

Graduation Requirements Review

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Today's Conversation

- What do we know about students' readiness for life after high school?
- How is the graduation requirements landscape shifting across states?
- How does the student high school experience vary across states?
 - Coursework
 - Assessments
 - Experiences
 - Credentials
- Four state case studies
- The work ahead

Why do High School Expectations Matter?

- Every student should graduate from high school having completed a pathway that will prepare them for a valued postsecondary destination, whether college, the workforce, or the military.
- Pathways through high school build meaning for students through courses, assessments, experiences, and credentials that integrate preparation for college, career, and civic engagement.
- Pathways include the full range of academic, technical, and employability knowledge, skills, and practices that students need.

Shifting Landscape Across States

- States are modifying or adding to the number of options available to students to graduate from high school.
- States are making adjustments to their assessments required for high school graduation.
- States are exploring innovative approaches to high school pathways (e.g., competency-based diplomas, the use of performance-based assessments, capstone projects and the inclusion of work-based learning or other experiential learning opportunities).

Source: Achieve College- and Career-Ready Student Outcomes Data Explorer, September 2019
<https://highschool.achieve.org/college-and-career-ready-student-outcomes-data-explorer>

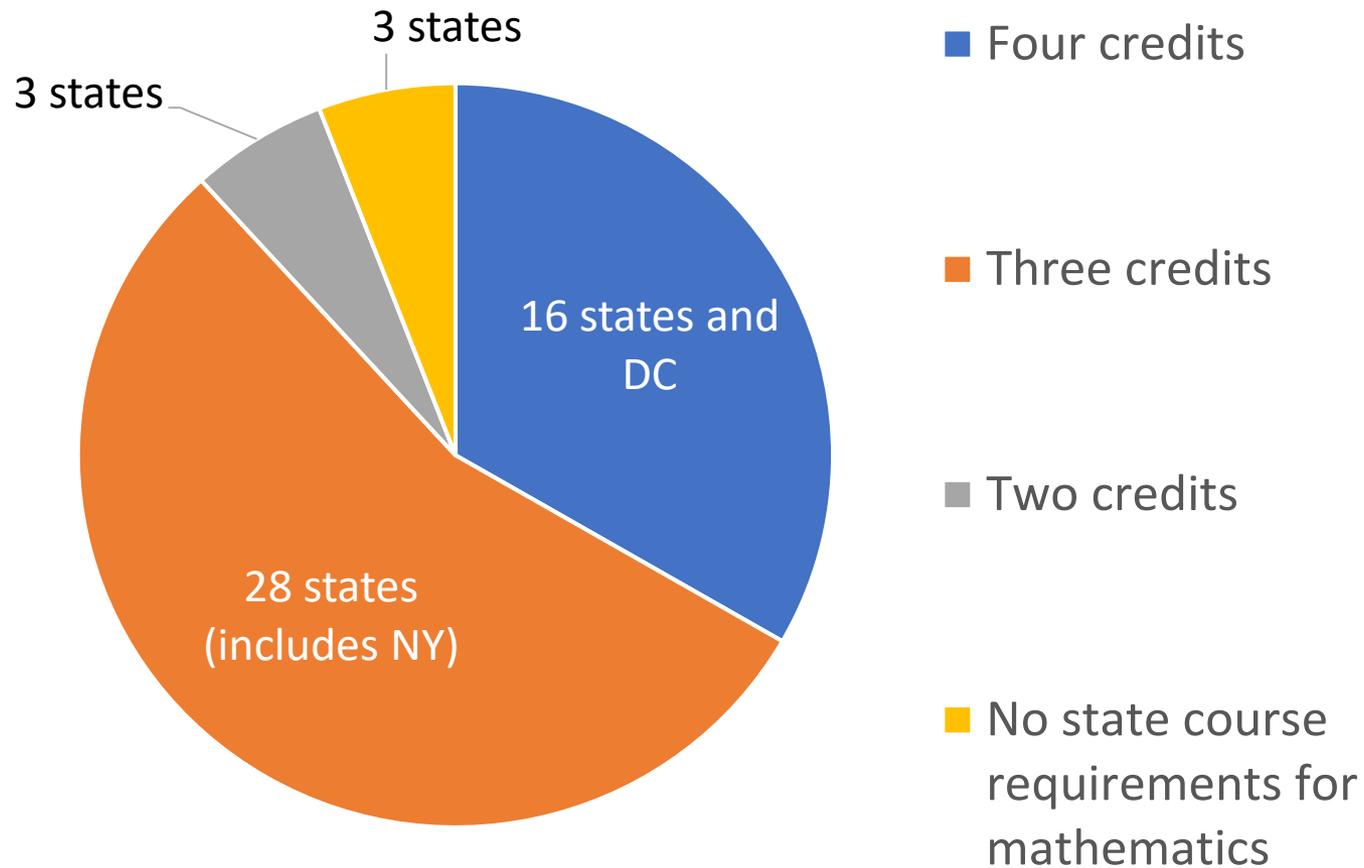
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State Graduation Requirements: Coursework

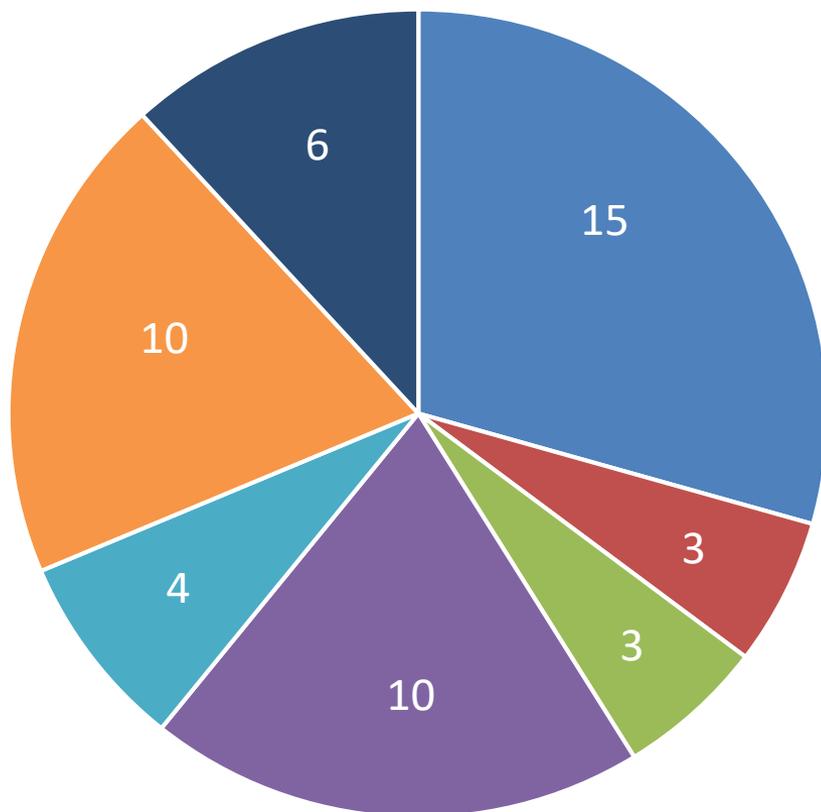
- Required number of courses in each content area varies considerably across states and districts (e.g., two credits vs. four credits of mathematics)
- Specificity of courses varies considerably across states and districts (e.g., three credits of science vs. biology, chemistry, physics)

Source: Achieve Graduation Requirements Data Explorer, Class of 2019 Options
<https://highschool.achieve.org/graduation-requirements-data-explorer>

Number of Required Mathematics Credits



Highest Level Mathematics Course Specified by State



- No course content specified (includes NY)
- Concepts, not courses specified
- Algebra I
- Geometry
- Algebra II or substitute (not equivalent)
- Algebra II/Integrated Math III
- Algebra II/Integrated Math III or equivalent

State Graduation Requirements: High School Assessments



Assessments do not have consequences for students related to course grades or graduation.



Students must achieve an overall minimum score across two or more assessments to graduate. Students may offset lower performance on one test with higher performance on another.



Assessment measure serves as the final exam for a course, and contributes 5-30% to the student's final course grade.



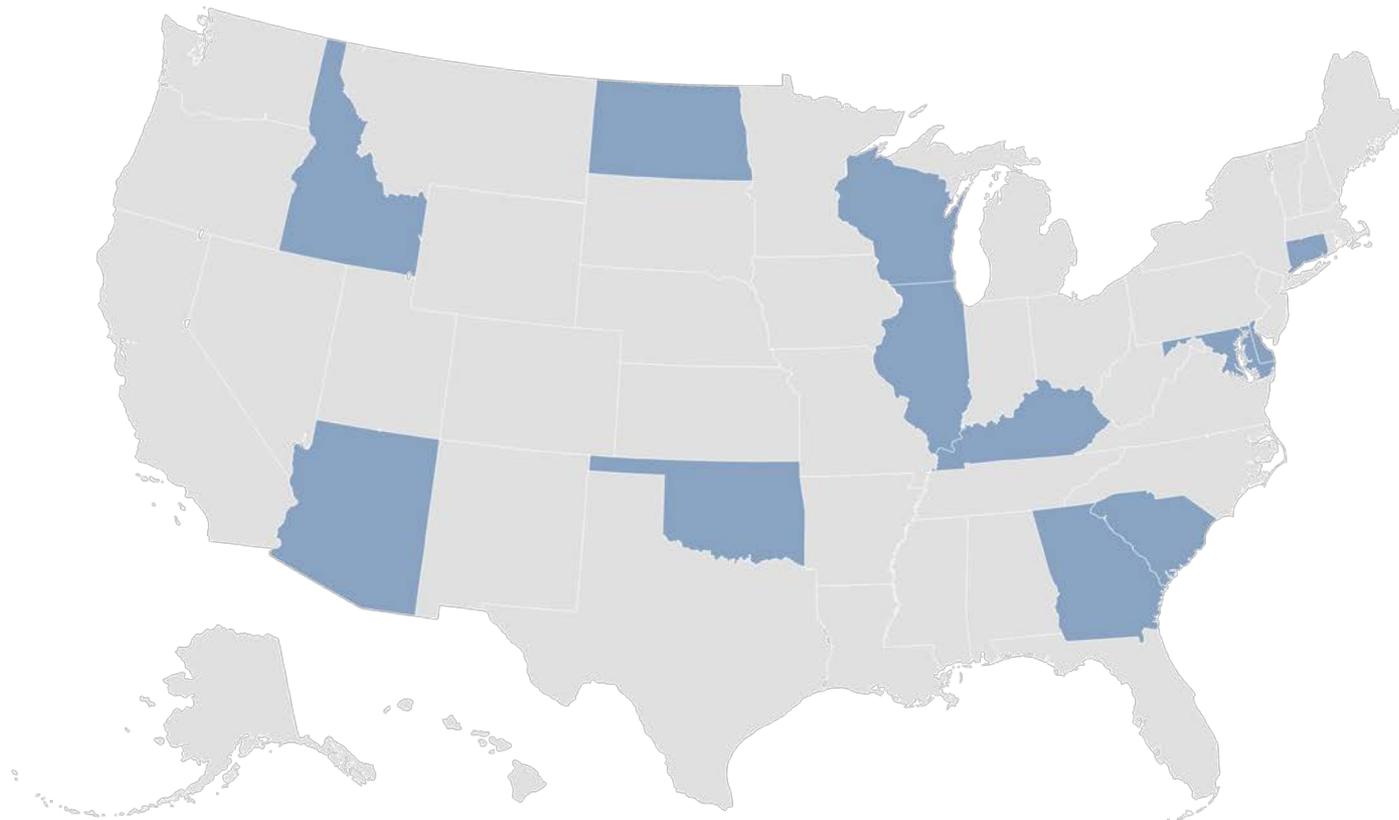
Students must pass one or more assessment(s) to graduate. (Includes NY)

State Graduation Requirements: Co-Curricular Learning & Leadership Experiences and Capstones

- Learning and leadership experiences include extended work-based learning; service learning; or co-curricular activity, such as participation in state career technical student organization competitions.
 - Twelve states include a Co-Curricular Learning and Leadership Experience measure in their state or federal accountability systems, often as part of a CCR “menu.”
 - Fewer than 10 states include a capstone experience, service learning, portfolio or similar component as part of their graduation requirements.

Source: Making Career Readiness Count 3.0: <https://www.achieve.org/publications/making-career-readiness-count-30>

Co-Curricular Learning & Leadership Experiences Included in High School Accountability Systems



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Source: Making Career Readiness Count 3.0

[https://www.achieve.org/files/2019%20Assessments%20Brief final 1.pdf](https://www.achieve.org/files/2019%20Assessments%20Brief%20final%201.pdf)

State Graduation Requirement Examples: Co-Curricular Learning & Leadership Experiences and Capstones

Idaho	Complete a senior project by the end of grade 12. The project must include a written report and an oral presentation. Additional requirements are at the discretion of the local school district or LEA.
Maryland	Complete 75 hours of student service or complete a locally-designed program in student service approved by the State Superintendent.
Rhode Island	Students shall successfully complete at least two of the following performance-based diploma assessments: graduation portfolios, exhibitions, comprehensive course assessments, or Certificate of Initial Mastery. Successful completion of performance-based diploma assessments shall include demonstrations of both applied learning skills and core content proficiency. Students shall be required to present their portfolio or exhibition work to a review panel that will evaluate the student's presentation using a state-approved rubric.
South Dakota	One unit of the following in any combination: Approved Career and Technical Education; Capstone Experience or Service Learning; World Language.

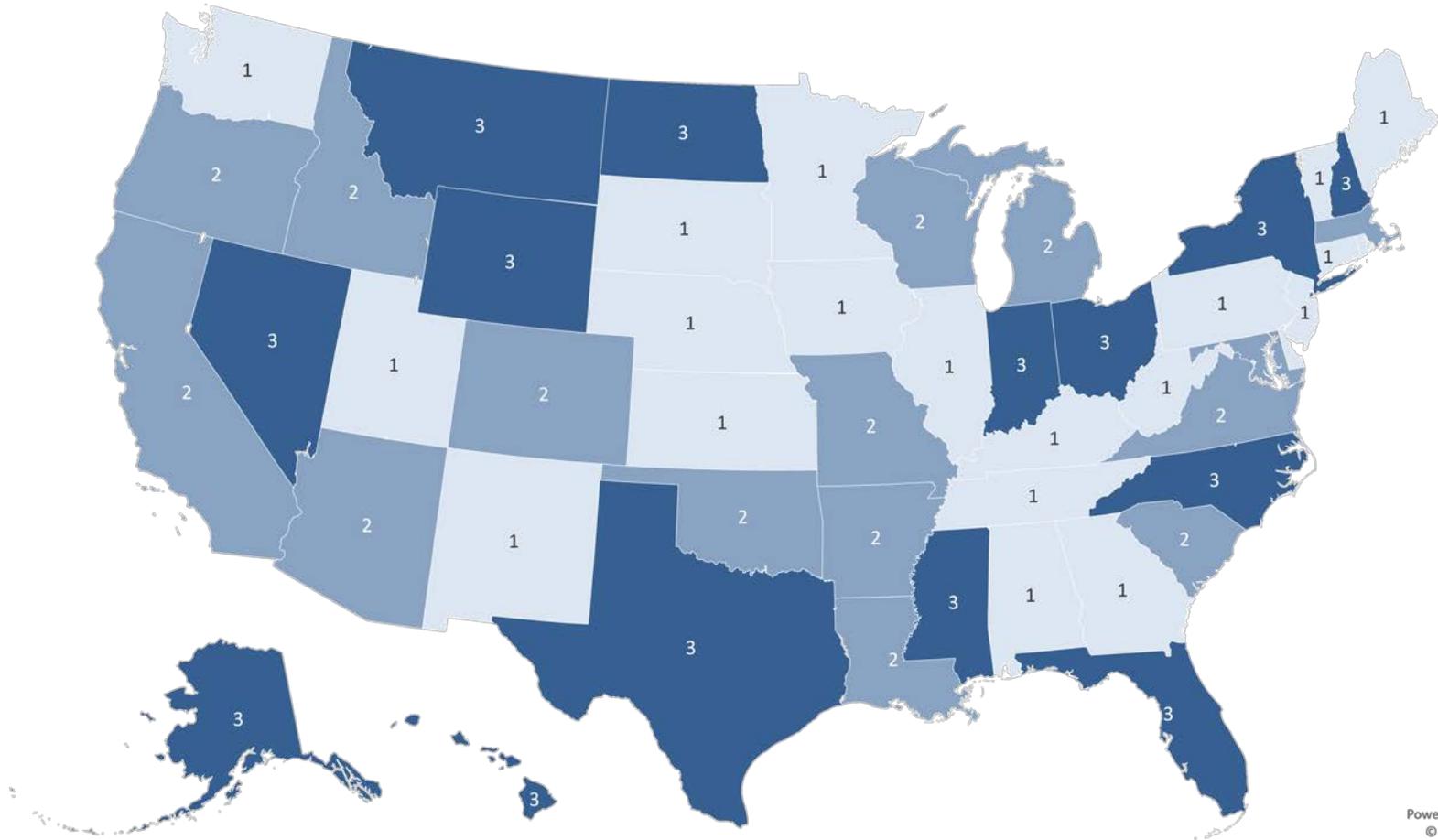
Source: Achieve Graduation Requirements Data Explorer, May 2019 <https://highschool.achieve.org/graduation-requirements-data-explorer>

State Graduation Requirements: Credentials

- Graduation options take many forms, including endorsements, seals, pathways, and diplomas.
- States offer more than 115 different high school graduation options for students.
- For the Class of 2019:
 - 14 states had three or more graduation options.
 - 15 states had two graduation options.
 - 21 states and DC had one state-defined graduation option.

Source: Achieve College- and Career-Ready Student Outcomes Data Explorer, September 2019
<https://highschool.achieve.org/college-and-career-ready-student-outcomes-data-explorer>

State Graduation Requirements: Credentials (*cont.*)



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Case Study: Massachusetts Graduates

- Must meet the Competency Determination (CD) standard: on the Grade 10 MCAS tests in ELA and Mathematics, and one of the Science and Technology/Engineering (STE) tests
- Retests in grades 11 and 12 and beyond
- Educational Proficiency Plans (EPPs) required for any student not meeting Proficient level on the ELA and/or Mathematics tests. EPPs include:
 - review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
 - the courses the student will be required to take and successfully complete in grades 11 and 12; and
 - a description of the assessments school will administer on a regular basis to determine whether the student is moving toward Proficiency.

Source: <http://www.doe.mass.edu/mcas/graduation.htm>

Case Study: Massachusetts Graduates (*cont.*)

- MCAS Performance Appeals process
 - Established in 2002 for students unable to demonstrate the required performance level on MCAS tests to show through their coursework that they have the knowledge and skills to meet or exceed the passing standard
 - Not a waiver
 - School and district officials who believe there is compelling evidence that a student has demonstrated the attainment of the state's learning standards through coursework may submit performance appeal, which a panel of content experts reviews
 - Evidence must be presented to show that the student meets performance appeal eligibility guidelines. In these cases, the superintendent must submit a written justification for a waiver of eligibility requirements.

Sources: <http://www.doe.mass.edu/mcas/graduation.htm> and <http://www.doe.mass.edu/mcasappeals/>

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Case Study: New Jersey Graduates

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 \geq 750 (Level 4)	NJSLA/PARCC Algebra I \geq 750 (Level 4)
Second Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 \geq 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) \geq 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) \geq 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT Reading or ACT PLAN Reading ¹ \geq 16, <i>or</i> ACCUPLACER WritePlacer \geq 6, <i>or</i> ACCUPLACER WritePlacer ESL \geq 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Reading ¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31	NJSLA/PARCC Geometry \geq 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II \geq 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) \geq 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) \geq 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT or ACT PLAN Math ¹ \geq 16, <i>or</i> ACCUPLACER Elementary Algebra \geq 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) ² \geq 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Math ¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31
Third Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

High school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019. Source:

<https://www.state.nj.us/education/assessment/parents/GradReq.pdf>

Case Study: New Jersey Graduates (*cont.*)

- Demonstrate proficiency on NJSLA1 /PARCC2 ELA 10 and/or Algebra I;
- Demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of alternative assessments such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the Graduation Assessment Requirements chart; or
- Demonstrate proficiency in ELA and/or mathematics by submitting, through the district, a student portfolio appeal to the NJDOE.

Case Study: New Jersey Graduates (*cont.*)

- Each student's portfolio appeal must include each of the following items:
 - Completed general Portfolio Appeals Cover Sheet, available on the NJDOE Office of Assessment webpage;
 - An Education Proficiency Plan that includes student transcripts and an intervention plan implemented to ensure the student met the graduation requirement;
 - Documentation of performance on PARCC and/or substitute competency assessments;
 - Constructed-Response Tasks (CRTs) in the subject areas in which the student is attempting to meet the graduation assessment requirement (ELA/L and/or mathematics); and
 - Specified quantity and quality of a student's graded responses to CRTs for each content area including a content-specific cover sheet for ELA/L or mathematics.

Source: <https://homeroom5.doe.state.nj.us/broadcasts/2018/DEC/20/19447/Portfolio%20Appeals%20Process%20for%20Students%20Who%20Have%20Not%20Yet%20Met%20the%20Graduation%20Assessment%20Requirement.pdf>

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Case Study: Indiana Graduates

- Students in the graduating class of 2023 must satisfy three Graduation Pathway Requirements:
 1. High School Diploma (Coursework)
 2. Learn and Demonstrate Employability Skills
 3. Postsecondary-Ready Competencies

Source: <https://www.doe.in.gov/school-improvement/student-assistance/indiana-graduation-requirements>

Case Study: Indiana Graduates (*cont.*)

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • State-, Federal-, or Industry-recognized Apprenticeship; OR • Career-Technical Education Concentrator: Must earn a <u>C average</u> or higher in at least 6 high school credits in a career sequence; OR • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a <u>C average</u> or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

Case Study: Ohio Graduates

- Students in the graduating class of 2023 must:

First, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional ways to show competency!

Option 1.

Demonstrate Two Career-Focused Activities*

Foundational

Proficient scores on WebXams
A 12-point industry credential
A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

Work-based learning
Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

Option 2.

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3.

Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

Case Study: Ohio Graduates (*cont.*)

Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

Source: <http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Sections/Classes-of-2023-and-Beyond-Graduation-Requirements/GradReq2023.pdf.aspx?lang=en-US>

The Work Ahead

- Analyze the current landscape of policies and models for high school graduation requirements
 - Expand on today’s presentation and provide a benchmark analysis of New York’s current graduation requirements and how these compare to other leading states;
 - Conduct a literature review of the research on graduation requirements and the practices in other states and international models, including research conducted by the Metropolitan Center at NYU and the Research Alliance of NYC schools;
 - Explore innovative approaches to high school pathways (e.g., competency-based diplomas, use of performance-based assessments, capstone projects and the inclusion of work-based learning or other experiential learning opportunities); and
 - Provide a written report to NYSED and presentation to the Board in Feb. 2020.

The Work Ahead

- Synthesize and compile feedback on stakeholder input. Achieve will work collaboratively with NYSED to do the following:
 - Provide support and feedback on the development of a survey and process for collecting public feedback on the guiding questions;
 - Synthesize and compile public feedback received at regional meetings and in writing via email or letter;
 - Attend a number of regional meetings to inform the nature of the feedback and process; and
 - Provide a written report NYSED and presentation to the Board in Spring 2020.



Questions?

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