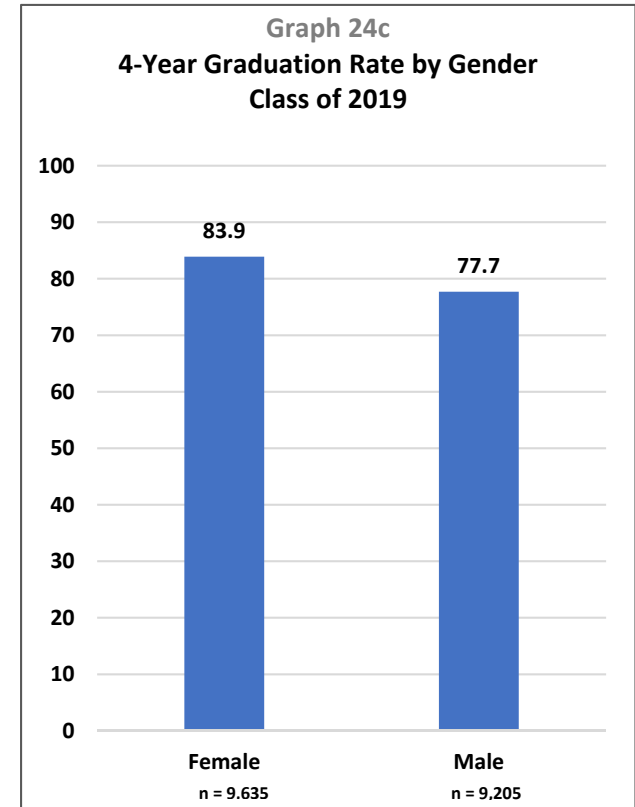
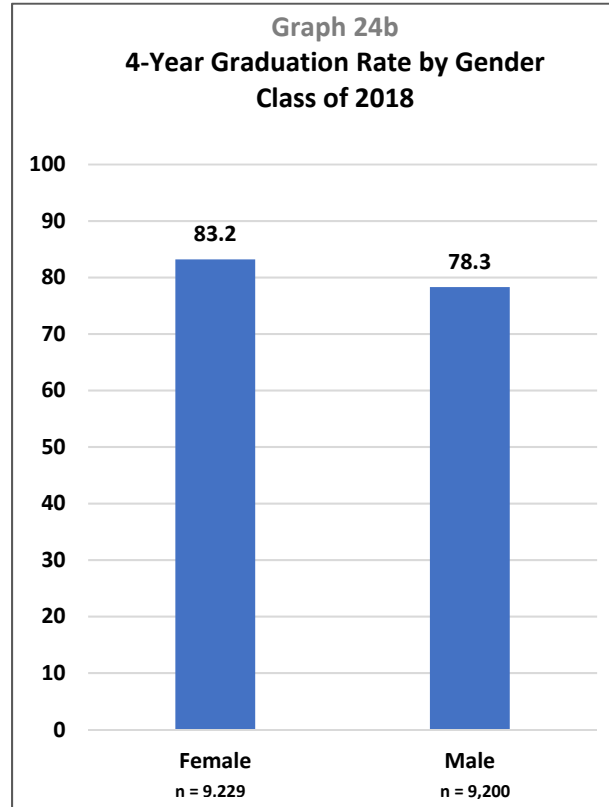
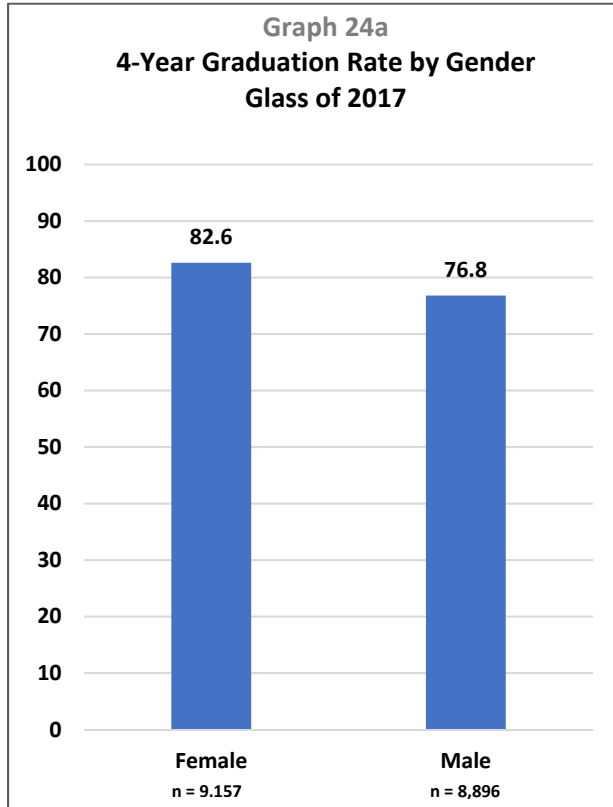
### Observations:

- Steady decrease in the four-year cohort graduation rate among students with disabilities.

### Additional Analysis:

- The number of students graduated with a diploma by meeting the alternate graduation requirements

## 4-Year Adjusted Cohort Graduation Rate by Gender

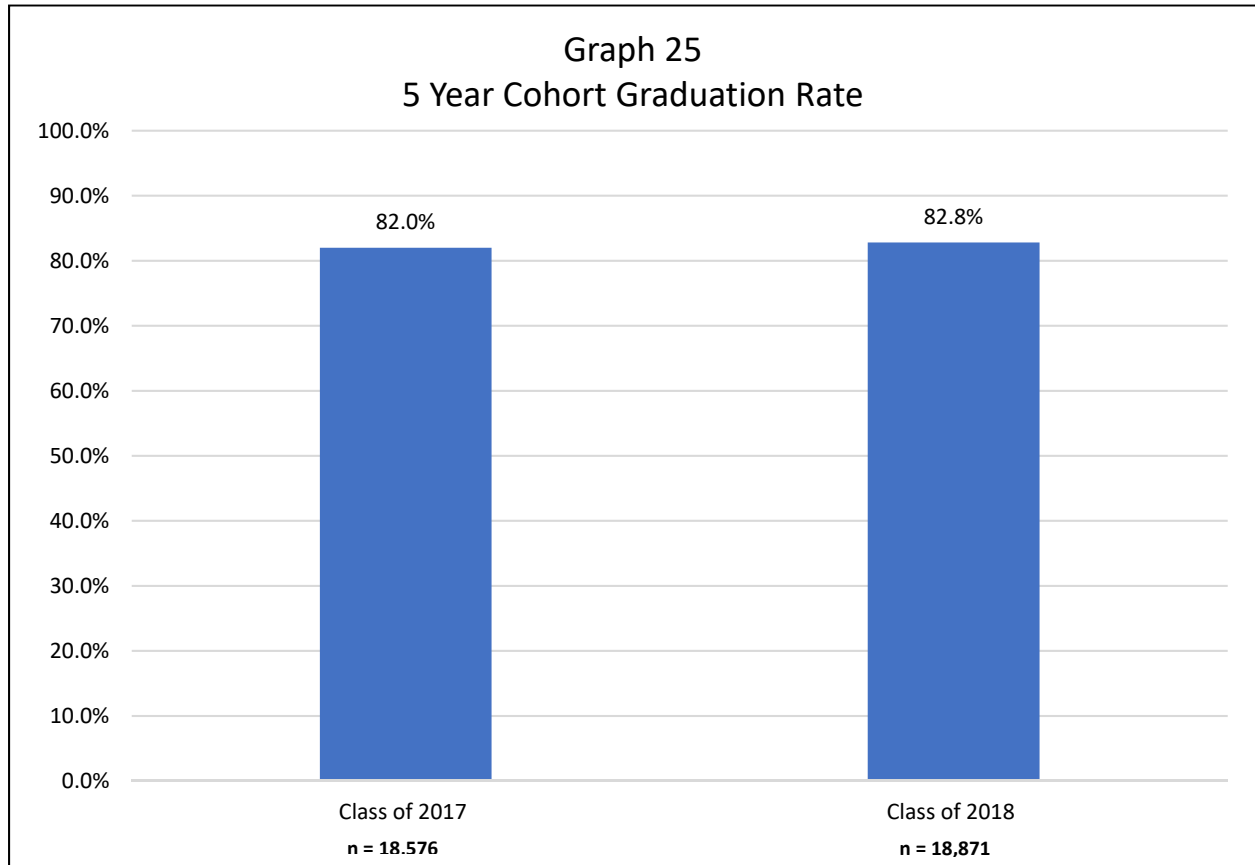


### Observations:

- Steady increase in the four-year cohort graduation rate among female students.



## 5 Year Adjusted Cohort Graduation Rate: Class of 2017 and 2018



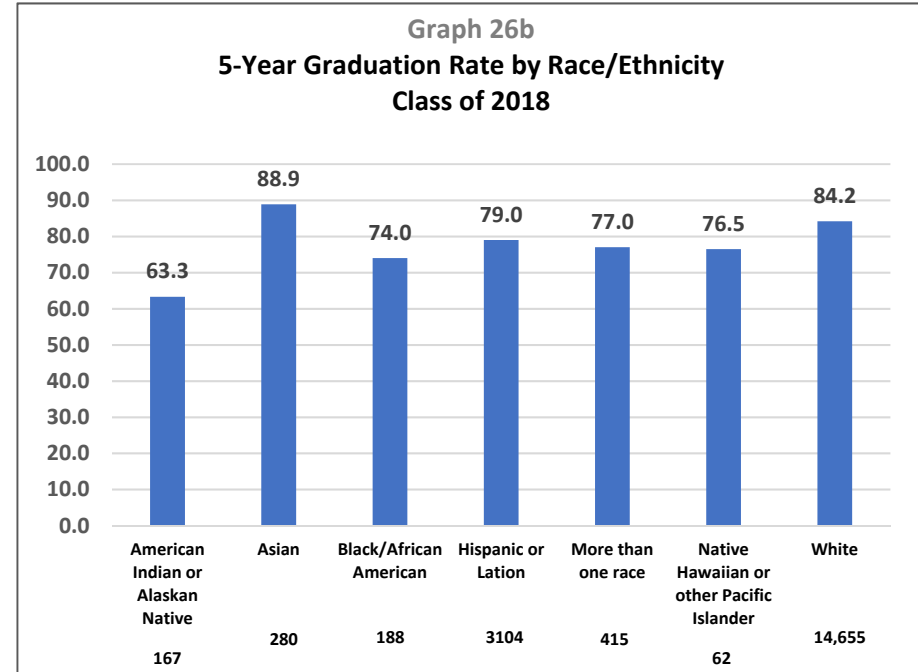
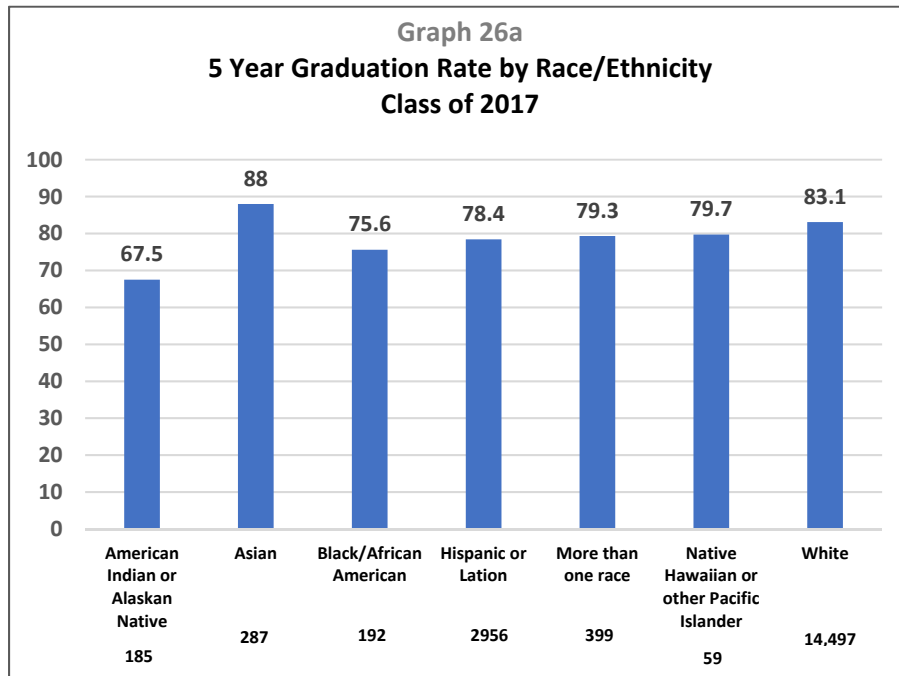
### Observations:

- With only two years of 5-Year graduation rates, it is too early to identify a trend but we do see positive outcomes overall.
- Students in subgroups benefit the most from one additional year.

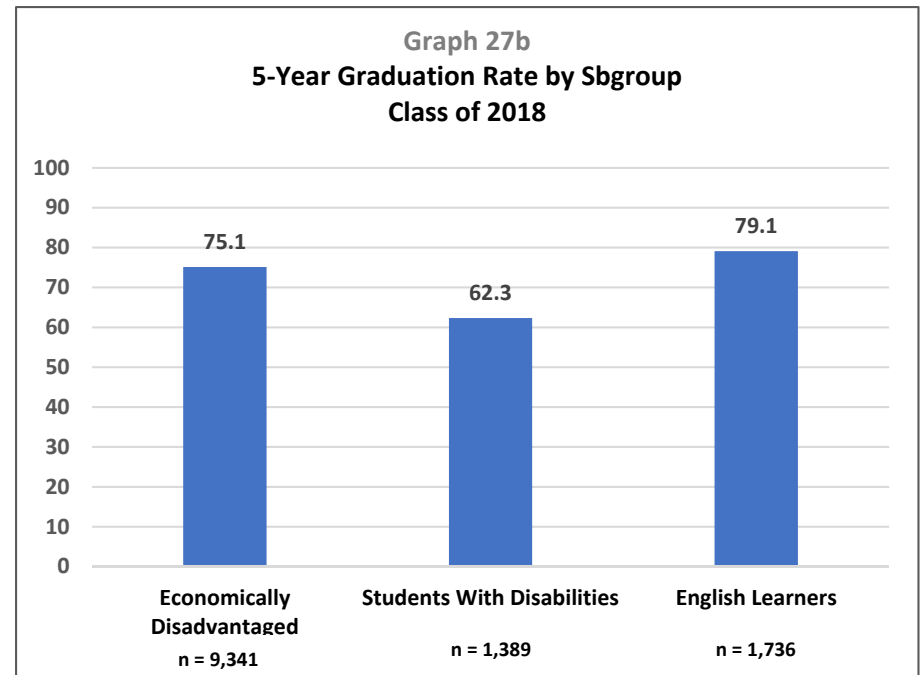
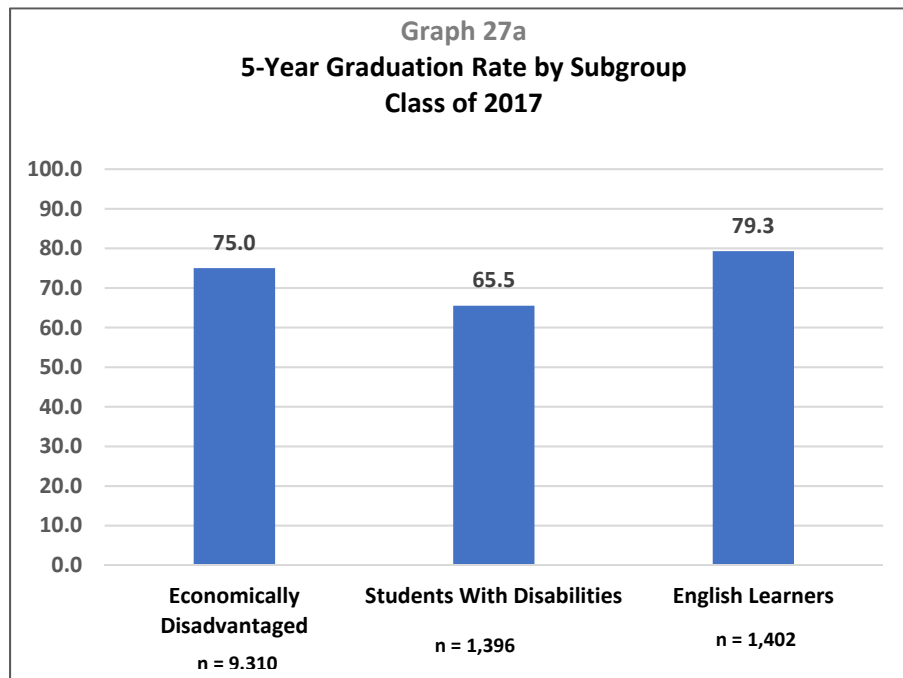
### Additional Analysis

- More years of data are needed to make any policy decisions/changes or identify trends, evaluate effectiveness of interventions.
- Does additional year improve rates for alternative schools?

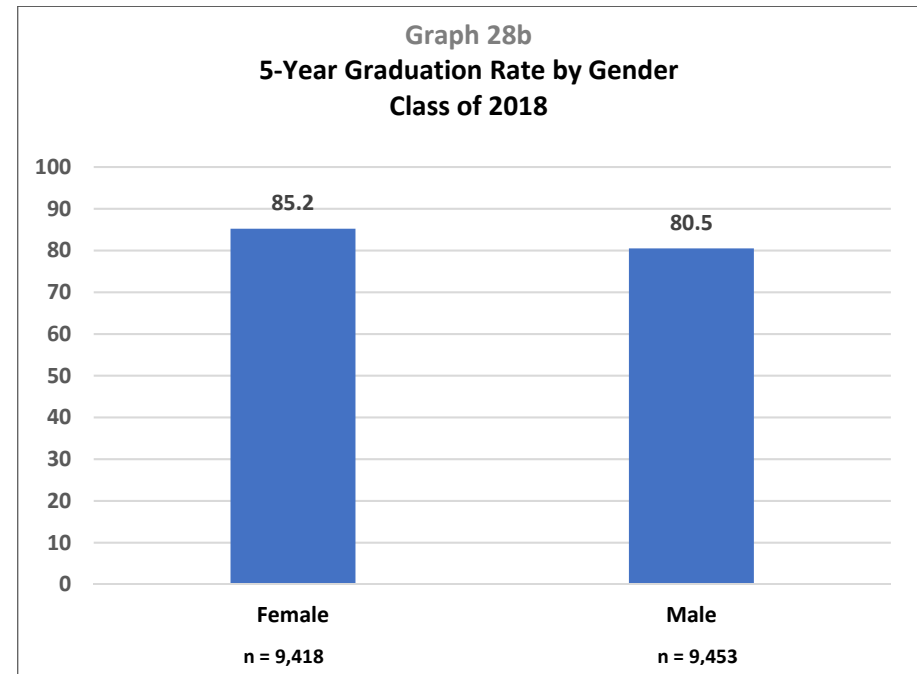
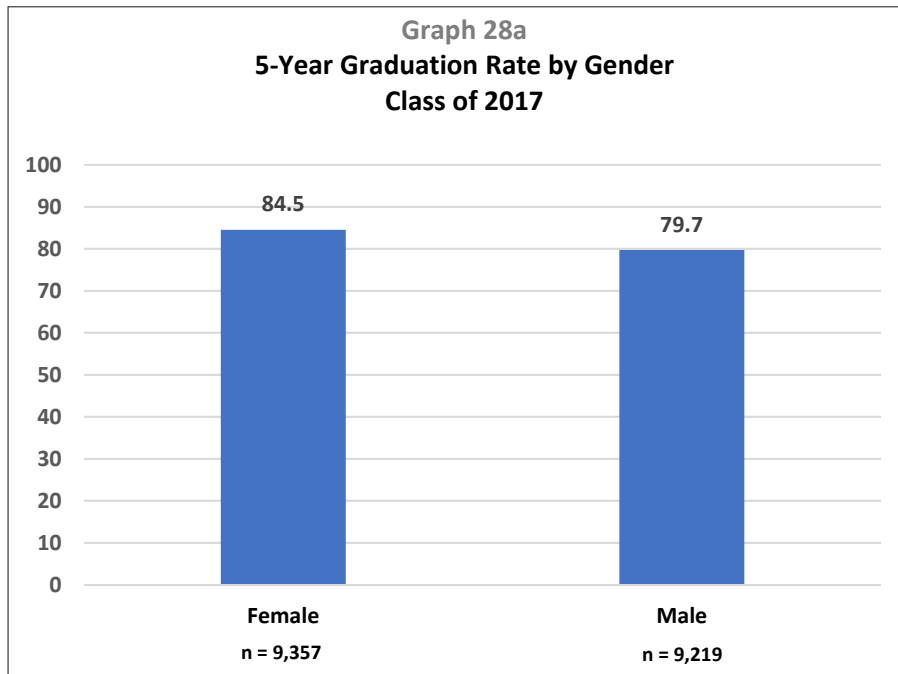
## 5-Year Adjusted Cohort Graduation Rate by Race/Ethnicity



## 5 Year Adjusted Cohort Graduation Rate by Subgroup



## 5 Year Adjusted Cohort Graduation Rate by Gender



## Engagement

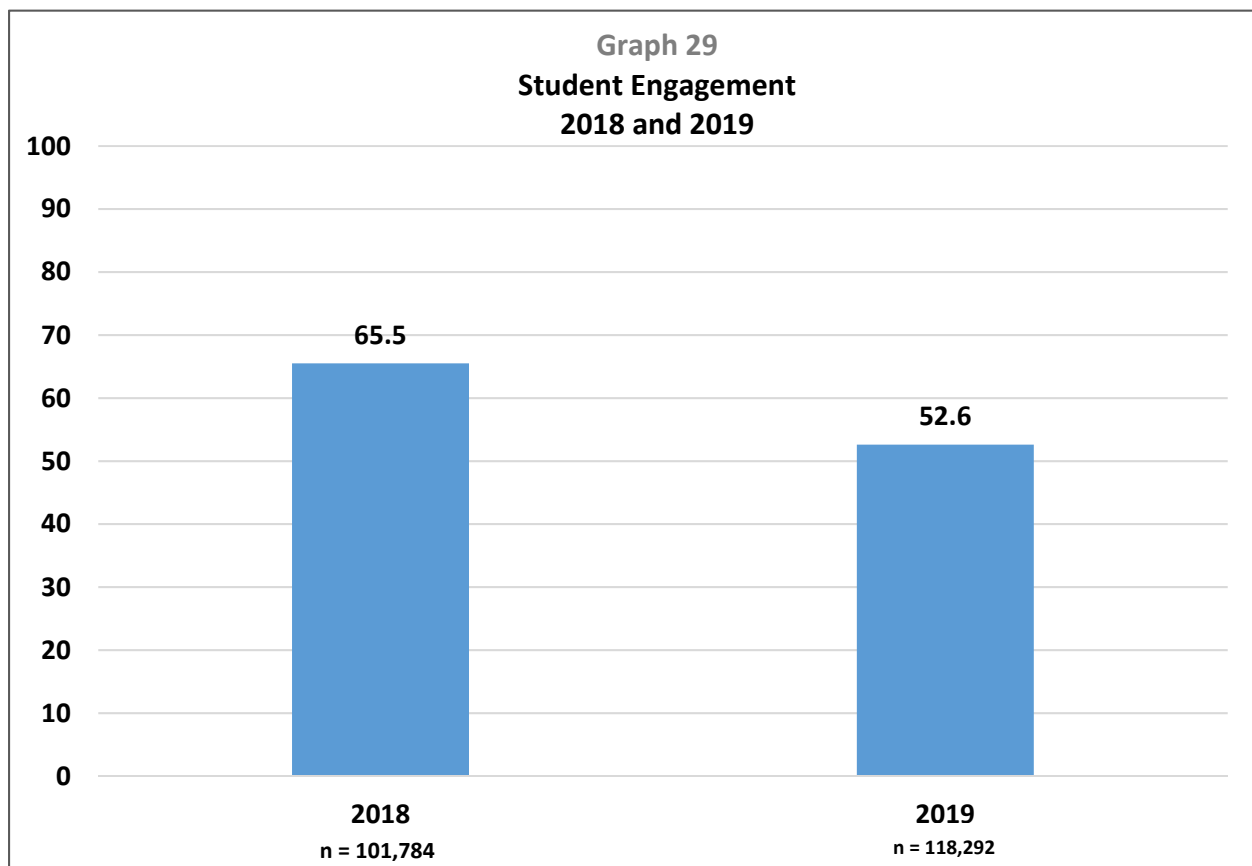
Idaho's accountability system includes satisfaction and engagement surveys administered to students, staff members, and parents. These surveys are an important measure of school quality. Student surveys were administered in April 2018 to students in grades 3-8. In 2019, surveys expanded to include high school students, and parents and school staff.

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. The survey collects direct feedback from students regarding their learning experiences and the results may help leaders and teachers understand what students need to be successful.

As we only have one year of survey results across all grades, it is challenging to compare results to the initial year and the department looks forward to the 2019-2020 administration of our statewide engagement surveys, which will allow for some comparisons and inform next steps.

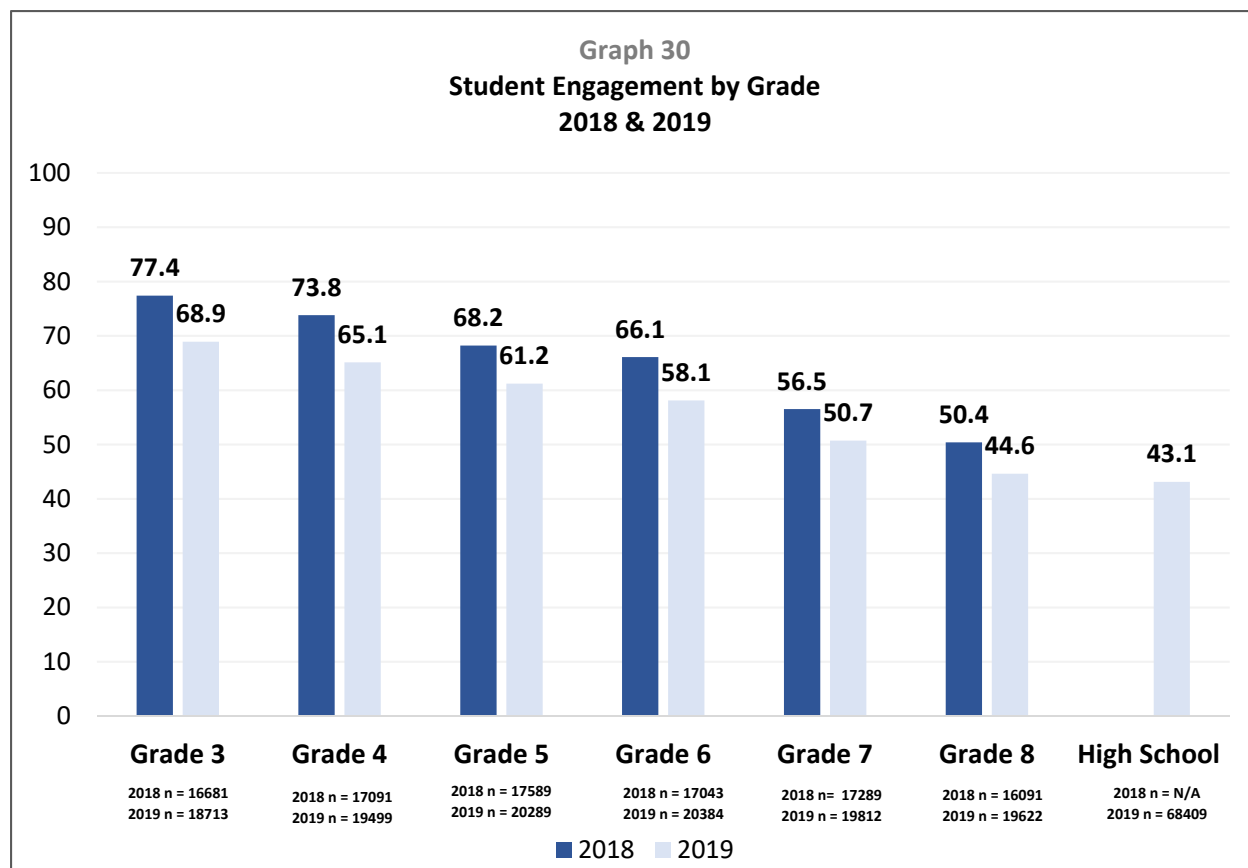
## Student Engagement



### Observations:

- As noted, the engagement survey was administered for the first time to high school students in the 2018-2019 school year.

## Student Engagement by Grade



### Notes:

- Student engagement survey administered in 2018 in April/May.
- Student engagement survey administered in 2019 in February/March.
  - Surveys will be administered annually in February-March going forward.

### Observations:

- Decline in each grade in the two years.
- In a cohort analysis (grade 3 in 2018 to grade 4 in 2019) we also see a decline in each cohort.
- Engagement declines in both years, in the transition from grade 3 to high school.
- High School students report the lowest level of engagement.

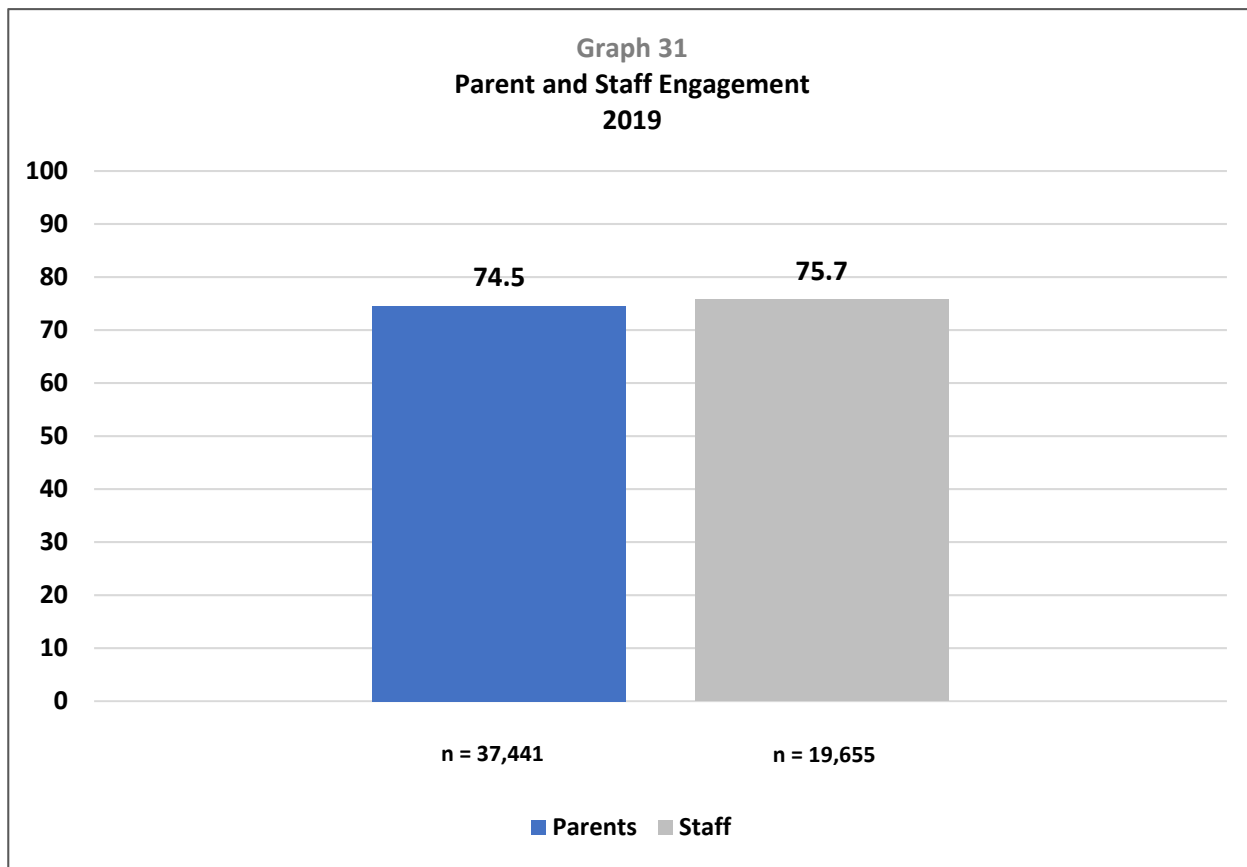
### Additional Analysis

- The correlation of engagement to student achievement can inform the use of the survey as a school quality, student success measure in the state accountability system. This analysis will be conducted by a Cognia and completed by May 2020.

## Parent and Staff Engagement

**Parent engagement** and satisfaction is the degree to which a parent feels their student's school provides a caring, safe, and supportive environment that partners effectively with them in their child's learning. The state measures parent engagement and satisfaction using a short survey that Idaho stakeholders developed. The survey asks parents to rate the extent to which they agree with various positive statements about their student's school, such as 'My child's school provides me with resources and information to support my child's learning at home.' To summarize parent engagement and satisfaction for every school and district, Idaho reports the total percentage of these survey questions with which parents agreed or strongly agreed.

**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.



**Notes:**

- Parent and staff engagement survey administered for the first time in April/May 2019.
- Parent and staff engagement surveys will be administered in February-March, corresponding with the student survey administration.

**Observations:**

- Parents and Staff report nearly identical levels of engagement.
- Parent and staff engagement higher than student engagement.

In developing the 2018-2019 Student Achievement Report, staff of the State Department of Education (SDE) identified additional analyses that may be valuable in the future. The Accountability Oversight Committee (AOC) expressed support for the additional analyses presented by SDE staff in the 2018-2019 Student Achievement Report. Additionally, the AOC expanded the list of potential additional analyses. This appendix presents the AOC's suggestions.

The lists of future analyses are prioritized using differentiated bullets. The star bullets indicate priority recommendations, which the AOC would prefer be included in the 2019-2020 Student Achievement Report, if possible. Circular bullets indicate other recommendations to be considered for future years.

### **Idaho Standards Achievement Test (ISAT)**

#### Recommended Analyses for Future Student Achievement Reports

Both ISAT Math and ELA

- ✦ For figures showing ISAT performance by race / ethnicity and other student subgroups, add a column showing the "All Students" statewide performance
- ✦ Analyses of average scale scores over time to reveal rate of growth that might not be apparent by looking only at movement between achievement levels
- ✦ Breakdown the movement between achievement levels in some manner. For instance, of students who scored in the Below Basic achievement category in 2018-19, what do they score the following year?
- ✦ Claim level analysis by subgroups, including gender
- Analysis looking at performance of students who are in a single student group (i.e. English Learners who are not economically disadvantaged or SPED) and those in more than one group (i.e. students who are Hispanic / Latino *and* ELL or low SES). Might look at students in 1 subgroup, 2, 3 or more.
- Performance of students taught by teachers certified through traditional vs. alternative routes

ISAT ELA only

- ✦ An analysis of writing performance and condition codes

ISAT Math only

- Performance of K-8 students taught by teachers with math endorsement vs. teachers with standard K-8 certification with no math endorsement



#### **4 Day School Week**

##### Recommended Analyses for Future Student Achievement Reports

- ✦ An analysis of performance of students who attend 4 day vs 5 day schooling
  - ✦ Information regarding demographics of each group: SES, migrant, ELL, SPED, etc.
  - ✦ Difference in performance on the following metrics (Please Note: Longitudinal analyses where possible to show trends.): ISAT performance, ISAT scale score change / rate of improvement, IRI performance, graduation rates (4 year and 5 year), college entrance exam performance, engagement survey results
- Go on rates for students who attended 4 days vs 5 days

#### **Idaho Reading Indicator (IRI)**

##### Recommended Analyses for Future Student Achievement Reports

- ✦ IRI performance of 1<sup>st</sup> grade students, based on whether they attended kindergarten, and if they did, whether they attended full-day or half-day programs
- ✦ Longitudinal analysis of full-day versus half-day kindergarten programs to reveal effects of the switch from one program format to the other

#### **English Language Proficiency Assessment**

##### Recommended Analyses for Future Student Achievement Reports

- ✦ The number of languages reflected and possibly a list of the most common (5 or 10)
- ✦ Performance by grade
- ✦ Performance by EL designation
- ✦ Cohort analyses to explore whether initial EL student ability is changing as new cohorts enter the programs and the EL population of students in Idaho grows

#### **College Entrance Exams – PSAT and SAT**

##### Recommended Analyses for Future Student Achievement Reports

- ✦ Analyze scale score changes from PSAT to SAT to indicate growth or regression

**Graduation Rates – 4 year and 5 year**

Recommended Analyses for Future Student Achievement Reports

- ✦ Performance by school type – traditional, alternative, charter, online charter (provided as supplemental for 2018-2019 AOC Report, recommend moving it into the Student Achievement Report in future years)
- ✦ Correlation between attendance rates / chronic absenteeism and graduation rates

**Engagement Surveys**

Recommended Analyses for Future Student Achievement Reports

- ✦ Student engagement by domain and grade
- ✦ Parent and staff engagement by school type, as data is available

<b>December 2018 Recommendations</b>						
<b>Rec #</b>	<b>Recommendation Topic / Theme</b>	<b>Summarized AOC Recommendation</b>	<b>Report Page</b>	<b>Requires State Plan Change</b>	<b>Requires Rule Change</b>	<b>Implementation Status</b>
1	ISAT Growth to Proficiency	Explore adjusting the trajectory model to create growth targets for students who score proficient or advance on the ISAT to encourage them to continue to grow beyond proficiency.	18	Yes	Maybe*	Not yet implemented
2	English Learner Proficiency	Support recommendations presented by the English Learner Advisory Committee regarding the use of the ACCESS 2.0 achievement levels to determine student proficiency and/or establish ELL program exit criteria.	20	Yes	Maybe*	Completed
3	English Learner Growth to Proficiency	Explore adjusting the model used to create growth targets for English Learners to possibly set differentiated length of time to meet proficiency based on the grade when students enter an ELL program or their level upon entering.	22	Yes	No	Completed
4	Advanced Opportunities	Expand the indicator to include both participation and successful completion of advanced opportunities.	27	Yes	Maybe*	Not yet implemented
5 and 6	8 <sup>th</sup> Grade Pre-Algebra AND 9 <sup>th</sup> Grade Algebra	Expand the 8 <sup>th</sup> Grade Pre-Algebra Indicator and the 9 <sup>th</sup> Grade Algebra Indicator to include both participation and successful completion of coursework.	28 (8 <sup>th</sup> ) and 29 (9 <sup>th</sup> )	Yes	Yes	Not yet implemented
7	Credit Accumulation and Recovery	Revisit this measure's presence within the accountability framework. Clarify its purpose, definition, and details regarding calculations.	29	Yes	Maybe*	Not yet implemented
8	CSI Up Identification – School Categories (K-12 Schools)	Conduct two CSI Up calculations for schools that serve grades K-12, treating the school as both a K-8 school and a high school.	32	Yes	Yes	Not yet implemented
9	CSI Up Identification – School Categories (Alternative MS)	Create a school category in the accountability system for alternative middle grade schools (middle schools and junior high schools).	32	Yes	Yes	Not yet implemented

<b>Rec #</b>	<b>Recommendation Topic / Theme</b>	<b>Summarized AOC Recommendation</b>	<b>Report Page</b>	<b>Requires State Plan Change</b>	<b>Requires Rule Change</b>	<b>Implementation Status</b>
10	CSI Up Identification – School Categories (K-2)	Remove the requirement in rule to use 3 <sup>rd</sup> grade data for K-2 schools. Formally establish the process of evaluating all K-2 schools through qualitative review.	33	Yes	Yes	Not yet implemented
13	CSI Grad Identification – Alternative HS	Amend the Consolidated State Plan to use the 5 year Cohort Graduation Rate for CSI Grad calculations for alternative high schools.	35	Yes	No	Completed
11	CSI and ATSI Identifications – N Size (3-year average)	Amend the Consolidated State Plan to implement the 3-year rolling average model for all CSI and ATSI calculations.	33 (CSI) and 39 (ATSI)	Yes	No	Completed
12	CSI Up Identification – N Size (Qualitative Review)	Amend the Consolidated State Plan to formally establish the qualitative review process for schools that do not meet N size.	34	Yes	No	Completed
17	CSI and TSI Identifications – N Size (Differentiated N)	Amend the Consolidated State Plan to use an N of 20 for calculations involving all students and an N of 10 for subgroup calculations.	38 (CSI/TSI) and 40 (ATSI)	Yes	No	Cannot implement per feedback from U.S. Dept of Ed.
14	TSI Identifications – Process	Conduct an in-depth review of definition of “consistently underperforming” to ensure identification of appropriate schools.	37	Maybe	No	Not yet implemented
15	TSI Identifications – Calculations (Goal Makers)	Remove schools that achieve the annual target from TSI calculations for that indicator during year in which the target was achieved.	37	Yes	No	Completed
16	TSI Identifications – Calculations	Identify schools for TSI based on the subgroup performance on the same indicators as those used for CSI Up.	38	Yes	No	Completed

\*Note: For those recommendations with “Maybe” in the “Requires Rule Change” column, the determination of whether the change requires an amendment to rule will be determined on a case-by-case basis dependent on the details of the revision being proposed. In some cases, changes could be made to implementation that are still adequately aligned to the language in Administrative Code, thus negating the need for an amendment.

LEGISLATURE OF THE STATE OF IDAHO  
Sixty-fifth Legislature Second Regular Session - 2020

IN THE SENATE

SENATE CONCURRENT RESOLUTION NO. 120

BY EDUCATION COMMITTEE

A CONCURRENT RESOLUTION

STATING FINDINGS OF THE LEGISLATURE AND REQUESTING THAT THE STATE BOARD OF  
EDUCATION AND STATE DEPARTMENT OF EDUCATION RESEARCH ALTERNATIVES TO  
THE TENTH GRADE IDAHO STANDARDS ACHIEVEMENT TEST.

Be It Resolved by the Legislature of the State of Idaho:

WHEREAS, the federal government requires an assessment aligned to  
state content standards to measure student academic performance in grades 3  
through 8 and once in high school; and

WHEREAS, Idaho currently uses the Idaho Standards Achievement Test  
(ISAT) to fulfill federal requirements; and

WHEREAS, many high school students have little motivation to do well on  
the ISAT, making the test data of little value as a measure of student learn-  
ing; and

WHEREAS, federal requirements allow for more state flexibility, in-  
cluding replacing the ISAT with other tests such as the SAT; and

WHEREAS, Idaho already gives the SAT to all high school juniors; and

WHEREAS, students have more incentive to do well on the SAT, which would  
result in better data to understand student learning.

NOW, THEREFORE, BE IT RESOLVED by the members of the Second Regular Ses-  
sion of the Sixty-fifth Idaho Legislature, the Senate and the House of Repre-  
sentatives concurring therein, that the Legislature requests that the State  
Board of Education and the State Department of Education work together to re-  
search options to stop administering the grade 10 ISAT and replace it with  
another assessment, such as the SAT.



# High School Assessment

What is the purpose of the assessments we administer in high school?



# High School Assessments



## Senate Concurrent Resolution No. 120

- Directs the State Board of Education and State Department of Education to *'research options to replace the High School ISAT with another assessment such as the SAT.'*

# High School Assessments - History



- College Entrance Exam included as a graduation requirement beginning with class of 2009
- New Idaho Standards Achievement Test in ELA and Math administered in 2015 in grade 10 (SBAC)
  - Designed as a college and career readiness assessment for grade 11



## High School Assessments – Prior Discussions



In previous discussions, the SBOE has considered

- Moving ISAT to grade 11 based on AOC recommendation
- Removing graduation requirement for college entrance exam but offering to all students
- Remove graduation requirement of proficiency on ISAT

**Removed graduation requirement to be proficient on ISAT; Kept ISAT in grade 10; Kept CEE in grade 11 as graduation requirement**

# Every Student Succeeds Act (ESSA)

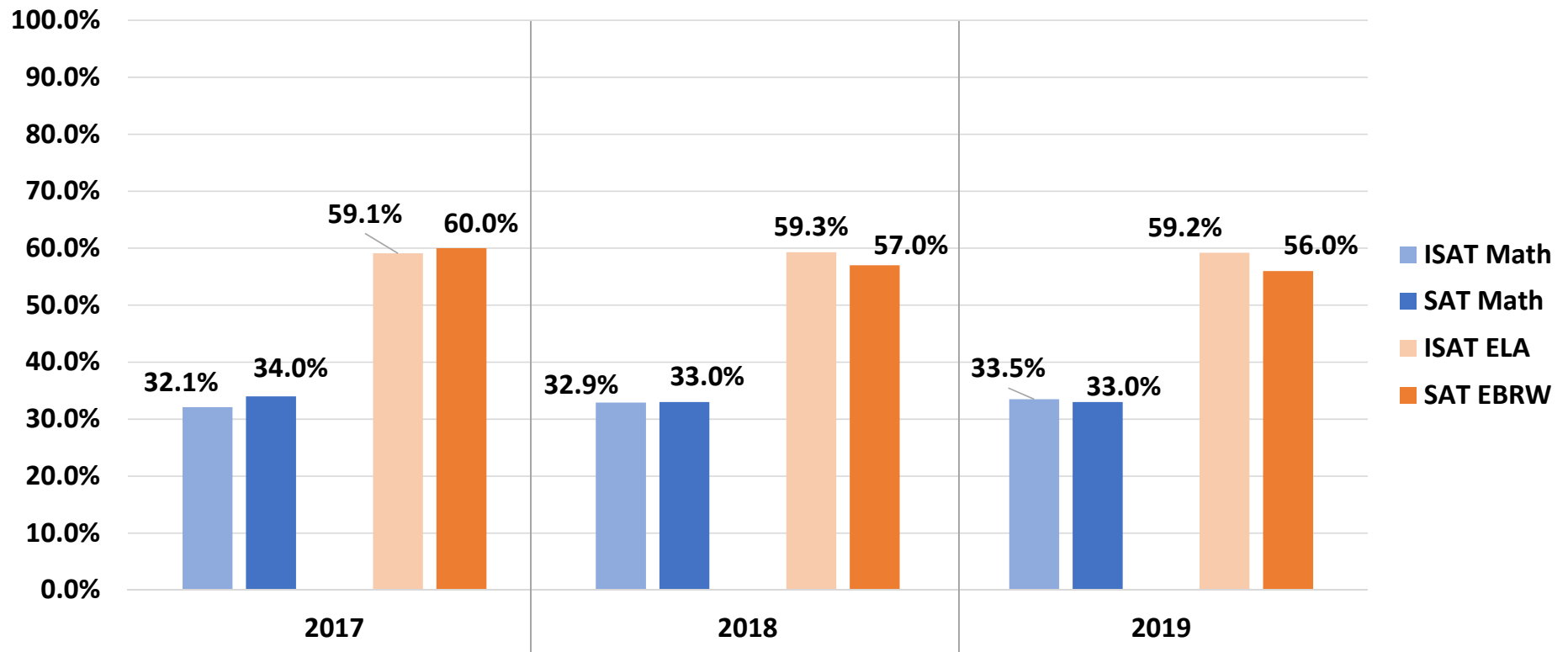


- Requires states administer an assessment aligned to state standards in grades 3-8 and once in High School
- Provides flexibility for states to use a nationally recognized assessment in lieu of statewide assessment for accountability (one assessment, not options)
  - 10 states use ACT
  - 6 states use SAT
  - 7 states (including Idaho) use Smarter Balanced
  - 5 states and DC use PARCC
  - 23 states use state-developed assessments or other

# Student Performance



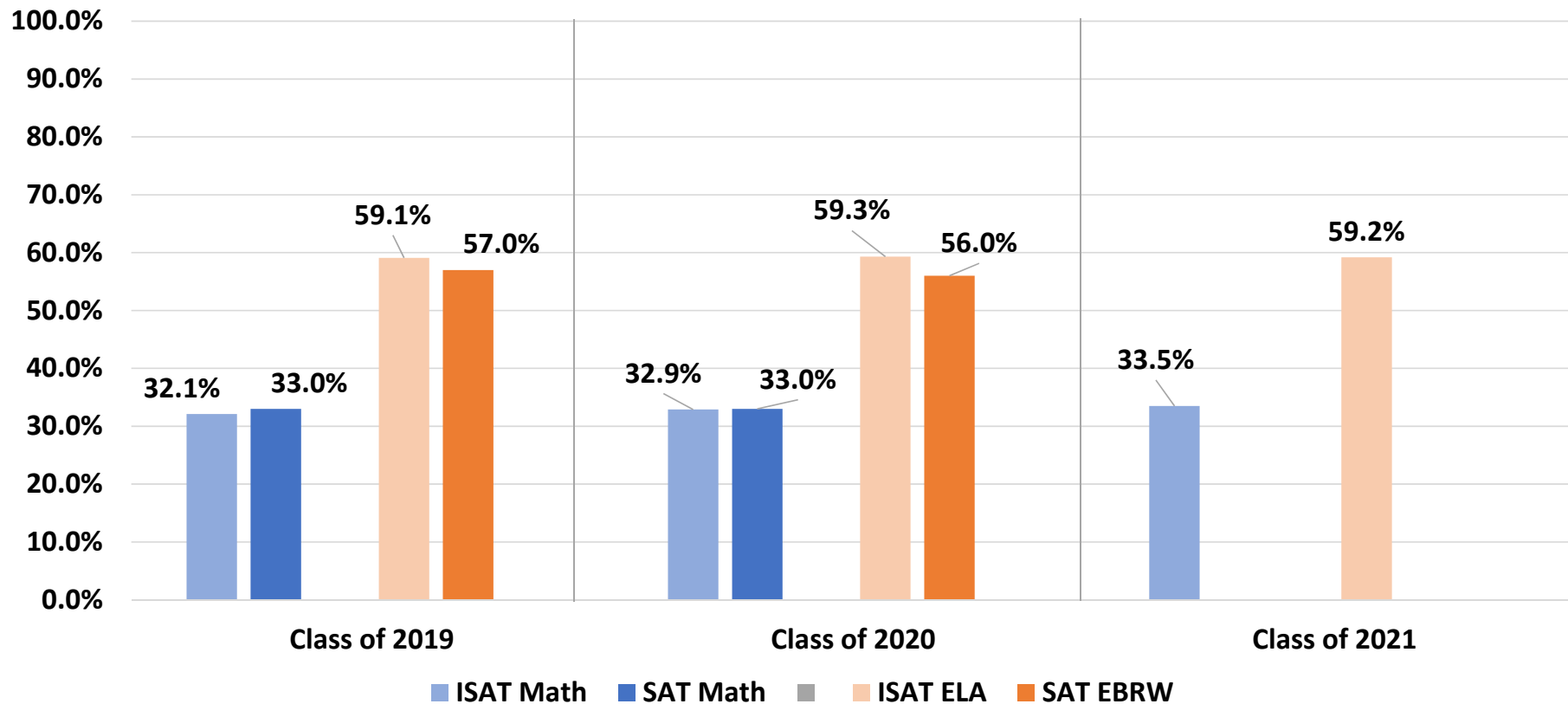
## High School Assessment Performance 2017-2019



# Attitude or Aptitude?



## High School Cohort Analysis



# Considering a change



- Timing - *Earliest administration of new HS assessment Spring 2022*
  - Rule Making process including legislative approval
    - 08.02.03.111 & 08.02.03.112
  - RFP/Contracting process
  - Training and Communication
- Accountability system
  - Long term trend
  - Reset High School Accountability Identification
  - High School Accountability Identification relies on 3 years of data (Next 3 year cycle is after spring 2022 assessment)
- ESSA Plan Amendment
  - Stakeholder engagement, submission and review/approval process

# Other Considerations



- Federal Assessment Peer Review Requirements
  - Alignment to state standards
    - ELA, Math and Science Standards reviewed for 2022 legislative approval
- Appropriateness and Accessibility for ALL students
  - Students With Disabilities
  - English Learners
  - Students on CTE Pathway
- Budget
  - Savings realized or additional costs?

# Where do we start?



- Define the Purpose of the assessment(s) administered in High School as part of the state comprehensive assessment system
  - Measure of State Standards?
  - Measure of College Readiness?
  - Both? Neither? Other?
  - What is best for students?



**Name | Title**

Idaho State Department of Education  
650 W State Street, Boise, ID 83702  
208.332.6800

[email@sde.idaho.gov](mailto:email@sde.idaho.gov)

[www.sde.idaho.gov](http://www.sde.idaho.gov)



*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

SBOE June 2020 | 11



**Idaho House of  
Representatives**

**House Education  
Committee**



**Idaho Senate**

**Senate Education  
Committee**

March 9, 2020

Dear Governor Little, State Board of Education and State Superintendent Sherri Ybarra,

We, the undersigned, believe it is time to replace the Idaho Content Standards sometimes referred to as "Common Core Standards". The Idaho House Education Committee voted on February 6, 2020 to reject the English Language Arts, Math, and Science Standards. We want standards which work for students, parents, and educators. We seek compromise and agreement in creating new content standards.

The purpose of this letter is to give direction to the State Board of Education and the State Department regarding what the House and Senate Education committees would like to see happen going forward. These recommendations are based on input from hundreds of parents and educators across the state since Common Core was implemented.

Our concern is that any new standards developed by the State Board of Education and the State Department of Education may not be accepted by parents, educators, administrators, the public, and therefore the legislature. Stating with clarity what the House and Senate Education committees would deem appropriate will avoid wasted time, effort, and manpower of the State Board of Education and the State Department of Education during any standards rewriting process.

Following are specific recommendations of the Education Committees. We would appreciate a written response to address each of these issues.

#### **Content Standards**

##### **A. Math**

- a. Explicitly state grade levels at which students should demonstrate mastery of addition, subtraction, multiplication, and division facts. Integrate these basics with critical thinking and real-life problem solving throughout the standards to ensure more connections to science, business, and other related disciplines.
- b. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts without marginalizing the accuracy of the standards.
- c. Ensure the standards are age and grade level-appropriate especially in the early grades, emphasizing the concrete nature of young minds.
- d. Make certain that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.

##### **B. English Language Arts**

- a. Idaho Standards should have explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.
- b. Provide better balance between fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature (particularly American and English literature).
- c. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts.

- d. Renew Idaho's focus on content-rich English Language Arts standards by prioritizing the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in the lower grades.
- C. Science
- a. Please remove the supporting content (curriculum) from the incorporated by reference document immediately. Local school districts are responsible for curriculum.
  - b. Provide balance in standards that have been politicized. (E.g. Include both positive and negative aspects of energy sources.)
  - c. Focus on age appropriateness for science, ensuring that these basic concepts are understood before delving deeply into theoretical science. Additionally, please ensure that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.
- D. ESSA Assessment
- a. Use some items (questions) on the assessments that have been written or approved by experts in Idaho, and that all items to be used on the new Idaho assessment reviewed by a complement of experts and others in Idaho.
  - b. Ensure that this test is not based on Common Core. Please explore assessment options including removing Idaho from the SBAC consortium and cancelling the SBAC contract.

#### **Process**

We believe the process of rewriting the content standards should take place beginning immediately and be completed as soon as possible while creating excellent standards. We expect schools will use current standards during the rewrite process.

In reviewing/rewriting the standards, we would like to see the Board and the Department look at nationally recognized quality standards from a variety of sources, including states such as Florida, Massachusetts, Texas and Nebraska, and compare and contrast these standards with Idaho's. From this work, develop what Idaho teachers, parents, and administrators believe to be the best set of standards considering age appropriateness, readability, quality of content, and sequential nature.

Please provide estimated costs such as requirements for a new test, and fulfilling federal accountability requirements. However, the first priority should be the needs of the students, secondly parents and teachers, and third, accountability to the federal government.

When selecting the committees to rewrite the content standards please include people who understand current issues with Common Core, retired teachers who have used previous standards, parents from across the state who have expressed interest, administrators with a variety of perspectives, as well as experts from other states. Bring together experts from across all grade levels to evaluate sequencing of concepts and grade level appropriateness.

Please embed traditional American civics throughout K-12 standards.

We would like you to develop a clear progression of content from one grade to the next that is aligned from early learning to post-secondary education to continue increasing student knowledge and skills over time.

While rewriting the standards, keep in mind the professional development needed to implement them. Please address financial literacy in all grades at appropriate places in the standards.

### Curriculum, Instruction, Student Assignments

While it is not in the Legislature's purview to be involved in curriculum, instruction, and/or student assignments, we do request that the State Department of Education utilize the appropriated resources to provide enough support to schools and teachers so the standards can be implemented in a suitable fashion. Engaging instruction, meaningful assignments, and interaction with parents are each critically important, and hopefully will be accomplished in every classroom across Idaho. Please work with school boards and district administrators to ensure they understand their roles in choosing curriculum, using the best instructional techniques, and giving students meaningful assignments.

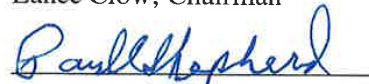
### Other Issues

During the House Education committee's administrative rules review of the omnibus docket several additional issues were discussed at length. The House Education committee would like to identify four issues that garnered commentary. While the House Education committee believes these issues are on the State Board and Department of Education's radar, there is value to confirm our interest in seeing them addressed.

1. Review the standards for initial certification in order to reduce paperwork and other requirements which cause unnecessary expense, time, and work for the colleges but don't truly improve the quality of graduating teachers. Work with the teacher preparation programs to provide them more flexibility through the streamlining of this process.
2. Remove the senior math requirement while still requiring six math credits for graduation.
3. Consider not requiring veteran teachers to be evaluated on all evaluation standards every year.
4. Evaluate social studies and other endorsement requirements considering the difficulty small and rural schools have in hiring endorsed teachers in some subjects. Please consider a consistent degree of difficulty for the various disciplines.

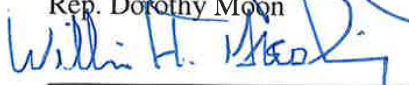
#### House Members


  
Lance Clow, Chairman

  
Rep. Paul Shepherd

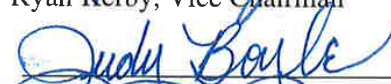
  
Rep. Ron Mendive

  
Rep. Dorothy Moon

  
Rep. Bill Goesling


  
Rep. Jerald Raymond

  
Ryan Kerby, Vice Chairman

  
Rep. Judy Boyle

  
Rep. Gayann DeMordaunt

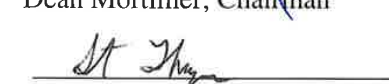
  
Rep. Barbara Ehardt

  
Rep. Gary Marshall

  
Rep. Tony Wisniewski

#### Senate Members

  
Dean Mortimer, Chairman

  
Steven Thayne, Vice Chairman



LEN B JORDAN OFFICE BUILDING  
650 W. STATE STREET  
BOISE, ID 83720

March 18, 2020

Dear Idaho Senate and House Education Committees,

Thank you for your letter of March 9<sup>th</sup>. We are committed to working with you to review Idaho's content standards in a manner that reflects Idaho's needs and values through a collaborative process with the Legislature, educators, parents and the public. We share your goal to seek compromise and agreement on the content standards.

Below are responses to the specific requests in your letter. All information and responses provided are contingent on coordination with the legislative interim committee contemplated by SCR 132 (2020) to avoid duplication of effort.

#### **Content Standards**

The process to review content standards includes a review committee consisting of Idaho educators with experience in the content area. At a minimum the committee will include both elementary and secondary instructional staff as well as postsecondary faculty from four-year and two-year institutions, public school administrators, and parents of school-aged children. We also ask that you help us in identifying representatives from the Legislature to serve on each content review committee.

#### **A. Math**

- a. Explicitly state grade levels at which students should demonstrate mastery of addition, subtraction, multiplication, and division facts. Integrate these basics with critical thinking and real-life problem solving throughout the standards to ensure more connections to science, business, and other related disciplines.
- b. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts without marginalizing the accuracy of the standards.
- c. Ensure the standards are age and grade level-appropriate especially in the early grades, emphasizing the concrete nature of young minds.
- d. Make certain that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.

We will ensure that the review committees have specific instruction to include these considerations in their process and that the resulting work reflects these points.

#### **B. English Language Arts**

- a. Idaho Standards should have explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.

- b. Provide better balance between fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature (particularly American and English literature).
- c. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts.
- d. Renew Idaho's focus on content-rich English Language Arts standards by prioritizing the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in the lower grades.

We will ensure that the review committees have specific instruction to include these considerations in their process and that the resulting work reflects these points.

C. Science

- a. Please remove the supporting content (curriculum) from the incorporated by reference document immediately. Local school districts are responsible for curriculum.

The Superintendent favors removing supporting content, and will recommend such to the State Board of Education, which can be accomplished immediately through a waiver.

- b. Provide balance in standards that have been politicized. (e.g. include both positive and negative aspects of energy sources).
- c. Focus on age appropriateness for science, ensuring that these basic concepts are understood before delving deeply into theoretical science. Additionally, please ensure that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.

We will ensure that the review committees have specific instruction to include these considerations in their process and that the resulting work reflects these points.

D. ESSA Assessment

- a. Use some items (questions) on the assessments that have been written or approved by experts in Idaho, and that all items to be used on the new Idaho assessment reviewed by a complement of experts and others in Idaho.

This will be assigned to the Bias and Sensitivity Committee for review. This committee is established in Idaho Code §33-134.

- b. Ensure that this test is not based on Common Core. Please explore assessment options including removing Idaho from the SBAC consortium and cancelling the SBAC contract.

The State Board will be discussing the state assessment at its April meeting.

**Process**

We believe the process of rewriting the content standards should take place beginning immediately and be completed as soon as possible while creating excellent standards. We expect schools will use current standards during the rewrite process.

In reviewing/rewriting the standards, we would like to see the Board and the Department look at nationally recognized quality standards from a variety of sources, including states such as Florida, Massachusetts, Texas and Nebraska, and compare and contrast these standards with Idaho's. From this work, develop what Idaho teachers, parents, and administrators believe to be

the best set of standards considering age appropriateness, readability, quality of content, and sequential nature.

We will ensure that the review committees have specific instruction to review, discuss and consider standards adopted by other states.

Please provide estimated costs such as requirements for a new test, and fulfilling federal accountability requirements. However, the first priority should be the needs of the students, secondly parents and teachers, and third, accountability to the federal government.

The State Department of Education has prepared cost estimates for a new assessment and will provide them to the germane committees and the interim committee.

When selecting the committees to rewrite the content standards please include people who understand current issues with Common Core, retired teachers who have used previous standards, parents from across the state who have expressed interest, administrators with a variety of perspectives, as well as experts from other states. Bring together experts from across all grade levels to evaluate sequencing of concepts and grade level appropriateness.

The review committees will be comprised of a diverse set of educators and stakeholders as described previously.

Please embed traditional American civics throughout K-12 standards.

Pursuant to Idaho Code §33-1602, instruction in citizenship is required to be delivered in all elementary and secondary schools. Citizenship instruction shall include lessons on the role of the citizen in the constitutional republic, how laws are made, how officials are elected, and the importance of voting and of participating in government. The civics and government standards are embedded in the social studies standards for each grade level. As part of the content standards review process, a review committee will evaluate the current civics and government standards at each grade level and make recommendations for improvement.

We would like you to develop a clear progression of content from one grade to the next that is aligned from early learning to post-secondary education to continue increasing student knowledge and skills over time.

The review committees will be asked to consider recommendations on developing a matrix showing the progression of content from one grade to the next. This will help to identify gaps that can be addressed in the recommendations for the content standards review.

While rewriting the standards, keep in mind the professional development needed to implement them. Please address financial literacy in all grades at appropriate places in the standards.

Financial literacy is currently included in the state social studies content standards as part of the economics content. A coordination of what currently exists within subject matters for financial literacy can be reviewed and provided to review committees to avoid duplication. Similar to the civics and government standards, the review committee will be asked to look at the standards for each grade level and make recommendations to the grade and crosswalk with the mathematics content standards with the intent of incorporating financial literacy in mathematics courses.



### Curriculum, Instruction, Student Assignments

While it is not in the Legislature's purview to be involved in curriculum, instruction, and/or student assignments, we do request that the State Department of Education utilize the appropriated resources to provide enough support to schools and teachers so the standards can be implemented in a suitable fashion. Engaging instruction, meaningful assignments, and interaction with parents are each critically important, and hopefully will be accomplished in every classroom across Idaho. Please work with school boards and district administrators to ensure they understand their roles in choosing curriculum, using the best instructional techniques, and giving students meaningful assignments.

Passage of S1285 (2020) would require training of all school district and charter school board trustees or directors. Should this bill become law, the State Board will work with the Idaho School Boards Association for the development and delivery of training. In addition, there are existing qualified trainers identified to provide training to school district and charter school leadership in the areas of governance.

### Other Issues

During the House Education committee's administrative rules review of the omnibus docket several additional issues were discussed at length. The House Education committee would like to identify four issues that garnered commentary. While the House Education committee believes these issues are on the State Board and Department of Education's radar, there is value to confirm our interest in seeing them addressed.

1. Review the standards for initial certification in order to reduce paperwork and other requirements which cause unnecessary expense, time, and work for the colleges but don't truly improve the quality of graduating teachers. Work with the teacher preparation programs to provide them more flexibility through the streamlining of this process.

The Superintendent has already committed to convening a broad-based review committee of all the teacher preparation standards over the next 18 months (see letter attached).

2. Remove the senior math requirement while still requiring six math credits for graduation.

The Superintendent will bring this forward to the Board at its April meeting.

3. Consider not requiring veteran teachers to be evaluated on all evaluation standards every year.

Idaho Code requires all certificated staff to have an annual evaluation. Additionally, instructional staff and pupil service staff who do not have an evaluation would be impacted in their ability to move on the career ladder or to receive the professional endorsement and the new advanced professional endorsement. School districts currently have the ability to focus on different domains as they are relevant to an

individual's professional practice and level of experience. The Office of the State Board of Education will continue to work with school districts and charter schools on how to document their decisions to not rate a specific component, but rather focus on other domains or components based on a staff person's individualized professional learning plan.

4. Evaluate social studies and other endorsement requirements considering the difficulty small and rural schools have in hiring endorsed teachers in some subjects. Please consider a consistent degree of difficulty for the various disciplines.  
The Superintendent has already committed to convening a broad-based committee to review all the teacher preparation standards over the next 18 months.



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Debbie Critchfield  
President  
State Board of Education



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Sherri Ybarra  
Superintendent of Public Instruction  
State Department of Education





SHERRI YBARRA, ED.S.  
SUPERINTENDENT OF PUBLIC INSTRUCTION

650 W. STATE STREET, 2ND FLOOR  
BOISE, IDAHO 83702

(208) 332-6800 OFFICE

WWW.SDE.IDAHO.GOV

February 26, 2020

Dear Senate Education Committee,

I appreciate your support for taking a thoughtful, measured approach to reviewing and revising Idaho's teacher certification standards and want to take this opportunity to share my thoughts about how to proceed.

Rather than bring forward only 20 percent of the certification and endorsement standards next year as the Department typically does, I plan to have a broad-based committee review all the teacher preparation standards over the next 18 months. The review committee would include educators, legislators, parents and others interested in reviewing, streamlining, and simplifying certification standards and endorsements.

The committee will be tasked with reviewing the standards with the goal of reducing requirements that cause unnecessary expense, time, and work for our higher education institutions but have no correlation to improving the quality of teaching. The goal would be to provide our teacher preparation programs with more flexibility and opportunity to innovate.

The work would begin this summer with the intent to bring changes to the Board of Education in Nov. of 2021 for review and approval of the Legislature in 2022.

I look forward to working with you and to having members of your committee participate in this important process.

Sincerely,

A handwritten signature in blue ink that reads "Sherri A. Ybarra".

Sherri A. Ybarra, Ed.S.  
Superintendent of Public Instruction



Response to information request

Prepared August 2018  
Jennifer Zinth, Principal: High School and STEM  
[jzinth@ecs.org](mailto:jzinth@ecs.org)

## 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.

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Alabama</b>	Standard	4, incl. English I, II, III, IV	4, incl. 1 Algebra I, 1 Geometry, 1 Algebra II <sup>1</sup>	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 <sup>2</sup>	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)
<b>Alaska</b>	Standard	4	3	3	2	1 Health/Physical Education	•	•	-	-	•	21 (13 specified in reg.) <sup>3</sup>	4 AAC 06.075
<b>Arizona</b>	Standard	4 units English or English as a Second Language <sup>4</sup>	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 <sup>7</sup>	See below  1 unit arts or CTE	•	22	A.A.C. R7-2-302

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

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

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>7</sup> Seven units of additional courses prescribed by the local school district governing board or charter school.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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 <sup>5</sup> , 1 unit that includes significant math content <sup>6</sup>										
<b>Arkansas</b>	Standard (Smart Core)	4	4 units, with student choosing Option 1 or Option 2  Option 1 <sup>8</sup> : Incl. 1 Algebra I or Algebra A & B <sup>9</sup> , 1 Geometry or Investigating Geometry or Geometry A & B <sup>10</sup> , 1 Algebra II and 1 unit with range of options <sup>11</sup>	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 <a href="#">9.03.1 et seq.</a> )

<sup>5</sup> 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.

<sup>6</sup> As determined by local school district or charter school.

<sup>8</sup> All students must take a math course in grade 11 or grade 12 and complete Algebra II.

<sup>9</sup> Grades 7-8 or 8-9

<sup>10</sup> Grades 8-9 or 9-10

<sup>11</sup> Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an AP math.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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								
<b>Arkansas</b>	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 <sup>12</sup>  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 <a href="#">9.03.1 et seq.</a> )
<b>California</b>	Standard	3	2 <sup>13</sup> , 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

<sup>12</sup> 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.

<sup>13</sup> 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.

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

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					
<b>California</b>	Advanced	<p>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:</p> <ul style="list-style-type: none"> <li>English language arts/literacy (ELA): Student must earn either: <ul style="list-style-type: none"> <li>Grade of <math>\geq</math> B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li> <li>Earn achievement level of <math>\geq</math> "Standard Met" for the high school Smarter Balanced Summative Assessment</li> </ul> </li> <li>Mathematics: Students must earn either: <ul style="list-style-type: none"> <li>Grade of <math>\geq</math> B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li> <li>Earn achievement level of <math>\geq</math> "Standard Met" for the high school Smarter Balanced Summative Assessment</li> </ul> </li> <li>Science: Student must earn either: <ul style="list-style-type: none"> <li>Grade of <math>\geq</math> B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li> <li>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</li> </ul> </li> <li>Social studies: Student must earn either: <ul style="list-style-type: none"> <li>A grade of <math>\geq</math> B (or numerical equivalent) upon completion of the required U.S. history course (each semester)</li> <li>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</li> </ul> </li> <li>Two additional subject areas—students may choose from any of the following: <ul style="list-style-type: none"> <li>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</li> <li>A grade of <math>\geq</math> B (or numerical equivalent) upon the completion of high school courses in other subjects</li> <li>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.</li> </ul> </li> </ul>											West's Ann.Cal.Educ. Code § 51450 – 51455; 5 CCR § 876; California Department of Education <a href="#">website</a>
<b>Colorado</b>	Standard	<p>With the exception .5 unit U.S. and Colorado government, all graduation requirements set by local districts.</p> <p><b>Eff. Class of 2021:</b> All districts must adopt graduation requirements that at a minimum meet the requirements of state board-set <a href="#">Graduation Guidelines</a>. 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.</p>											CO Const. Art. IX, § 15; C.R.S.A. § 22-1-104; C.R.S.A. §22-2-106(1)(a.5); Colorado Department

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

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 <a href="#">Graduation Guidelines Menu of Options</a>
Colorado	Advanced diploma and endorsement	<p><b>Postsecondary and Workforce Readiness (PWR) Diploma:</b> <a href="#">Conversations are underway</a> to identify the metrics necessary for students to earn a Postsecondary and Workforce Readiness endorsement to the high school diploma.</p> <p><b>Diploma Endorsement in STEM:</b> <a href="#">HB17-1201</a> 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:</p> <ul style="list-style-type: none"> <li>Meets high school graduation requirements at a high level of proficiency as specified by the local education provider</li> <li>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</li> <li>Demonstrate proficiency in math by achieving of the following scores: <ul style="list-style-type: none"> <li>≥ 28 on the math portion of the ACT</li> <li>≥ 600 on the math portion of the SAT</li> <li>≥ 5 on an IB math exam</li> <li>≥ 4 on an AP math exam</li> <li>≥ 100 on the Accuplacer</li> <li>≥ on the Armed Services Vocational Aptitude Battery Test (ASVAB)</li> </ul> </li> <li>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) <ul style="list-style-type: none"> <li>Inquiry-based learning</li> <li>Creative problem-solving</li> <li>Experimentation</li> <li>Critical thinking</li> <li>Deductive and inductive reasoning</li> <li>Understanding of engineering principles</li> <li>Effective communication skills.</li> </ul> </li> </ul> <p>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.</p>											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)



**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Connecticut</b> (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: <ul style="list-style-type: none"> <li>• Nine units in the humanities, incl. civics and the arts</li> <li>• Nine units in science, technology, engineering and mathematics</li> <li>• One unit in physical education and wellness</li> <li>• One unit in health and safety education, as described in <a href="#">section 10-16b</a></li> <li>• One unit in world languages<sup>14</sup></li> <li>• One unit mastery-based diploma assessment.</li> </ul>										25	C.G.S.A. § 10-221a(c)
<b>Delaware</b>	Standard	4	4, incl. Algebra I, Geometry, Algebra II or equivalent <sup>15</sup>	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 <sup>16</sup>	3.5	3 units in a Career Pathway	<sup>17</sup>	24	14 Del. Admin. Code 505 4.0
<b>District of Columbia</b>	Standard	4	4, incl. Algebra I, Geometry, Algebra II <sup>18</sup>	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	<sup>19</sup>	100 hours volunteer community service	24	5-A DCMR § 2203

<sup>14</sup> 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.

<sup>15</sup> Students must earn a unit of math during the senior year.

<sup>16</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> All students must enroll in Algebra I by the 10<sup>th</sup> grade, unless the school is approved for a waiver.

<sup>19</sup> 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.

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 <sup>20</sup>	3, incl. 1 U.S. history, 1 world history, .5 economics <sup>21</sup> , .5 U.S. govt.	3, incl. 2 lab units, incl. 1 Biology I and 2 in equally rigorous courses <sup>22</sup>	1 unit p.e.	See below  1 unit fine or performing arts, speech and debate, or practical arts <sup>23</sup>	•	8	See below  1 unit fine or performing arts, speech and debate, or practical arts <sup>24</sup>  One of the 24 units must be completed as an online course	Minimum 2.0 GPA on 4.0 scale	24 <sup>25</sup>	West's F.S.A. § 1003.4282
Florida	Endorsed	The following designations may be included on the standard high school diploma, <b>by completing the standard diploma requirements as well as the designation requirements.</b>  <b>Scholar designation:</b> <ul style="list-style-type: none"><li><b>Math:</b> 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.</li></ul>											West's F.S.A. § 1003.4285

<sup>20</sup> 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.

<sup>21</sup> .5 unit economics must include financial literacy

<sup>22</sup> 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.

<sup>23</sup> 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.

<sup>24</sup> 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.

<sup>25</sup> 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.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"> <li><b>Science:</b> 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.<sup>26</sup></li> <li><b>Social studies:</b> Pass the statewide, standardized United States History EOC assessment.<sup>27</sup></li> <li><b>Foreign language:</b> Earn two credits in the same foreign language.</li> <li><b>Electives:</b> Earn at least one credit in an AP, IB, an Advanced International Certificate of Education, or a dual enrollment course.</li> </ul> <p><b>Merit designation:</b></p> <ul style="list-style-type: none"> <li>Earn one or more industry certifications from a state approved list.</li> </ul>											
<b>Georgia</b>	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 4 <sup>th</sup> 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 <sup>28</sup>	4	See below  3 units chosen from CTAE, Fine Arts or Modern Language/Latin		23	Ga Comp. R. & Regs. 160-4-2-.48
<b>Hawaii</b>	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 <sup>29</sup>	See below  2 units chosen from world	See below  2 units chosen from world	6	.5 Personal/Transition Plan	•	24	Board of Education Policy <a href="#">102-15</a>

<sup>26</sup> 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.

<sup>27</sup> 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.

<sup>28</sup> 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.

<sup>29</sup> 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			
<b>Hawaii</b>	Advanced	<p>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:</p> <p><b>Academic Honors:</b> Student must complete the following:</p> <ul style="list-style-type: none"> <li>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.</li> <li>4 units science, including Biology I or AP or IB equivalent.</li> <li>2 units minimum of AP/IB/Running Start courses (equivalent to credits for two college courses).</li> </ul> <p><b>CTE Honors:</b> Student must complete program of study (2-3 courses in sequence plus a state-identified specific academic course requirement). In doing so, student must:</p> <ul style="list-style-type: none"> <li>Earn at least a B in each required program of study.</li> <li>Meet or exceed proficiency on performance-based exams for corresponding program of study.</li> </ul> <p><b>STEM Honors:</b> Student must complete the following:</p> <ul style="list-style-type: none"> <li>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.</li> <li>4 units science, including Biology I or AP or IB equivalent.</li> <li><a href="#">STEM Capstone project</a> in one of the approved ACCN courses identified in the link.</li> </ul>											Hawaii State Department of Education <a href="#">Graduation Requirements webpage</a>
<b>Idaho</b>	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	<a href="#">IDAPA 08.02.03.105</a>

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 <sup>30</sup>  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. <sup>31</sup>	.5 unit economics	Up to 1 unit AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science Credit. <sup>32</sup>	wellness <sup>33</sup>	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions <sup>34</sup>	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions			exam <sup>35</sup>  Senior project <sup>36</sup>	ied in reg.)	

<sup>30</sup> 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.

<sup>31</sup> 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.

<sup>32</sup> 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.

<sup>33</sup> 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).

<sup>34</sup> 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.

<sup>35</sup> 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.

<sup>36</sup> 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.

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) <sup>37</sup>	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 <sup>38</sup>	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 <sup>39</sup>  .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 <a href="#">Guidance Document, State Graduation Requirements</a>
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 <sup>40</sup>	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

<sup>37</sup> If student successfully completes Algebra II or an integrated mathematics course with Algebra II content.

<sup>38</sup> 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,

<sup>39</sup> 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.

<sup>40</sup> 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 <sup>41</sup>	2, incl. 1 Algebra I or Integrated Mathematics I <sup>42</sup>	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 <sup>43</sup>	1.5, incl. .5 health and wellness <sup>44</sup> and 1 p.e.			3, plus 2.5 "flex credits" <sup>45</sup>	3 college and career pathway		20	511 IAC 6-7.1-4
Indiana	Advanced (Core 40 with Academic Honors) <sup>46</sup>	4, which must incl. a balance of literature, composition and speech	4, incl. either Algebra I, geometry, Algebra II or Integrated Mathematics	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 <sup>48</sup> 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

<sup>41</sup> 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.

<sup>42</sup> 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.

<sup>43</sup> 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.

<sup>44</sup> 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.

<sup>45</sup> "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.

<sup>46</sup> A student who has earned an international baccalaureate diploma is eligible to receive a Core 40 diploma with academic honors.

<sup>48</sup> 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 <sup>47</sup>	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		<p>Students encouraged to complete college and career pathway.</p> <p>In addition, student must complete 1 of the following:</p> <ul style="list-style-type: none"> <li>• 2 units in 2 or more AP courses and take corresponding AP exams</li> <li>• Dual credit courses from the priority course list resulting in six (6) verifiable transcribed college credits.</li> <li>• Combination of AP/IB/dual credit<sup>49</sup></li> <li>• SAT with composite score <math>\geq 1250</math> composite, <math>\geq 560</math> math, <math>\geq 590</math> evidence-based</li> </ul>			

<sup>47</sup> 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.

<sup>49</sup> Two of the following: (a) A minimum of 3 verifiable transcribed 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
										<div>reading and writing section</div> <ul style="list-style-type: none"><li>• ACT with composite score of <math>\geq 26</math> and completion of written section</li><li>• 2 units in IB courses and take corresponding exams</li></ul>			
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 <sup>50</sup>	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 <sup>51</sup> 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 transcribed 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	

<sup>50</sup> 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.

<sup>51</sup> 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.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
										<p>cumulative GPA in all courses.</p> <p>Student must complete one of the following:</p> <ul style="list-style-type: none"><li>Any of the options listed for the Core 40 with Academic Honors</li><li>Min. scores on WorkKeys<sup>52</sup></li><li>Minimum scores on Accuplacer<sup>53</sup></li><li>Minimum scores on Compass<sup>54</sup></li></ul>			
Indiana	Standard (Eff. Class of 2023)	<p>Effective with the graduating Class of 2023, all students will be required to satisfy three Graduation Pathway Requirements:</p> <ul style="list-style-type: none"><li>Meet statutorily defined diploma credit and curricular requirements</li><li>Demonstrate employability skills through at least one of the following:<ul style="list-style-type: none"><li>Project-based learning experience</li><li>Service-based learning experience</li><li>Work-based learning experience</li></ul></li><li>Complete at least one postsecondary competency:<ul style="list-style-type: none"><li>Honors Diploma: Complete requirements for either academic or technical honors diploma</li><li>ACT: College-ready benchmarks</li><li>SAT: College-ready benchmarks</li><li>ASVAB: Minimum qualifying score to enter military</li><li>State- and industry-recognized credential or certification</li><li>State-, federal-, or industry-recognized apprenticeship</li><li>CTE concentrator (complete at least 3 units in career sequence with min. “C” average)</li></ul></li></ul>										<a href="#">Indiana State Board of Education Graduation Pathways</a>	

<sup>52</sup> Level 6 for Reading for information and Applied mathematics, and Level 5 for Locating information.

<sup>53</sup> Writing 80, Reading 90, Math 75

<sup>54</sup> Algebra 66, Writing 70, Reading 80

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<div><div>○ AP.IB/dual credit/Cambridge International courses or CLEP exams: Earn “C” average in at least 3 courses</div><div>○ Locally created pathway that meets the framework from and earns approval of state board</div></div>											
Iowa	Standard	4	3	3 <sup>55</sup>	3	1 unit p.e.	•	•	•	•	•	14	Iowa Admin Code 281-12.5(5)
Kansas	Standard	4, incl. reading, writing, literature, communication, and grammar <sup>56</sup>	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)

<sup>55</sup> 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

<sup>56</sup> 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 <sup>57</sup>	3, incl. 1 unit each Algebra I, Geometry, Algebra II <sup>58, 59</sup>	3	3 units lab science	.5 unit p.e., .5 unit health	1 unit history and appreciation of visual and performing arts <sup>60</sup>	•	7 <sup>61</sup>	As necessary: math or language arts transitional course or intervention <sup>62</sup>	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 <sup>68</sup>	2 units same language	3		All students complete the FAFSA	24	La. Admin Code. tit. 28, Pt CXV, § 2318

<sup>57</sup> Language arts must be taken each year of high school

<sup>58</sup> Math course must be taken each year of high school.

<sup>59</sup> 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.

<sup>60</sup> Or another arts course that incorporates this content

<sup>61</sup> 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.

<sup>62</sup> 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.

<sup>68</sup> 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

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<sup>63</sup> and English IV or	and 4 <sup>th</sup> unit <sup>65</sup>	and 2 add'l units <sup>66</sup>	1, 2 add'l units <sup>67</sup>								

<sup>63</sup> AP English language arts and composition, IB literature, IB language and literature, IB literature and performance

<sup>65</sup> 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.

<sup>66</sup> (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

<sup>67</sup> (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 <sup>64</sup>											
<b>Louisiana</b>	Standard (Career Diploma)	4, incl. English I, English II, 2 add'l units <sup>69</sup>	4, incl. algebra I, applied algebra I, or algebra I-Pt. 2 and 3 add'l units <sup>70</sup>	2, incl. 1 unit chosen from U.S. history, AP U.S. history, IB history of the Americas I, and 1 add'l unit <sup>71</sup>	2, incl. 1 biology and 1 add'l unit <sup>72</sup>	2, incl. 1.5 p.e. and .5 health education <sup>73</sup>	•	•	•	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;

<sup>64</sup> AP English literature and composition, IB literature, IB language and literature, IB literature and performance

<sup>69</sup> 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.

<sup>70</sup> 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.

<sup>71</sup> Chosen from civics, government, AP U.S. government and politics comparative, or AP U.S. government and politics: United States.

<sup>72</sup> Chosen from chemistry I, physical science, earth science, agriscience II, environmental science, or any AP or IB science course.

<sup>73</sup> 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		
<b>Maine</b>	Standard	<p>Until the passage of <a href="#">2018 L.D. 1666</a> 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.</p> <ul style="list-style-type: none"> <li>2020-2021: Student demonstrates proficiency in meeting state standards in English language arts, math, science and technology, and social studies.</li> <li>2021-2022: Above plus meets state standards in <b>one additional content area</b> of the student's choice</li> <li>2022-2023: Above plus meets state standards in <b>two additional content areas</b> of the student's choice</li> <li>2023-2024: Above plus meets state standards in <b>three additional content areas</b> of the student's choice</li> <li>2024-2025: Student demonstrates proficiency in meeting the state standards in <b>all content areas</b>.</li> </ul> <p>With the passage of L.D. 1666, districts may choose whether to award diplomas based on proficiency-based or credit-based standards.</p> <p>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.</p>											20-A M.R.S.A. § 4722-A
<b>Maryland</b>	Standard	4 <sup>74</sup>	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 <sup>76</sup>	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 <sup>77</sup>  Students complete a locally designed, state approved high	75 hours student service <sup>78</sup>	21 (18 specified in regs)	COMAR 13A.03.02.03, COMAR 13A.03.02.05

<sup>74</sup> Four units of organized instruction in comprehension of literary and informational text, writing, speaking and listening, language, and literacy

<sup>76</sup> 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;

<sup>77</sup> Includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities

<sup>78</sup> 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.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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. <sup>75</sup>					of a state-approved career and technology program		school program of environmental literacy			
<b>Massachusetts</b>	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
<b>Massachusetts</b>	Recommended (MassCore)	4	4, incl. Algebra II or integrated equivalent <sup>79</sup>	3, incl. U.S. history and world history	3 lab-based <sup>80</sup>	As req'd by law	1 <sup>81</sup>	2 units same language <sup>82</sup>	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	<a href="#">Adopted</a> by state board 2007
<b>Michigan</b>	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 <sup>86</sup>		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

<sup>75</sup> 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.

<sup>79</sup> Students recommended to take math their senior year of high school.

<sup>80</sup> Technology/engineering coursework may count for MassCore science credit

<sup>81</sup> Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.

<sup>82</sup> Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.

<sup>86</sup> 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).



**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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 4 <sup>th</sup> math unit <sup>83</sup>	economics <sup>84</sup> and .5 unit civics	agricultural science <sup>85</sup>								
<b>Minnesota</b>	Standard	4	3, incl. 1 unit Algebra II, and 1 unit Algebra I by end of 8 <sup>th</sup> grade <sup>87</sup>	3.5, incl. U.S. history, geography, government and citizenship, world	3, incl. 1 biology, 1 chemistry or physics <sup>89</sup>	•	1 unit arts <sup>90</sup>	•	7	•	•	21.5	M.S.A. § 120B.024

<sup>83</sup> 4<sup>th</sup> 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.

<sup>84</sup> 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.

<sup>85</sup> 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.

<sup>87</sup> 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.

<sup>89</sup> 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.

<sup>90</sup> A CTE credit may fulfill the arts credit requirement

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

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 <sup>88</sup>									
<b>Mississippi</b>	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	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-2
<b>Mississippi</b>	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	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-1
<b>Mississippi</b>	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	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-3

<sup>88</sup> 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 <sup>91</sup>	1 Technology or Computer Science	-	17.5	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-4
Mississippi	Standard (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I <sup>92</sup>	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	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-6
Mississippi	Career and Technical Endorsement (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I <sup>93</sup>	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	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-7

<sup>91</sup> Should focus on college admission or national certification requirements

<sup>92</sup> Student should take a math or math equivalency senior year

<sup>93</sup> Student should take a math or math equivalency senior year

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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		
<b>Mississippi</b>	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 <sup>94</sup>	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 subscores of 17 in English and 19 in Math or completion of	26	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-8

<sup>94</sup> Student should take a math or math equivalency senior year

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

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. <sup>95</sup>		
<b>Mississippi</b>	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 <sup>96</sup>	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 recommendation	28	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-9

<sup>95</sup> 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.

<sup>96</sup> 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. <sup>97</sup>		
<b>Missouri</b>	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
<b>Montana</b>	Standard	4	2	2	2	1 unit health enhancement <sup>98</sup>	1 unit arts	•	•	1 unit CTE	•	20 (13 specified in reg.)	Mont. Admin. R. 10.55.905

<sup>97</sup> Complete: (a) One AP course with  $\geq$  B and take appropriate AP exam, (b) Diploma Program IB course with  $\geq$  B and take the appropriate IB exam, (c) One dual credit course and earn  $\geq$  B in the course.

<sup>98</sup> .5 unit each year for 2 years

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Nebraska</b>	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
<b>Nevada</b>	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 <sup>99</sup>		22.5	NAC 389.664
<b>Nevada</b>	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

<sup>99</sup> 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) 4<sup>th</sup> 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		
<b>Nevada</b>	College and Career Ready Diploma	<p>To receive a college- and career-ready diploma, a student must:</p> <ul style="list-style-type: none"> <li>• Successfully complete the requirements to receive an advanced diploma</li> <li>• 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: <ul style="list-style-type: none"> <li>○ AP courses</li> <li>○ IB courses</li> <li>○ Dual credit or dual enrollment courses</li> <li>○ CTE courses</li> <li>○ Work-based learning courses</li> <li>○ A world language course</li> </ul> </li> <li>• Obtain a college-ready endorsement or a career-ready endorsement.</li> </ul> <p><b>College-ready endorsement:</b> To earn a college-ready endorsement, a student must:</p> <ul style="list-style-type: none"> <li>• Complete a college readiness assessment prescribed in the Nevada Board of Regents Handbook, and</li> <li>• 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</li> </ul> <p><b>Career-ready endorsement:</b> To earn a college-ready endorsement, a student must:</p> <ul style="list-style-type: none"> <li>• Receive not less than the minimum score prescribed by the State Board of Education on a career readiness assessment prescribed by the State Board</li> <li>• Either: <ul style="list-style-type: none"> <li>○ Satisfy the requirements for the issuance of a certificate pursuant to subsection 4 of <a href="#">NAC 389.800</a>; or</li> <li>○ Obtain an industry-recognized credential identified by the Executive Director of the Office of Workforce Innovation in the Office of the Governor</li> </ul> </li> </ul>										24	N.R.S. 390.605; text of regulation adopted but not yet codified



**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>New Hampshire</b> 100	Standard	4 <sup>101</sup>	3, incl. algebra credit that may be earned through a sequential, integrated or applied program <sup>102</sup>	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
<b>New Jersey</b>	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 3 <sup>rd</sup>	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

<sup>100</sup> 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.”

<sup>101</sup> 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.

<sup>102</sup> 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.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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			
<b>New Mexico</b>	Standard	4, with major emphasis on grammar, nonfiction writing and literature	4, incl. 1 unit equal to or higher than Algebra II <sup>103</sup>	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

<sup>103</sup> 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.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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: <ul style="list-style-type: none"><li>Additional Regents exams in math: Students must pass two or three commencement level Regents exams in math through one of the following combinations:<ul style="list-style-type: none"><li>Two exam combination. A student must pass:<ul style="list-style-type: none"><li>Mathematics A and Mathematics B</li><li>Mathematics A and Algebra 2/Trigonometry; or</li><li>Mathematics B and Integrated Algebra.</li></ul></li><li>Three exam combination: A student must pass:<ul style="list-style-type: none"><li>Mathematics A or Integrated Algebra or Algebra I (common core); and</li><li>(B) Geometry or Geometry (common core); and</li><li>(C) Mathematics B or Algebra 2/Trigonometry or Algebra II (common core); and</li></ul></li><li>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</li></ul></li><li>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<ul style="list-style-type: none"><li>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</li></ul></li><li>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.</li></ul> 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 <sup>105</sup> , chosen from CTE,	See below	•	22	<a href="#">North Carolina State Board of</a>

<sup>105</sup> 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 <sup>104</sup>	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			<a href="#">Education Policy GRAD-004</a>
<b>North Carolina</b>	Endorsements	The North Carolina State Board of Education Policy Manual sets forth the requirements for students to earn a: <ul style="list-style-type: none"> <li>• Career Endorsement</li> <li>• College Endorsement</li> <li>• College/UNC Endorsement</li> <li>• North Carolina Academic Scholars Endorsement</li> <li>• Global Languages Endorsement</li> </ul>											<a href="#">North Carolina State Board of Education Policy GRAD-007</a>
<b>North Dakota</b>	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

<sup>104</sup> 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.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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.								
<b>North Dakota</b>	Waiver (Optional High School Curriculum) <sup>106</sup>	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

<sup>106</sup> 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:

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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 <sup>107</sup>	3, incl. .5 American history, .5 American govt., 2 social studies <sup>108</sup>  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 <sup>109</sup> , <sup>110</sup>	1, incl. .5 p.e. and .5 health	•	•	5	•	<sup>111</sup>	20	R.C. § 3313.603(C)
Ohio	Honors	<p>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.</p> <p>For any honors diploma, a student must:</p> <ul style="list-style-type: none"> <li>• Maintain an overall GPA of at least 3.5 on a 4.0 scale up to the last grading period of the senior year</li> <li>• 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.</li> </ul> <p>Eff. Class of 2021:</p> <p><b>Academic honors diploma:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• At least four units of science including two units of advanced science</li> </ul>											OAC 3301-16-02

<sup>107</sup> 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.

<sup>108</sup> 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.

<sup>109</sup> 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

<sup>110</sup> No student shall substitute a computer science course for a life sciences or biology course

<sup>111</sup> 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](#).

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"><li>• Four units of social studies</li><li>• Either three units of one world language or no less than two units of each of two world languages studied</li><li>• One unit of fine arts.</li></ul> <p><b>International Baccalaureate Honors Diploma:</b> Complete all requirements established by the International Baccalaureate Organization for the International Baccalaureate Diploma Programme, and:</p> <ul style="list-style-type: none"><li>• 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</li><li>• Earn four units of science including biology, chemistry, and at least one unit of advanced science</li><li>• Earn four units of social studies</li><li>• Earn four units of world languages (with at least two units for each language studied)</li><li>• Earn one unit of fine arts</li><li>• Complete a field experience and document the experience in a portfolio specific to the student's international baccalaureate area of focus</li><li>• 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.</li></ul> <p><b>Career technical honors diploma:</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• At least four units of science including two units of advanced science</li><li>• Four units of social studies</li><li>• 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</li><li>• Achieve the proficiency benchmark established for the Ohio career-technical competency assessment available at <a href="http://webexam.org">webexam.org</a> (additional content available at <a href="http://education.ohio.gov">education.ohio.gov</a>) or an equivalent assessment aligned with state-approved and industry validated technical standards</li><li>• Two units of one world language</li><li>• Complete a field experience and document the experience in a portfolio specific to the student's career technical area of focus</li><li>• 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</li><li>• 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.</li></ul> <p><b>STEM honors diploma:</b></p>											



State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>Either three units of one world language or no less than two units of each of two world languages studied</li> <li>One unit of fine arts</li> <li>Two units of electives with a focus in STEM coursework</li> <li>Complete a field experience and document the experience in a portfolio specific to the student's STEM area of focus</li> <li>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.</li> </ul> <p><b>Arts honors diploma:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Three units of science including one unit of advanced science</li> <li>Either three units of one world language or no less than two units of each of two world languages studied</li> <li>Four units of fine arts</li> <li>Two units of electives with a focus in fine arts coursework</li> <li>Complete a field experience and document the experience in a portfolio specific to the student's art area of focus</li> <li>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.</li> </ul> <p><b>Social science and civic engagement honors diploma:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Three units of science including one unit of advanced science</li> <li>Five units of social studies</li> <li>Either three units of one world language or no less than two units of each of two world languages studied</li> <li>One unit of fine arts</li> <li>Three units of electives with a focus in social science and/or civics coursework</li> <li>Complete a field experience and document the experience in a portfolio specific to the student's social studies area of focus</li> <li>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.</li> </ul>											

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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 <sup>112</sup>	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 <sup>113</sup>	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 <sup>114</sup>	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	<sup>115</sup>	17	70 Okla.St.Ann. § 11-103.6(B)

<sup>112</sup> All requirements are framed as “units or sets of competencies”

<sup>113</sup> From the subjects of History, Government, Geography, Economics, Civics, or non-Western culture and approved for college admission requirements

<sup>114</sup> 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

<sup>115</sup> 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								
<b>Oklahoma</b> <sup>116</sup>	Waiver	4, incl. 1 grammar and composition <sup>117</sup>	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 <sup>118</sup>	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	<sup>119</sup>	15	70 Okl. St. Ann. § 11-103.6(C)
<b>Oregon</b>	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)

<sup>116</sup> Requirements framed as “units or sets of competencies”

<sup>117</sup> 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

<sup>118</sup> 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.

<sup>119</sup> Complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Pennsylvania</b>	Standard	Unit requirements set by local districts.  Other high school graduation requirements must include: <ul style="list-style-type: none"> <li>• Course completion and grades</li> <li>• 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</li> <li>• 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:               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Locally approved and administered assessments</li> <li>○ 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.</li> </ul> </li> </ul>											22 Pa. Code § 4.24
<b>Rhode Island</b>	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.”					<sup>120</sup>	20	200-RICR-20-10-2.3.1
<b>South Carolina</b>	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
<b>South Dakota</b>	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

<sup>120</sup> 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					
<b>Tennessee</b>	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. <sup>121</sup>	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 <sup>122</sup>	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
<b>Tennessee</b>	Endorsed (State Distinction)												Tenn. Comp. R. & Regs. 0520-01-03-.06(c)(3)
<b>Texas</b>	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 programming	5	•	<sup>125</sup>	22	V.T.C.A. Ed. Code § 28.025(b-1); 19 TAC § 74.11, 74.12

<sup>121</sup> Students must be enrolled in a mathematics course each year of high school.

<sup>122</sup> Three years of JROTC may be substituted for one-half (½) credit of Personal Finance if the JROTC instructor attends the Personal Finance training.

<sup>125</sup> 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 <sup>123</sup> , and 1 lab science chosen from specified courses			ng languages, incl. computer coding <sup>124</sup>					
<b>Texas</b>	Endorsements and performance acknowledgements	<p>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.</p> <p>To earn any endorsement, a student must:</p> <ul style="list-style-type: none"> <li>• Complete 26 units</li> <li>• Complete a 4<sup>th</sup> unit math chosen from specified courses</li> <li>• Complete an additional unit science chosen from specified courses (alternatives available for student pursuing an arts and humanities endorsement)</li> <li>• Two additional elective credits that may be selected from the list of courses specified in <a href="#">§74.11(g)</a> or (h).</li> </ul> <p>Regulations set forth the additional requirements necessary to earn the following endorsements:</p> <ul style="list-style-type: none"> <li>• Science, technology, engineering, and mathematics (STEM)</li> <li>• Business and industry</li> <li>• Public services</li> <li>• Arts and humanities</li> <li>• Multidisciplinary studies</li> </ul> <p>In addition, regulation defines how students may earn performance acknowledgements on the student's transcript for outstanding performance on various measures.</p>											19 TAC § 74.12
<b>Utah</b>	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

<sup>123</sup> 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.

<sup>124</sup> 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.

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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 <sup>126</sup>	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			
<b>Vermont</b>	Standard	<p>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.</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematical content and practices</li> <li>• Scientific inquiry and content knowledge</li> <li>• Global citizenship</li> <li>• Physical education and health education</li> <li>• Artistic expression</li> <li>• Transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology)</li> </ul>											<a href="#">Vermont State Board of Education Series 2000 – Education Standards</a> , rule 2120.7
<b>Virginia</b>	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

<sup>126</sup> 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] <sup>127</sup>	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 <sup>128</sup>  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 <sup>129</sup>		
<b>Virginia</b>	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

<sup>127</sup> Computer science may be considered a math credit

<sup>128</sup> Computer science may be considered a science credit

<sup>129</sup> 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.



**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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 <sup>130</sup>	finance. Social studies 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 <sup>131</sup>  Eff. Class of 2022: Credit reqts. may be fulfilled by interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas.	education		two languages			CTE credential [eff. Class of 2022: or AP/IB/honors course]  Eff. Class of 2022: 5 "C"s <sup>132</sup>		

<sup>130</sup> Computer science may be considered a math credit

<sup>131</sup> Computer science may be considered a science credit

<sup>132</sup> 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.

**WORK SESSION**  
**JUNE 10, 2020**

**ATTACHMENT 6**

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	<p><b>Governor's Seal:</b> 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.</p> <p><b>Board of Education Seal:</b> Shall be awarded to students who complete the requirements for a Standard Diploma or an Advanced Studies Diploma with an average grade of "A".</p> <p><b>Board of Education's Career and Technical Education Seal:</b> 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.</p> <p><b>Board of Education's Seal of Advanced Mathematics and Technology:</b> 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.</p> <p><b>Board of Education's Seal for Excellence in Civics Education:</b> 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.</p>											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

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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									
<b>West Virginia</b>	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—Comprehensive or AP U.S History, 1 civics, 1 add'l social studies course	3, incl. 1 Earth and Space Science, 1 Biology or AP Biology, and 1 add'l course or AP science course	2, incl. 1 p.e. and 1 health	1 arts	-	4 Personalized Education Plan	-	-	22	<a href="http://apps.sos.wv.gov/adlsw/csr/readfile.aspx?DocId=50144&amp;Format=PDF">http://apps.sos.wv.gov/adlsw/csr/readfile.aspx?DocId=50144&amp;Format=PDF</a>

**WORK SESSION  
JUNE 10, 2020**

**ATTACHMENT 6**

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 <sup>133</sup>	3, incl. state and local govt.	3 <sup>134</sup>	2, incl. 1.5 p.e. and .5 health <sup>135</sup>	•	•	•	•	<sup>136</sup>	15 <sup>137</sup>	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: <ul style="list-style-type: none"><li>• Satisfies the requirements for a standard diploma</li><li>• Earns in the high school grades the same total number of credits that the school board requires of other pupils for high school graduation</li><li>• Successfully completes a technical education program, established by the school board, in a subject or subjects.</li><li>• Satisfies the civics exam requirement established for all students.</li></ul> 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 <sup>138</sup>								W.S. § 21-2-304(a)(iii)

<sup>133</sup> 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 not substitute for both a math and science credit.

<sup>134</sup> 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.

<sup>135</sup> Health may be completed in grades 7-12

<sup>136</sup> 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.

<sup>137</sup> 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.

<sup>138</sup> 1 year of which may be satisfied by 1 year computer science.