

# HIGH SCHOOL GRADUATION REQUIREMENTS: A LOOK ACROSS THE COUNTRY

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OF THE STATES

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# Overview

- Definitions
- How does Kentucky compare nationally?
- Competency-based models
- End-of-course exams
- “Carnegie Plus”
- Endorsements to standard diploma

# Definitions

- **Carnegie unit:** One academic year of study (year-long course)
- **CTE** – career/technical education
- **End-of-course exam:** Exam (typically HS) student takes at end of course. May or may not be required to pass exam to pass course, or graduate
- **Exit exam:** Exam HS student required to pass to graduate.

# How does Kentucky compare nationally?

Regs. in line with state requirements, on average:

- 4 English (almost universal)
- 3 math (26 states)
- 3 science (33 states)
- 3 social studies
- Other credits
- **Total: 20-24 Carnegie units**

# How does Kentucky compare nationally?

- Many states allow a student to substitute:
- Computer science for math or science credit
  - CTE or integrated/interdisciplinary course for traditional academic course

**Kentucky allows for both types of course substitutions.**



# Competency-Based Models

## “Credits” or “Courses”:

- New Hampshire [N.H. Code Admin. R. 306.27](#)
- Rhode Island [204-RICR-20-00-06](#)

## Standards:

- Vermont (eff. Class of 2020) Vermont State Board of Education’s Education Quality Standards, Section [2120.7](#), <http://education.vermont.gov/student-learning/proficiency-based-learning/proficiency-based-graduation-requirements>
- Maine (eff. Class of 2021) [20-A M.R.S.A. § 4722-A](#), <http://www.maine.gov/doe/proficiency/policy/index.html>

# New Hampshire

- Credits based on demonstration of “competencies,” not seat time
- Competencies align with knowledge, skills needed for college, career success

# New Hampshire

- Each HS's curriculum must outline district and graduation competencies
- Instructional program must include techniques for eval. of student outcomes, incl. performance asst. of district competencies.
- HS must have competency assessments in place for every course offered.

# New Hampshire

Demonstrate competencies through:

- Classroom courses
- CTE courses
- Distance education
- Independent study
- Extended learning opportunities
- Prior learning activities

# New Hampshire

Required Graduation Competencies by Content Area	Credit(s)
Arts education	.5
Information and communications technologies <sup>1</sup>	.5
English	4
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3
Physical sciences	1
Biological sciences	1
US and NH history	1
US and NH government/civics	.5
Economics, including personal finance	.5
World history, global studies, or geography	.5
Health education	.5
Physical education	1
Open electives	6
<b>Total</b>	<b>20</b>

# New Hampshire

- Courses may be offered through interdisciplinary studies
- Boards must adopt policies on counting demonstration of graduation competencies in one area toward meeting graduation competencies in another area.
  - ◆ Must be reflected on student transcript

# New Hampshire

Students must be engaged in ELA and math each year of HS, even if they have met graduation competencies.

Such engagement:

- May be via integration of ELA, math competencies in courses in other subjects
- Must support CCR in ELA and math

# Rhode Island

20 “courses”:

- 4 English language arts
- 4 math
- 3 science
- 3 history/social science

LEAs determine remaining 6; “presumed to include ... world languages, the arts, technology, physical education, and health.”



# Rhode Island

- LEAs determine level of proficiency needed for a student to pass a course
- Completion = demonstration of knowledge, skills, competencies outlined in course learning objectives.

# Rhode Island

- Single course can fulfill  $\geq 2$  course requirements if aligned to state content area standards
- Attractive way for LEAs to increase student opportunities to complete additional electives.

# Rhode Island

Course may be completed by:

- CTE courses
- Expanded learning opportunities
- Dual/concurrent enrollment
- Online learning
- Experiential learning opportunities
- Other non-traditional academic experiences

# Rhode Island

LEAs must document:

- Standards students must meet through a course
- How students demonstrate proficiency in the standard

# Vermont

Student must demonstrate proficiency in the curriculum:

- Literacy
- Math content & practices
- Scientific inquiry & content knowledge
- Global citizenship
- Physical education & health education
  - ◆ Incl. 1.5 years of p.e. or the equivalent
- Transferable skills

# Vermont: Transferable skills

- Communication
- Collaboration
- Creativity
- Innovation
- Inquiry
- Problem solving
- Use of technology

# Vermont

- LEAs may but not required to use credits
  - ◆ Credits may not be based on seat time
- Students may receive credit for learning that takes place outside school

# Maine

State standards in eight areas:

- Career and education development
- ELA
- Math
- World languages
- Health, physical education and wellness
- Science and technology
- Social studies
- Visual and performing arts



# Maine

<b>Graduating Class</b>	<b>English language arts</b>	<b>Mathematics</b>	<b>Science and technology</b>	<b>Social studies</b>	<b>One additional area</b>	<b>One additional area</b>	<b>One additional area</b>	<b>One additional area</b>
Class of 2021	X	X	X	X				
Class of 2022	X	X	X	X	X			
Class of 2023	X	X	X	X	X	X		
Class of 2024	X	X	X	X	X	X	X	
Class of 2025	X	X	X	X	X	X	X	X

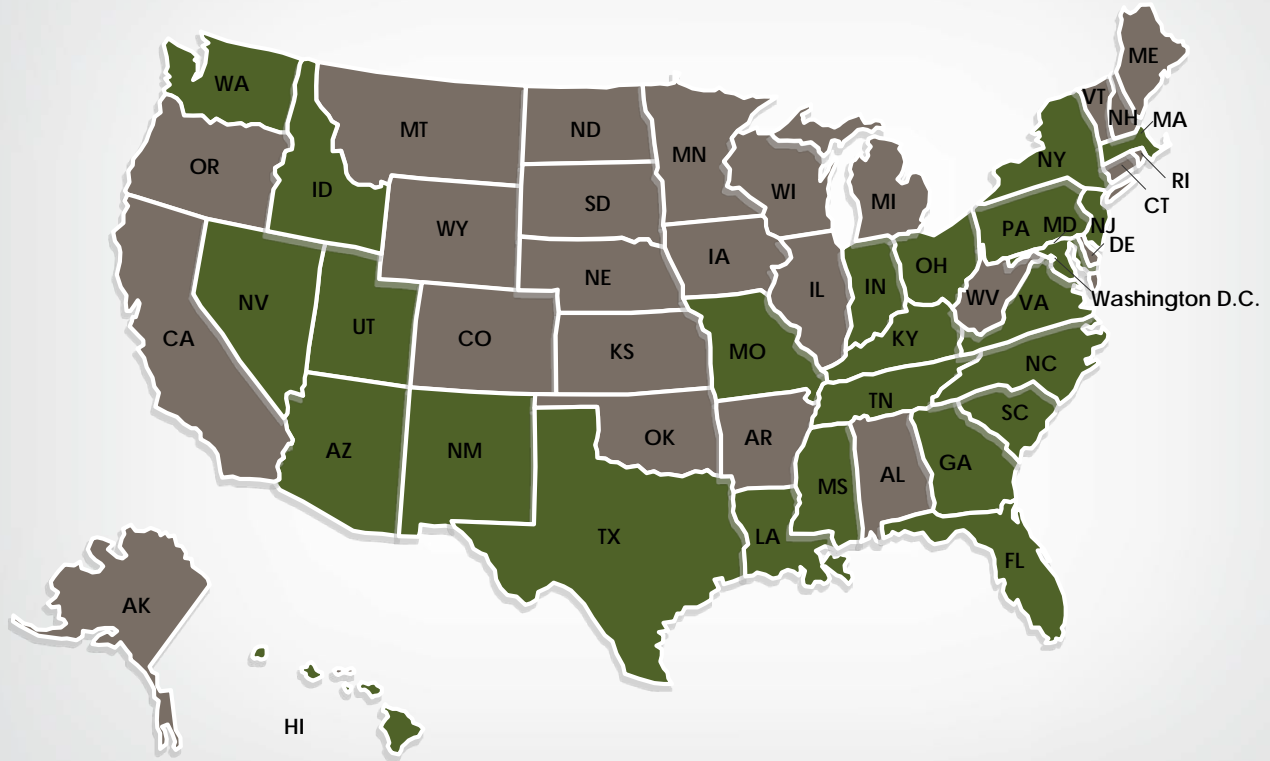
Schools certify that student has  
demonstrated proficiency in meeting  
state standards

# End-of-course exams (EOCs)

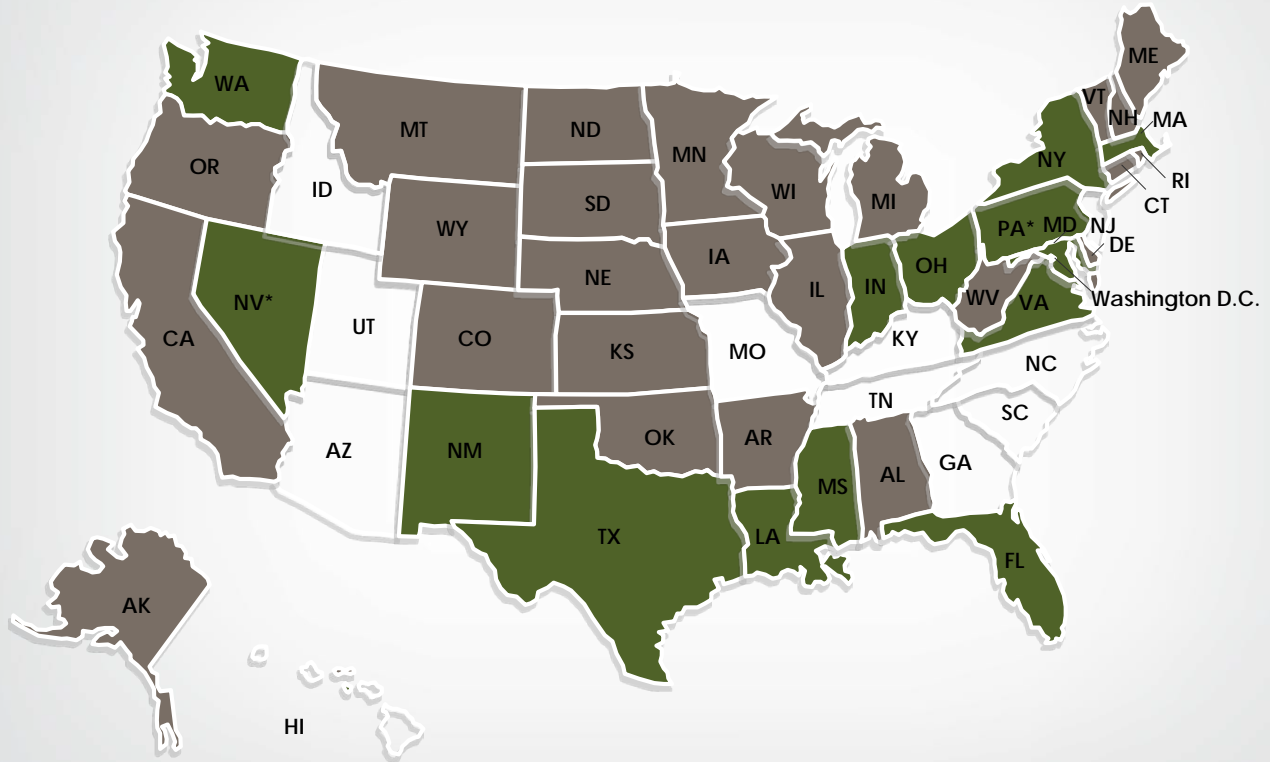
In 2017-18:

- 25 states (including KY) are administering EOCs in one or more subject areas.

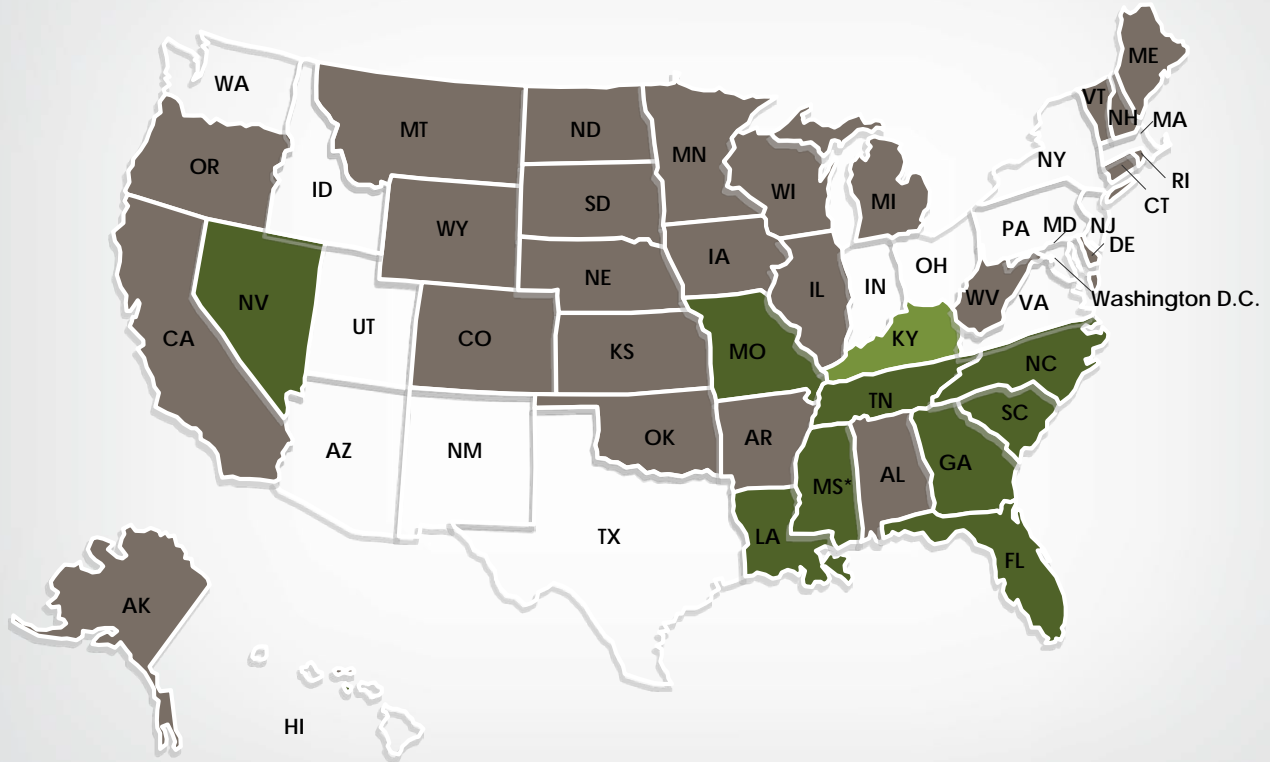
# End-of-course exams: 2017-18



# End-of-course exams as exit exams (now or \*future)



# End-of-course exams factored into student final course grade (\* = future)

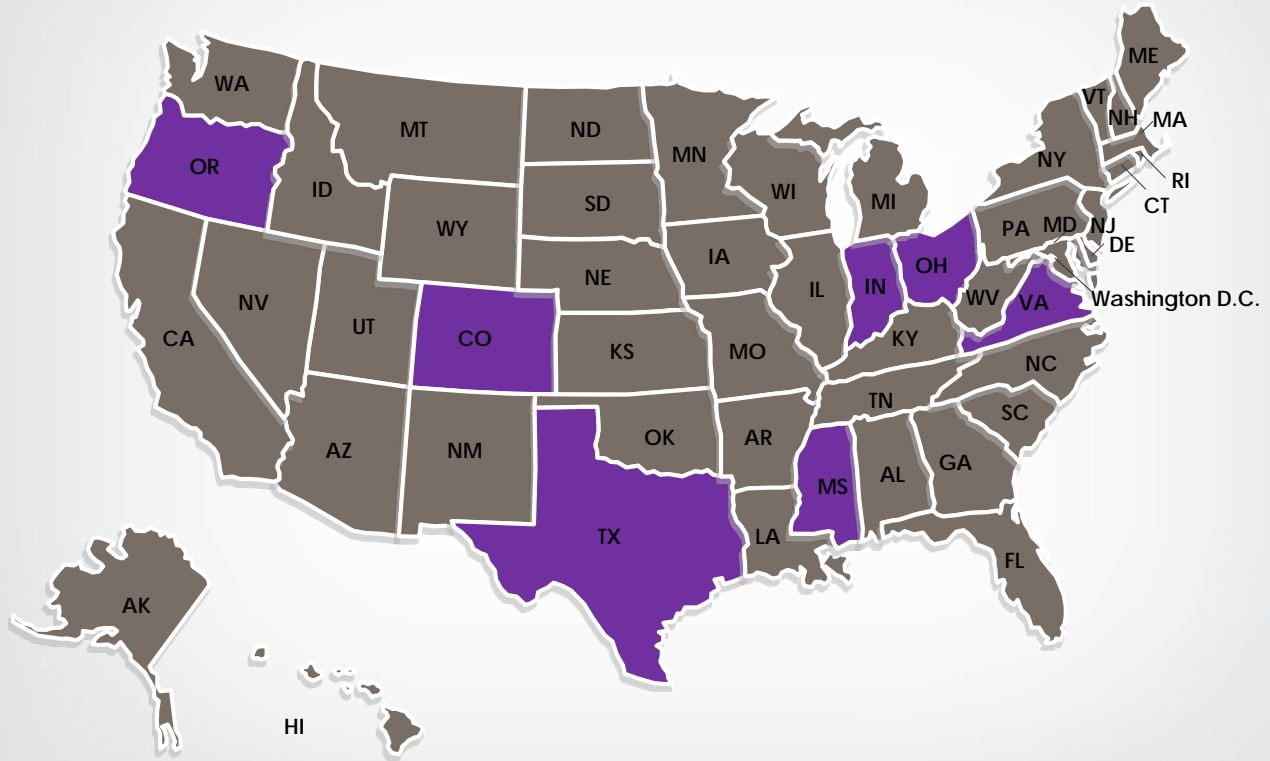


# "Carnegie Plus"

Requiring students to achieve measure(s) of college/career-readiness in addition to Carnegie units.

- National exams
- Out-of-classroom experience
- Portfolio of work
- Attainment of "soft skills"

# Trends: "Carnegie Plus"





# Trends: “Carnegie Plus”

From Indiana: Model provides:

- Individualization
- Local flexibility
- Relevance
- Currency
- Workforce-aligned
- Rigor

# Colorado: Graduation Guidelines

- Effective Class of 2021
- Students must show CCR in math, ELA
- Menu of options
- Districts determine which options to make available

<https://www.cde.state.co.us/postsecondary/graduationguidelines>

# Colorado: Graduation Guidelines

ACCUPLACER	
English	Math
62 on Reading Comprehension	61 on Elementary Algebra
ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.	
ACT	
English	Math
18 on ACT English	19 on ACT Math
ACT is a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.	
ACT Compass	
English	Math
79	63
The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math, and English as a second language.	
ACT WorkKeys - National Career Readiness Certificate	
English	Math
Bronze or higher	Bronze or higher
ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.	
Advanced Placement	
English	Math
2	2
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	
ASVAB	
English	Math
31	31
The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.	

Source:  
[CO Dept.  
of  
Education](#)

www.ecs.org

Concurrent Enrollment	
English	Math
Passing grade per district and higher education policy	Passing grade per district and higher education policy
Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by district and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course.	
District Capstone	
English	Math
Individualized	Individualized
A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.	
Industry Certificate	
English	Math
Individualized	Individualized
Industry certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.	
International Baccalaureate	
English	Math
4	4
IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	
SAT	
English	Math
430	460
The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.	
Collaboratively-developed, standards-based performance assessment	
English	Math
State-wide scoring criteria	State-wide scoring criteria
(In development)	

# Trends: Broad demonstrations of readiness

**Texas:** District-determined proficiency 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.” Source: [19 TAC § 74.11\(a\)\(3\)](#)

# Indiana: Graduation Pathways

- Eff. Class of 2023
- Students complete three components:
  - Carnegie units
  - Employability skills
  - Postsecondary-ready competencies

# Indiana: Graduation Pathways

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

Source: Indiana State Board of Education

# Endorsements to Standard Diploma



EDUCATION COMMISSION  
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## EDUCATION TRENDS

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## High School Diploma Options That Meet Federal Graduation Rate Calculation Requirements

JENNIFER ZINTH

### What Is the ACGR?

Federal requirements stipulate that states and local education agencies annually calculate and report an Adjusted Cohort Graduation Rate, disaggregated by student group.<sup>1</sup> The ACGR includes all students who graduate from high school in four years with a regular high school diploma, plus all students with the most significant cognitive disabilities who are assessed using an alternate assessment aligned with alternate academic achievement standards.<sup>2</sup>

Seven states offer two or more curricular pathways leading to a single diploma, while six states offer two or more diploma options that meet federal requirements.

Excluded from the ACGR calculation are students who complete a credential other than the regular high school diploma — such as a general equivalency diploma, certificate of completion, certificate of attendance, a diploma based on meeting Individualized Education Program goals or a diploma that sets requirements below the regular high school diploma.

States provide one or more of three differentiated diploma pathways to ensure that all high school graduates are included in the ACGR.

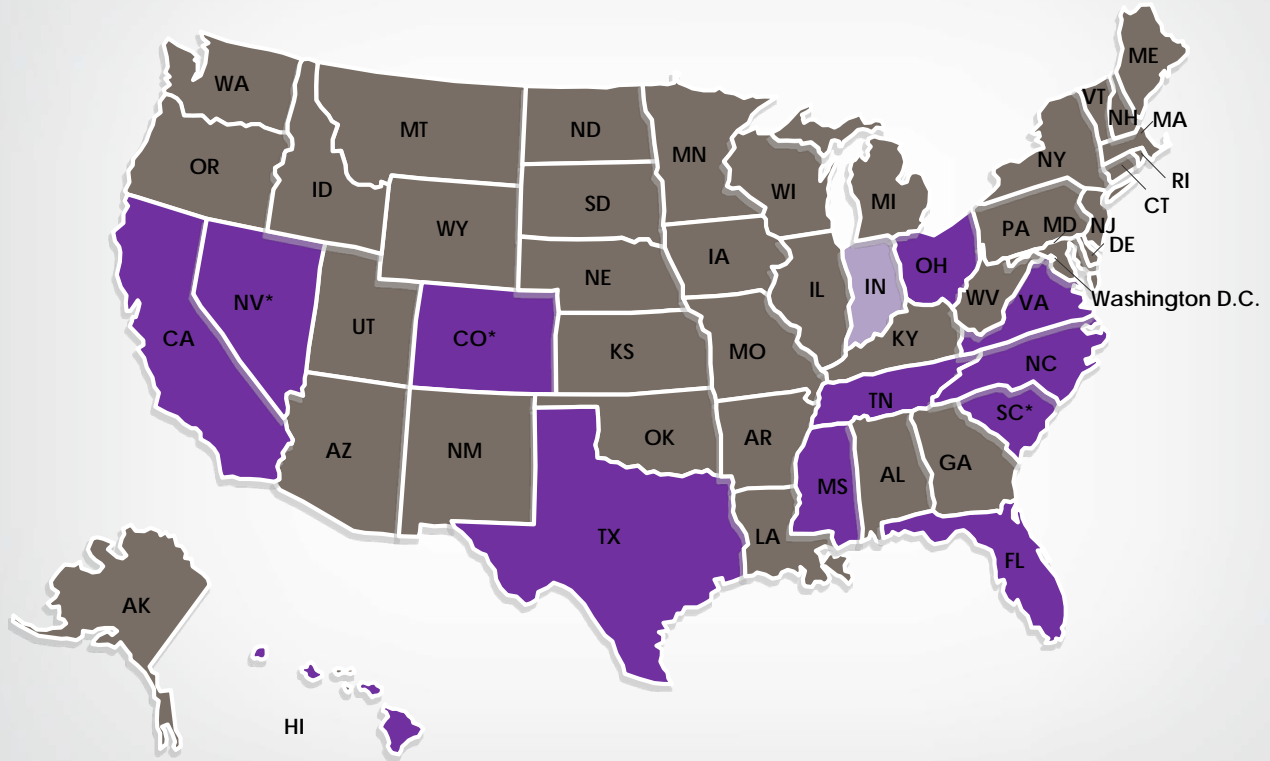
Adding endorsements/seals to the standard diploma is the most common pathway, a model adopted in at least 12 states.



See  
<https://www.ecs.org/high-school-diploma-options-that-meet-federal-graduation-rate-calculation-requirements/>

# Endorsements to Standard Diploma

\*In addition to states offering State Seal of Biliteracy\*





# Endorsements to Standard Diploma

- States offer 1-6 options
- Academic
  - ◆ Advanced Academic
- CTE
  - ◆ Texas: Various CTE pathways
- STEM or STEAM
- Work-readiness

# Trends: Broad demonstrations of readiness

**Ohio:** OhioMeansJobs work-ready endorsement

- 15 areas
- Sign-off by  $\geq 3$  mentors
  - ◆ in  $\geq 2$  environments (work, school, community)

Sources: [R.C. § 3313.6112](#); <http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal>

# OhioMeansJobs Readiness Seal



## Student OhioMeansJobs Readiness Seal Rubric



Criteria	Skill Levels			
	Expert	Proficient	Developing	Beginner
	<b>Exceeds Expectation</b> Students who exceed expectations do so without supervision	<b>OhioMeansJobs-Readiness Seal Standard</b>  <b>Meets Expectation</b> Students who meet expectations do so with limited supervision	<b>Requires Further Development</b> Students may require further development or need direct supervision	
<b>Critical Thinking Problem-Solving</b>  The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.	Thoughtfully identifies and examines problems, analyzes risks and implements chosen solution. Anticipates potential issues. Can navigate challenging situations independently and with teams.	Identifies and examines problems, considers risks and proposes solutions. May need assistance to anticipate issues and navigate challenging situations.	With coaching, examines problems, considers risks and identifies solutions. Needs assistance to anticipate issues and navigate challenging situations.	May propose solutions to identified problems. Requires close guidance in examining problems and considering the consequences of recommended solutions.
<b>Leadership</b>  The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.	Demonstrates ability to lead regardless of position. Highly capable of prioritizing and delegating work. Promotes creativity and energy among team through persuasion and influence. Achieves high levels of performance from team by coaching and encouraging individuals. Motivates and builds morale among team.	Leads within position. Effectively prioritizes and delegates tasks and clearly delineates expected standards. Enhances team performance, fosters motivation and enhances morale.	Shows willingness to lead. May need assistance in delegating work and overseeing completion of tasks. Contributes to motivation and morale.	Shows willingness to learn how to lead. Needs coaching to delegate work and oversee completion of tasks. Responds to motivation and encourages morale.

\*\*Proficient: Has a deep understanding, can achieve a high standard routinely, takes responsibility for own work, deals with complex situations, makes decisions with confidence, and sees, overall, how individual actions influence outcomes (The Dryfus Model of Skill Acquisition, <http://devmfs.org.uk/dreyfus.pdf>).



Source:  
[http://education.ohio.gov/getattachment/Topic s/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal/OMJ\\_ReadinessSeal\\_Rubric.pdf.aspx?lang=en-US](http://education.ohio.gov/getattachment/Topic s/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal/OMJ_ReadinessSeal_Rubric.pdf.aspx?lang=en-US)

# End of presentation

## Questions?

# End of presentation

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