High School Graduation Requirements:
A Nationwide Scan & A Closer Look at CAHSEE & SBAC

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UC DAVIS
SCHOOL OF EDUCATION

Outline of Presentation

- Framing the conversation
- Analysis of assessment scores in California
  - CAHSEE
  - SBAC performance conditional on CAHSEE passing status
  - Comparison of student characteristics for those who fail CAHSEE and “fail” SBAC
- High school graduation requirements
  - Nationwide trends
  - Sample states

High School Exit Exams

- High school exit exams (HSEE) refer to the use of formal assessment as a requirement for earning a high school diploma

- HSEE are present in at least 2 formats
  - Comprehensive or “standards-based”
    - Assess multiple subjects
    - Taken by all students in specific grade-level
  - End of Course (EOC)
    - Assess mastery of course content
    - Taken by students at completion of course

Center on Education Policy, 2012

Framing the Issues

- Proponents argue HSEE create
  - Incentives for schools to provide better instruction
  - Incentives for struggling students to work harder and learn needed skills before graduation
  - A common standard for high school graduation, making the diploma a clearer signal to employers about the academic skills of potential employees
- Opponents argue HSEE
  - Discourage some students (academically or socially disadvantaged students) from staying in school
  - Lead to higher dropout rates
- Implications for educational inequality

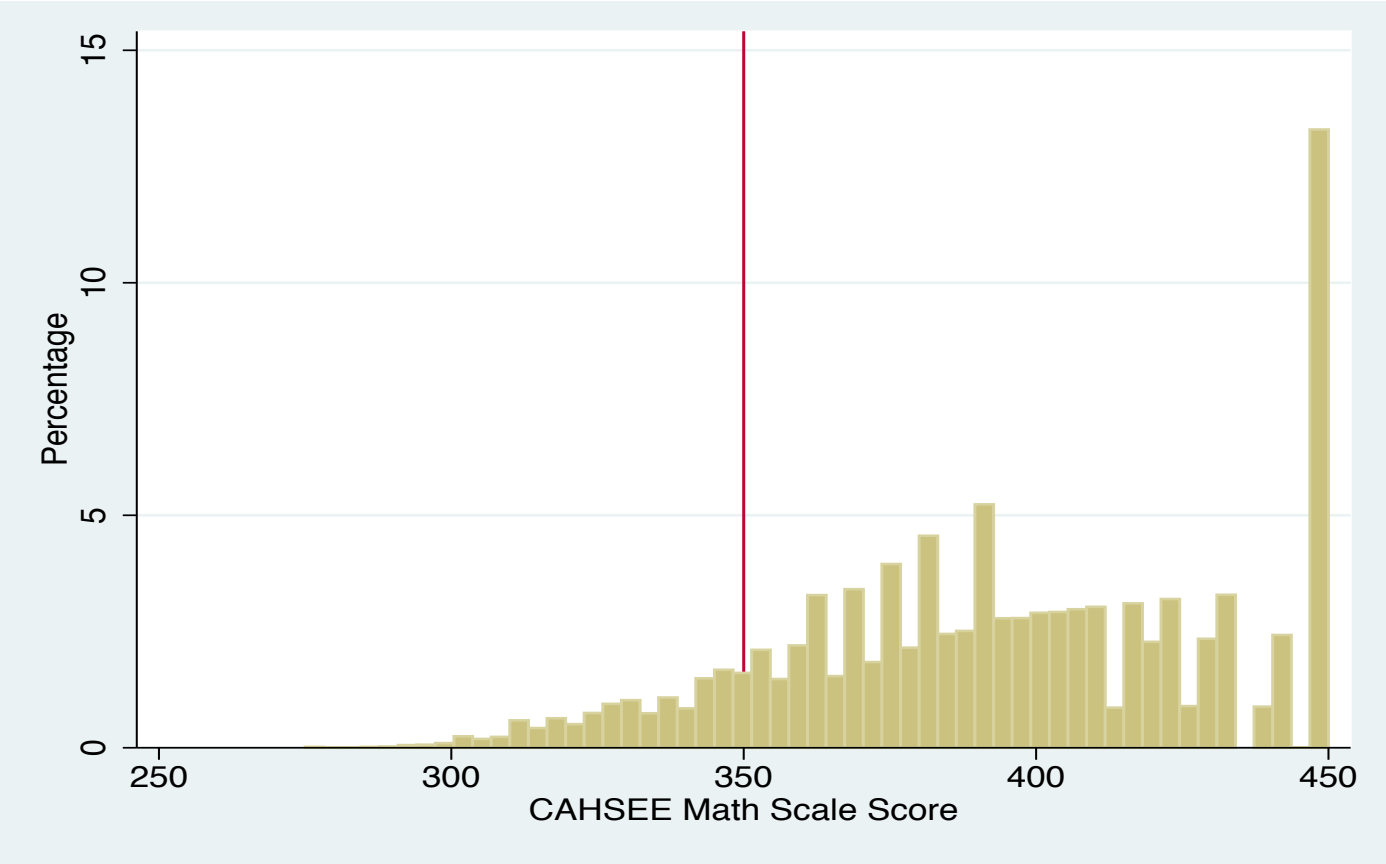
Analysis of California Assessment Data

Analysis of California Assessment Data

- Data provided by CDE
  - Graduating class of 2016
  - SBAC scores in 11th grade in 2014-2015
  - CAHSEE scores in 10th grade in 2013-2014

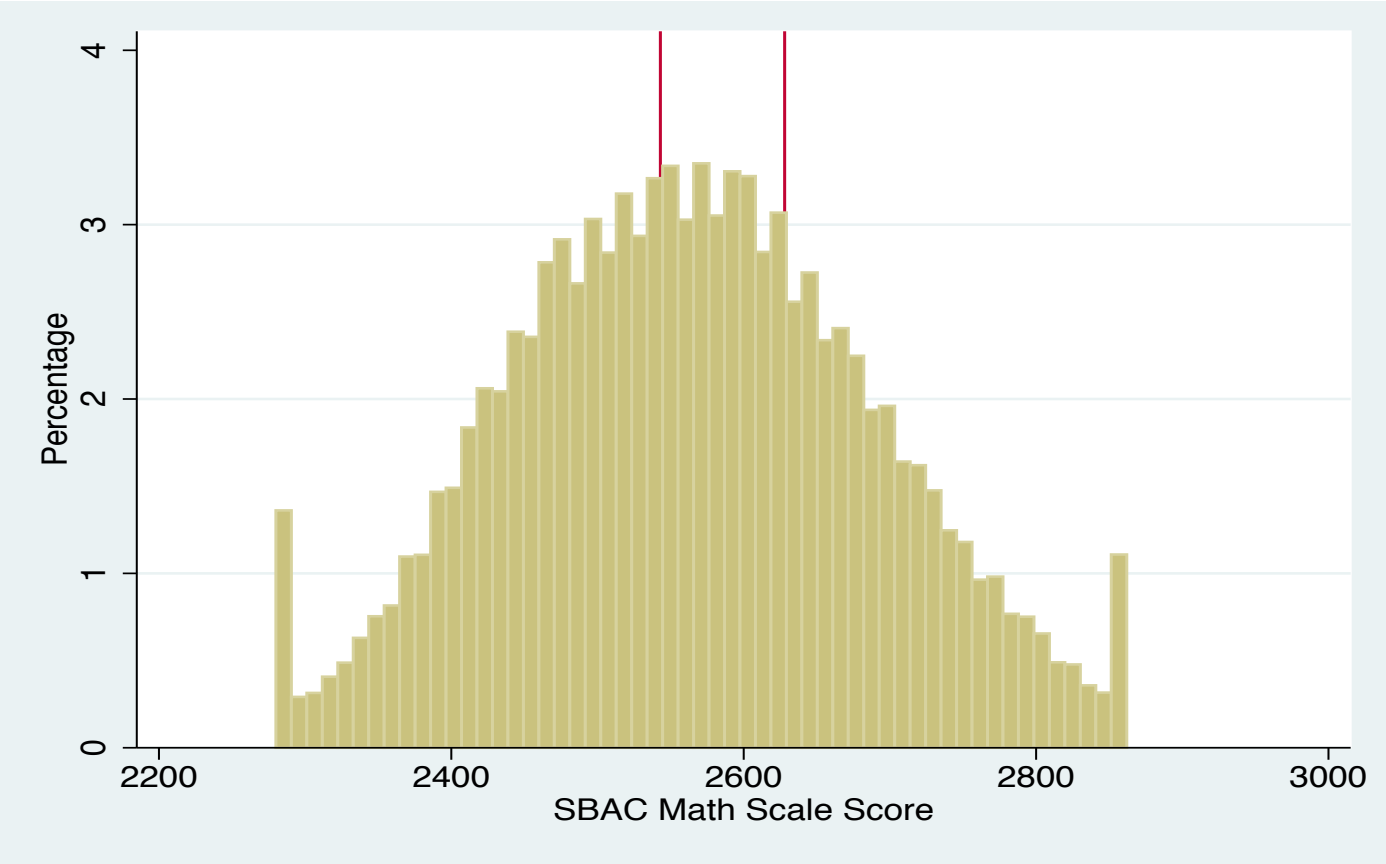
- Examined pass/fail rates by subgroups
- Examined the characteristics of those who fail CAHSEE in 10th grade
- Examined the characteristics of those who fall below Not Met/Nearly Met levels on SBAC

Distribution of CAHSEE Scores MATH



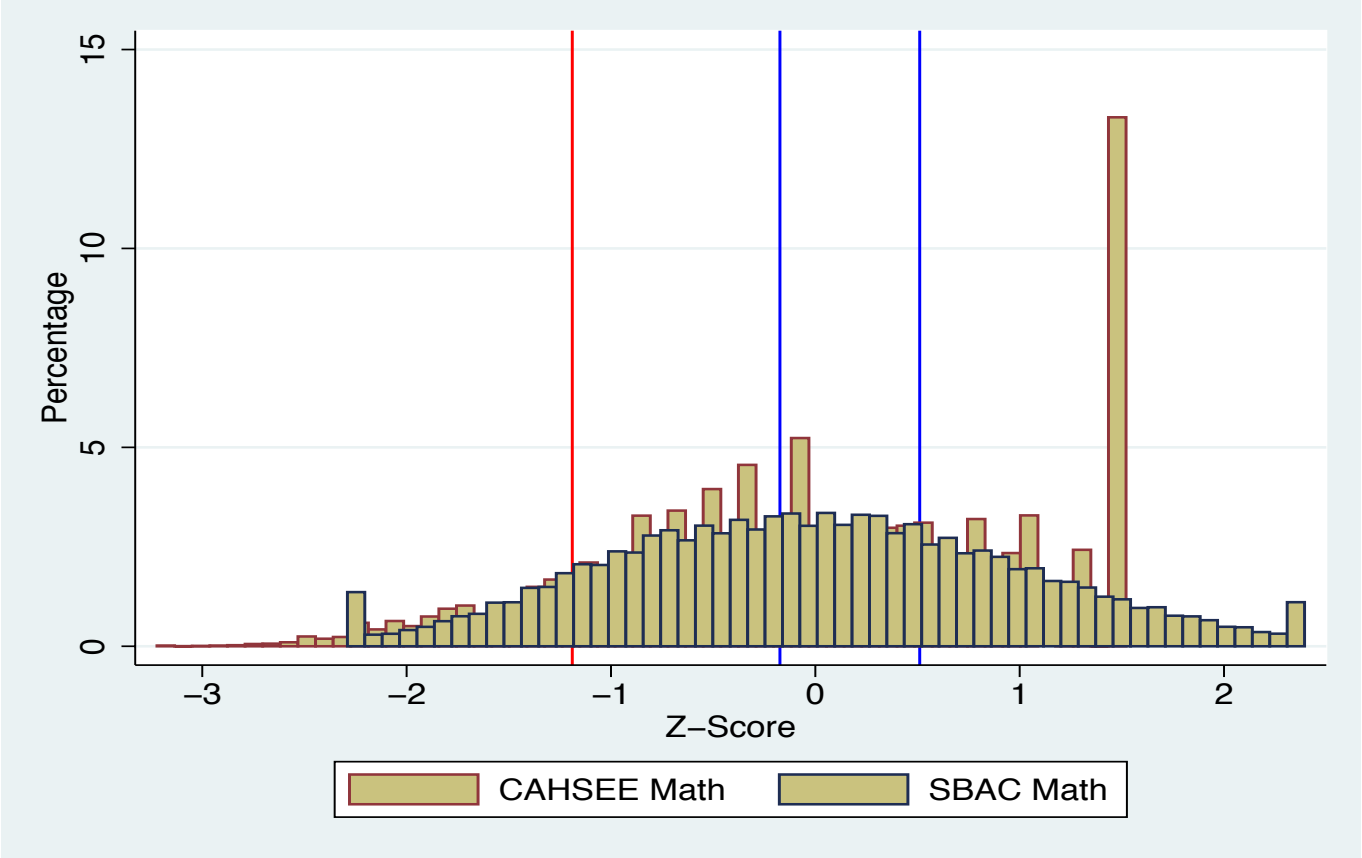
Graduating Class of 2016

Distribution of SBAC Scores
MATH



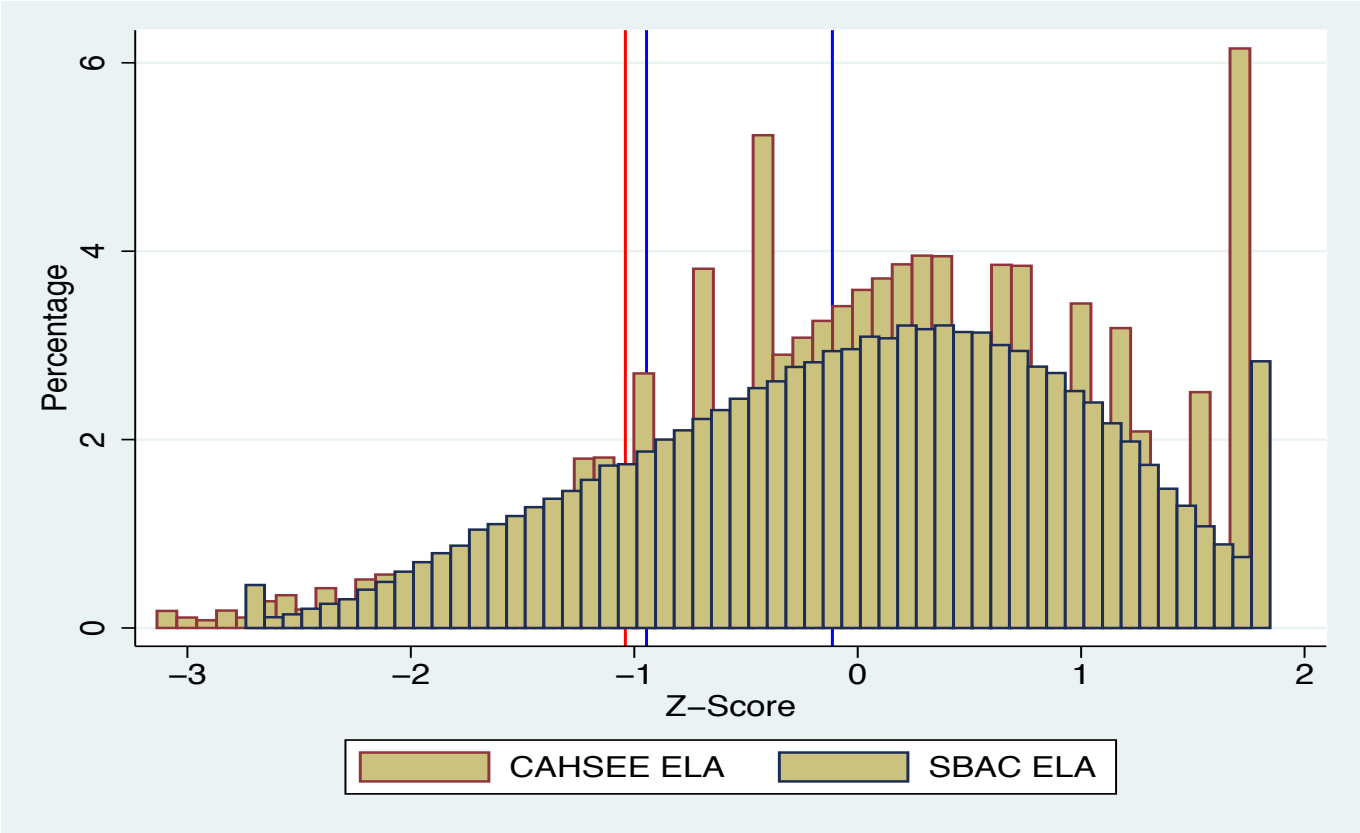
Graduating Class of 2016

Distribution of CAHSEE and SBAC Scores MATH



Graduating Class of 2016

Distribution of CAHSEE and SBAC Scores ELA

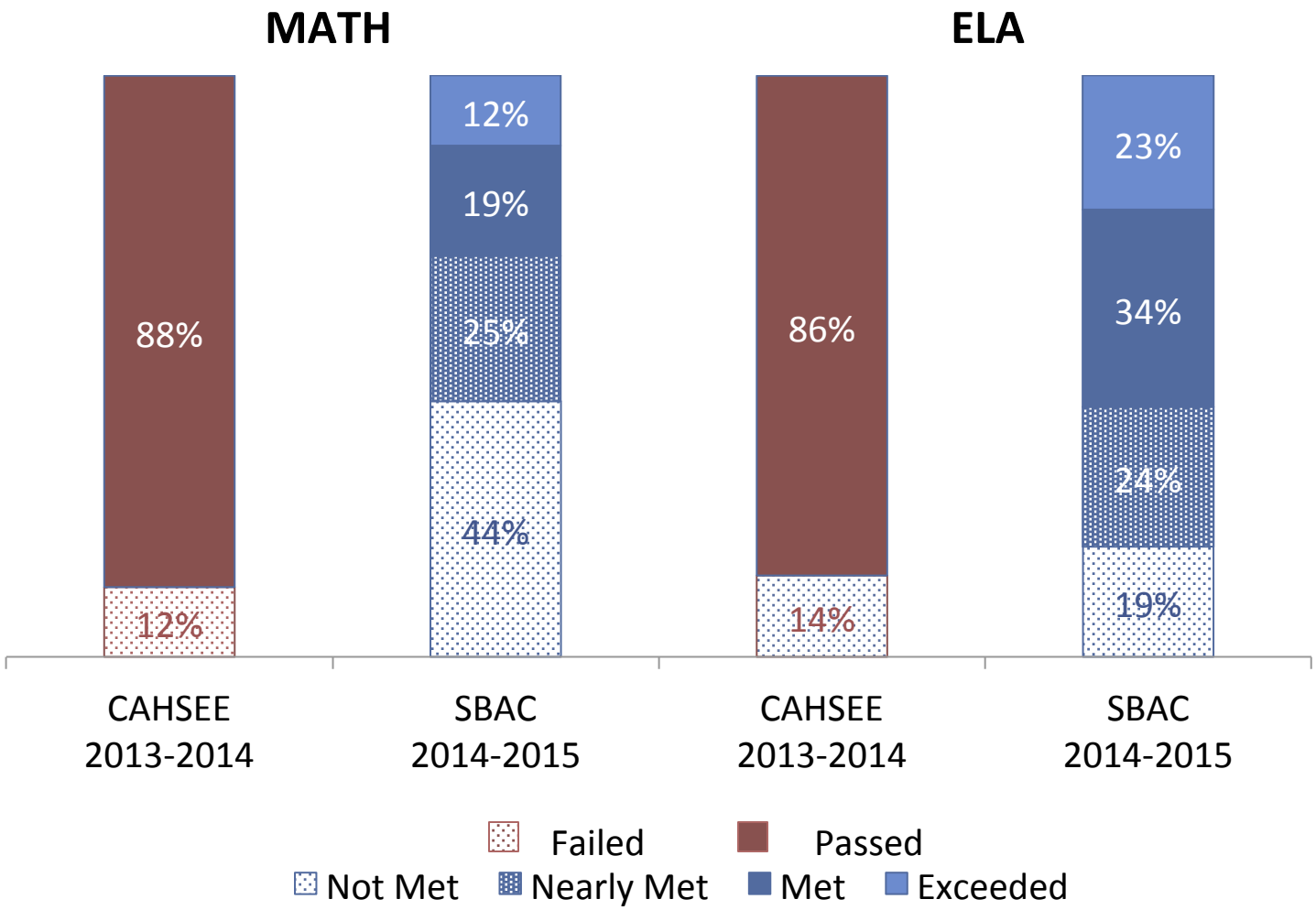


Graduating Class of 2016

SBAC Performance by CAHSEE Passing Status

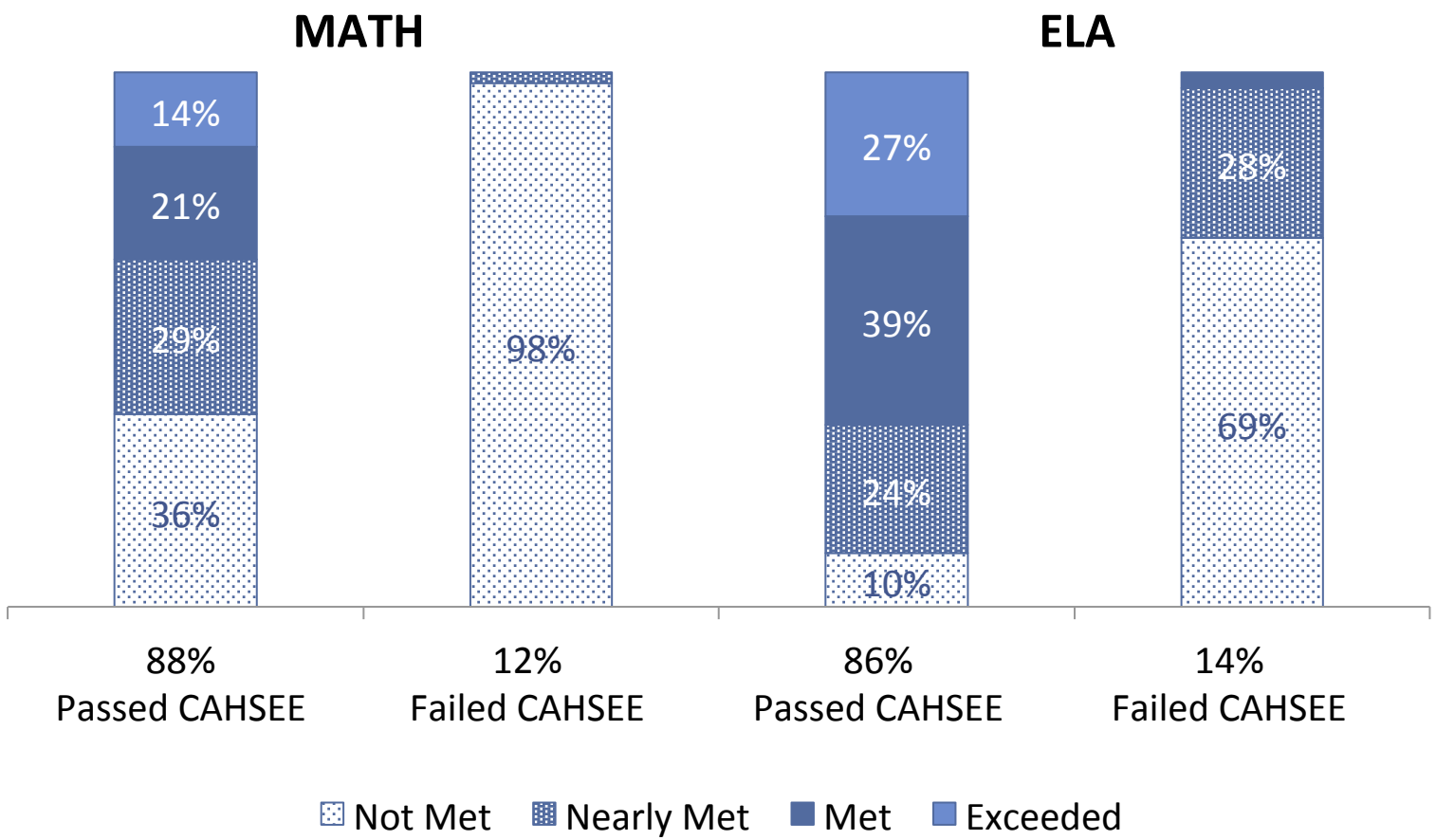
- Overall
- Subgroups
  - Gender
  - Race/Ethnicity
  - Economically Disadvantaged Students
  - English Language Learners
  - Students with Disabilities

Pass/Fail Rates on CAHSEE and SBAC



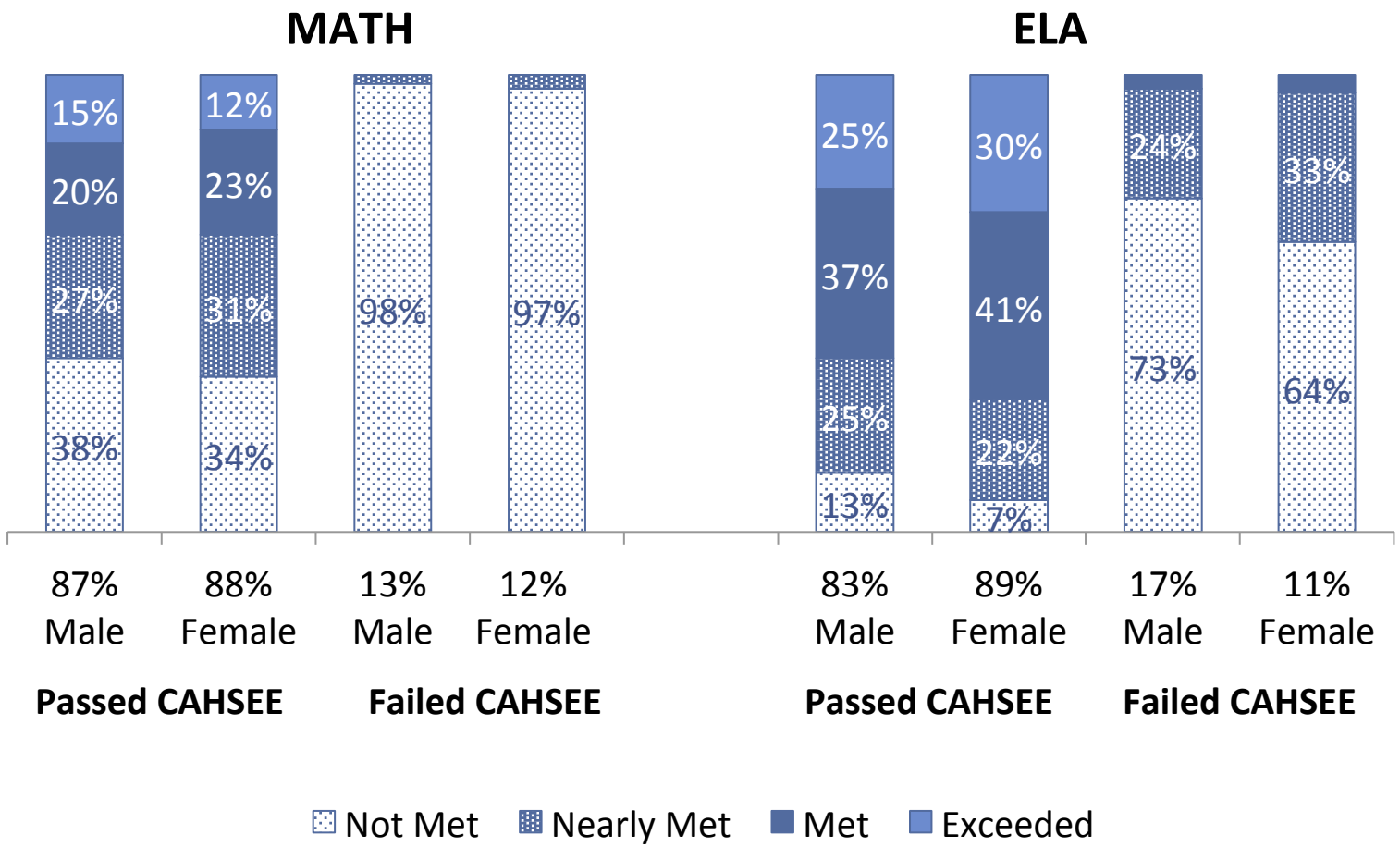
Graduating Class of 2016

Student Performance on SBAC by Pass/Fail on CAHSEE



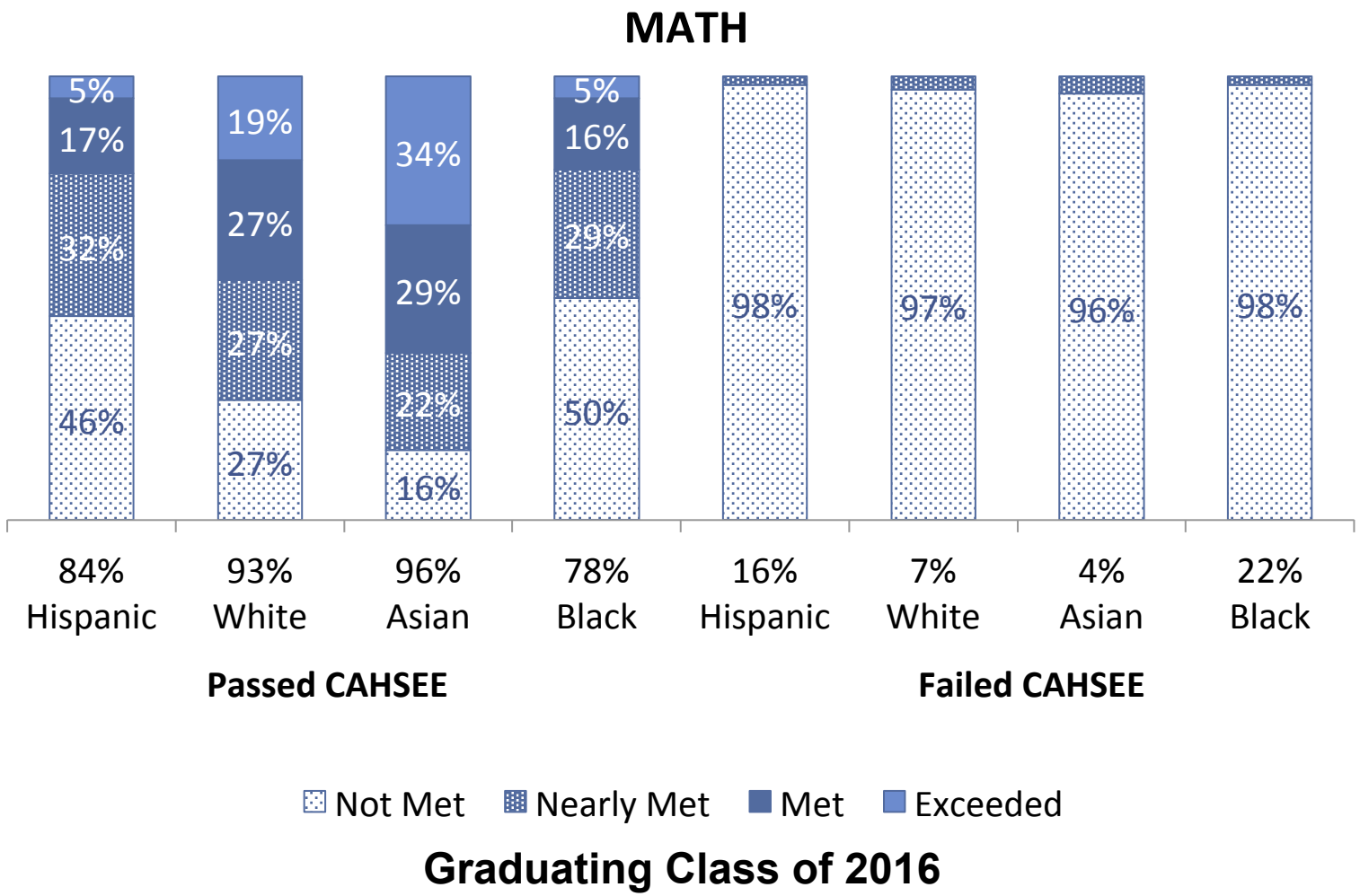
Graduating Class of 2016

Student Performance on SBAC by Gender



Graduating Class of 2016

Student Performance on SBAC by Race/Ethnicity



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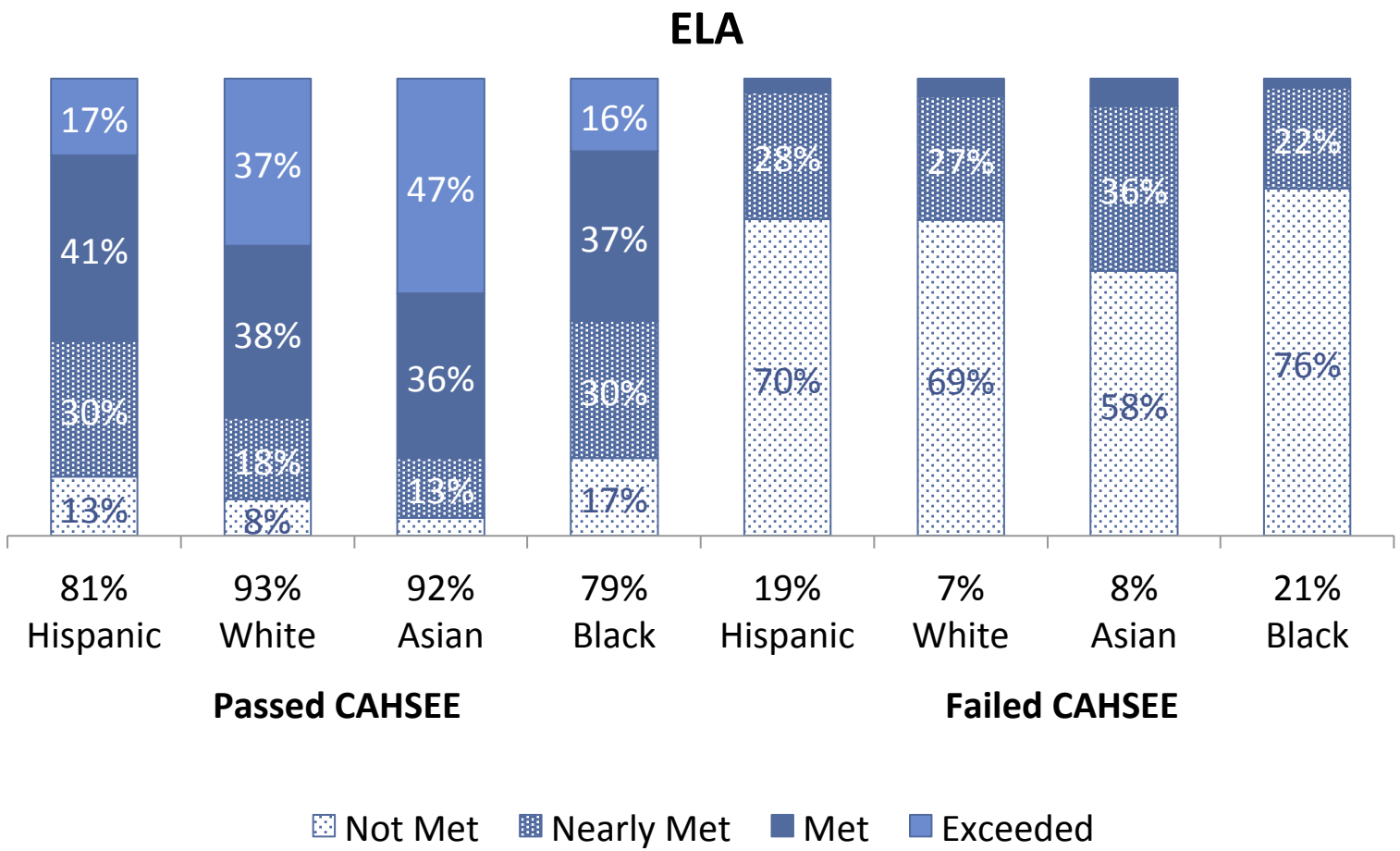
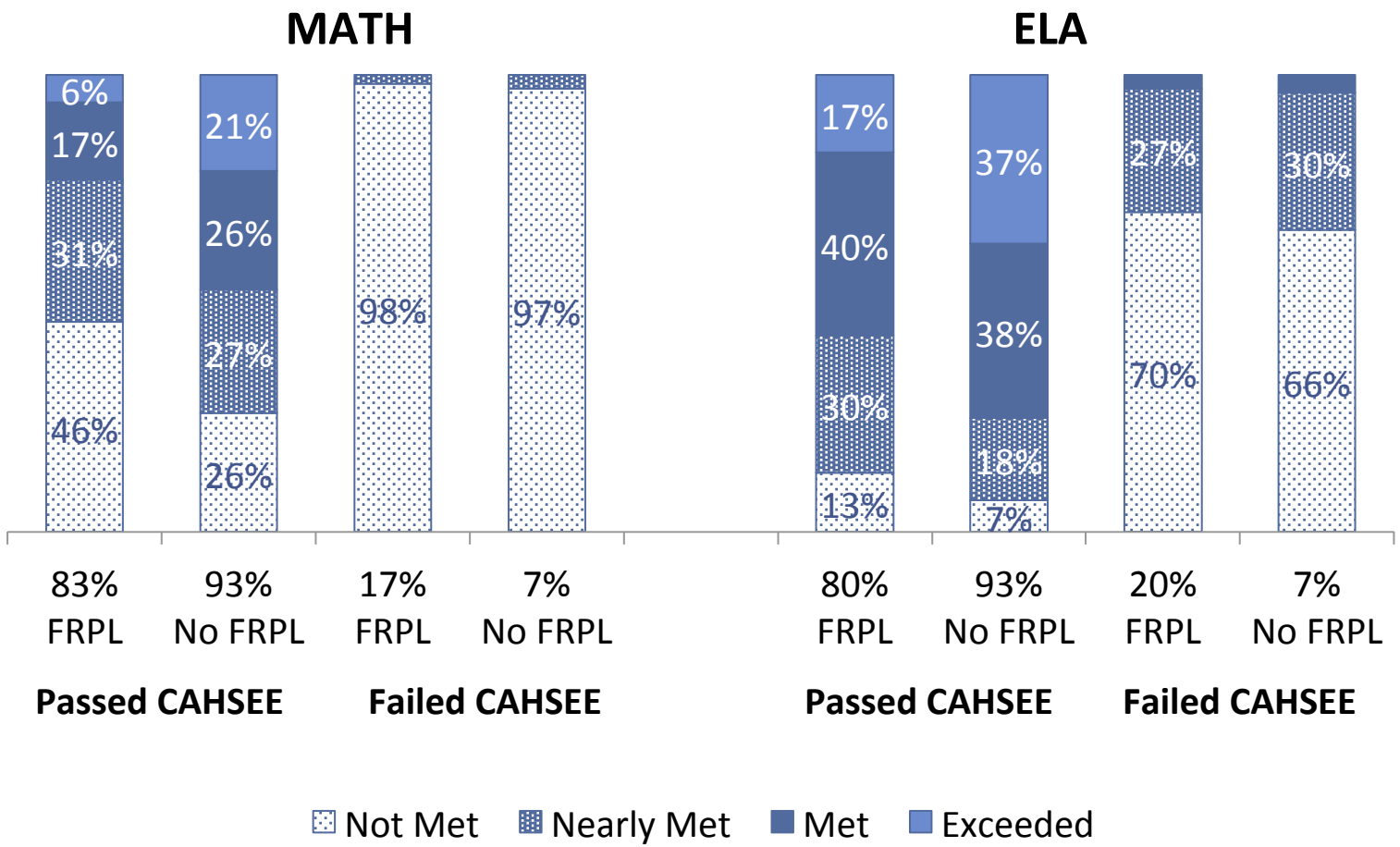
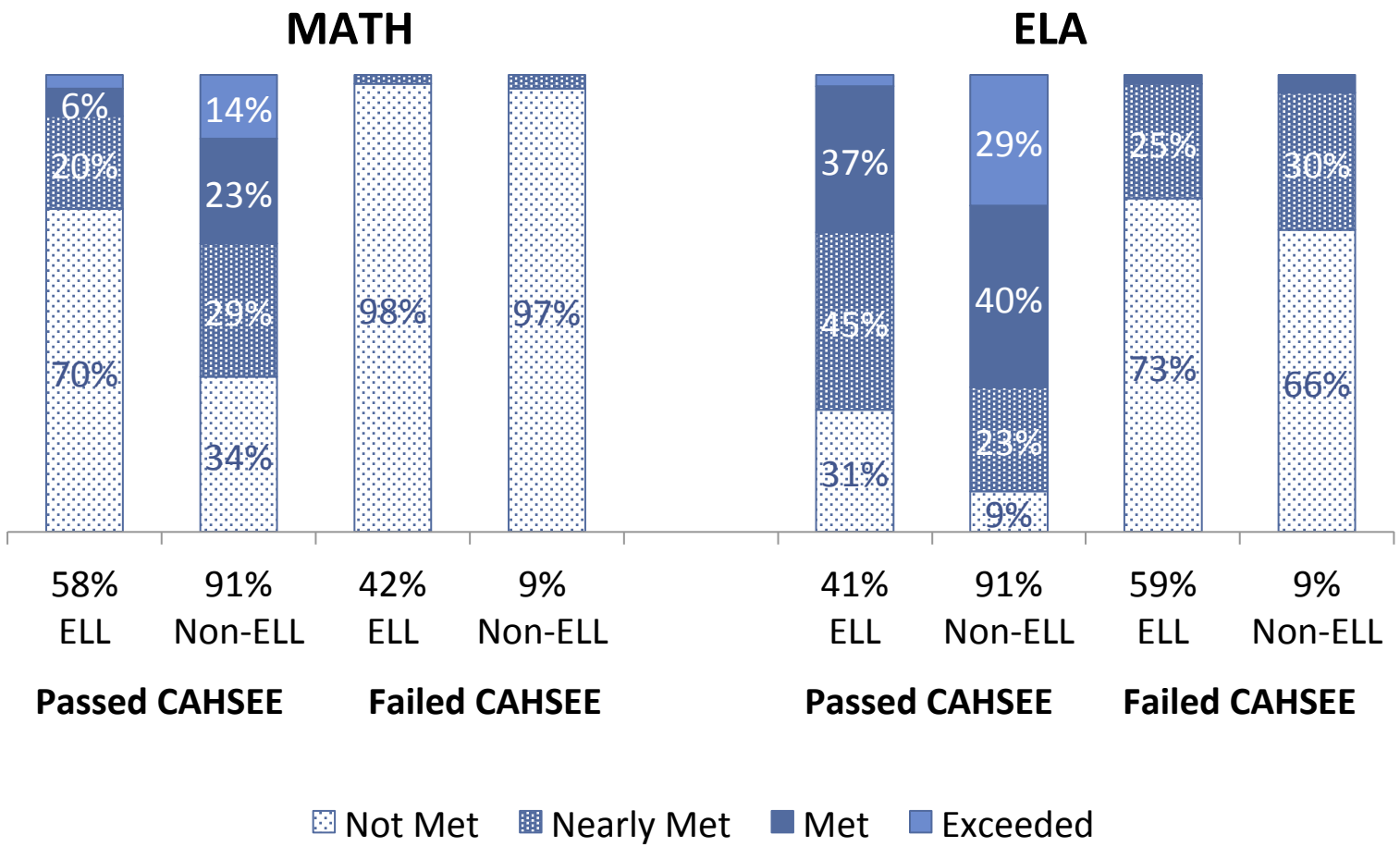


Performance on SBAC for Economically Disadvantaged Students

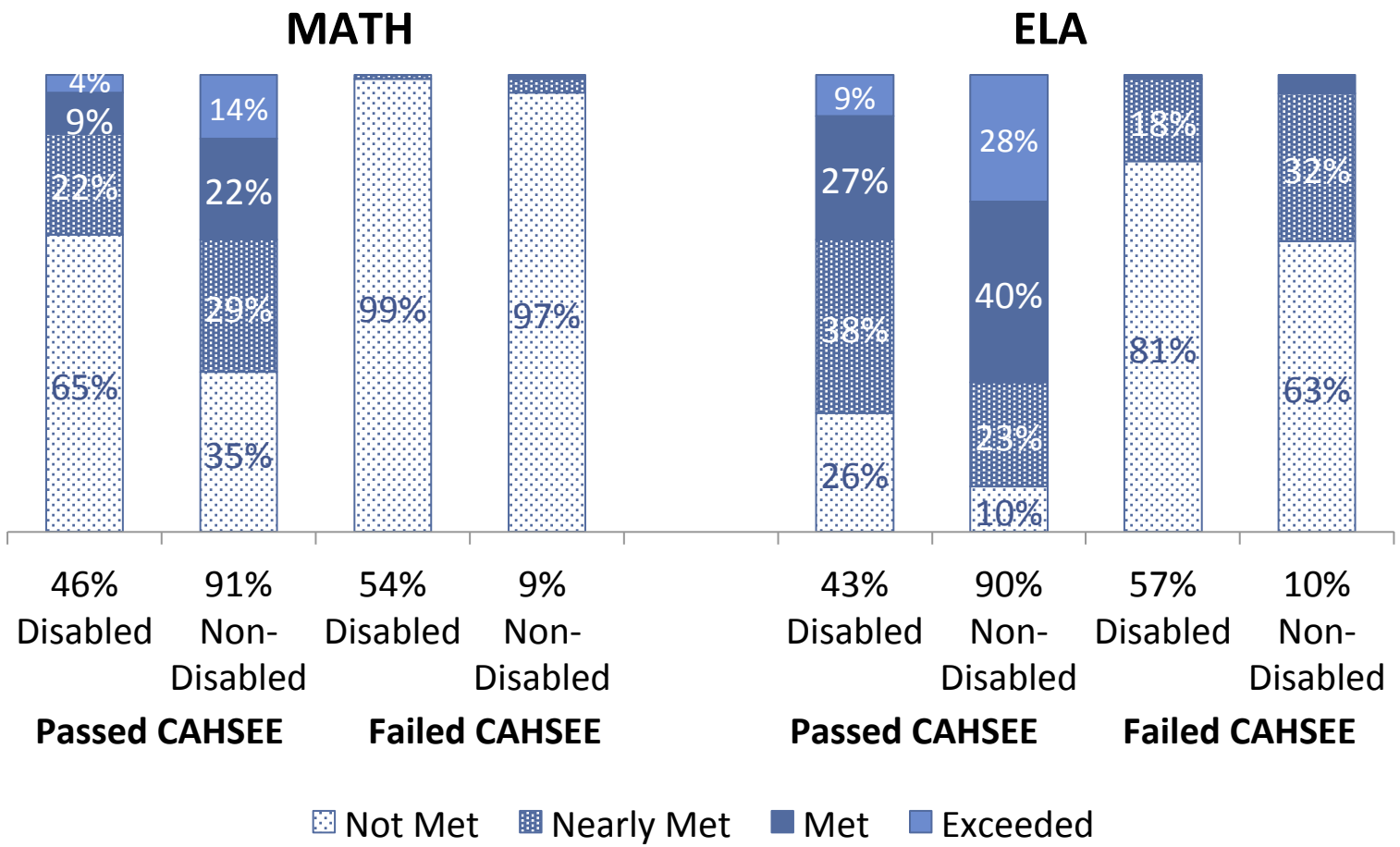


Performance on SBAC for English Language Learners



Graduating Class of 2016

Performance on SBAC for Students with Disabilities

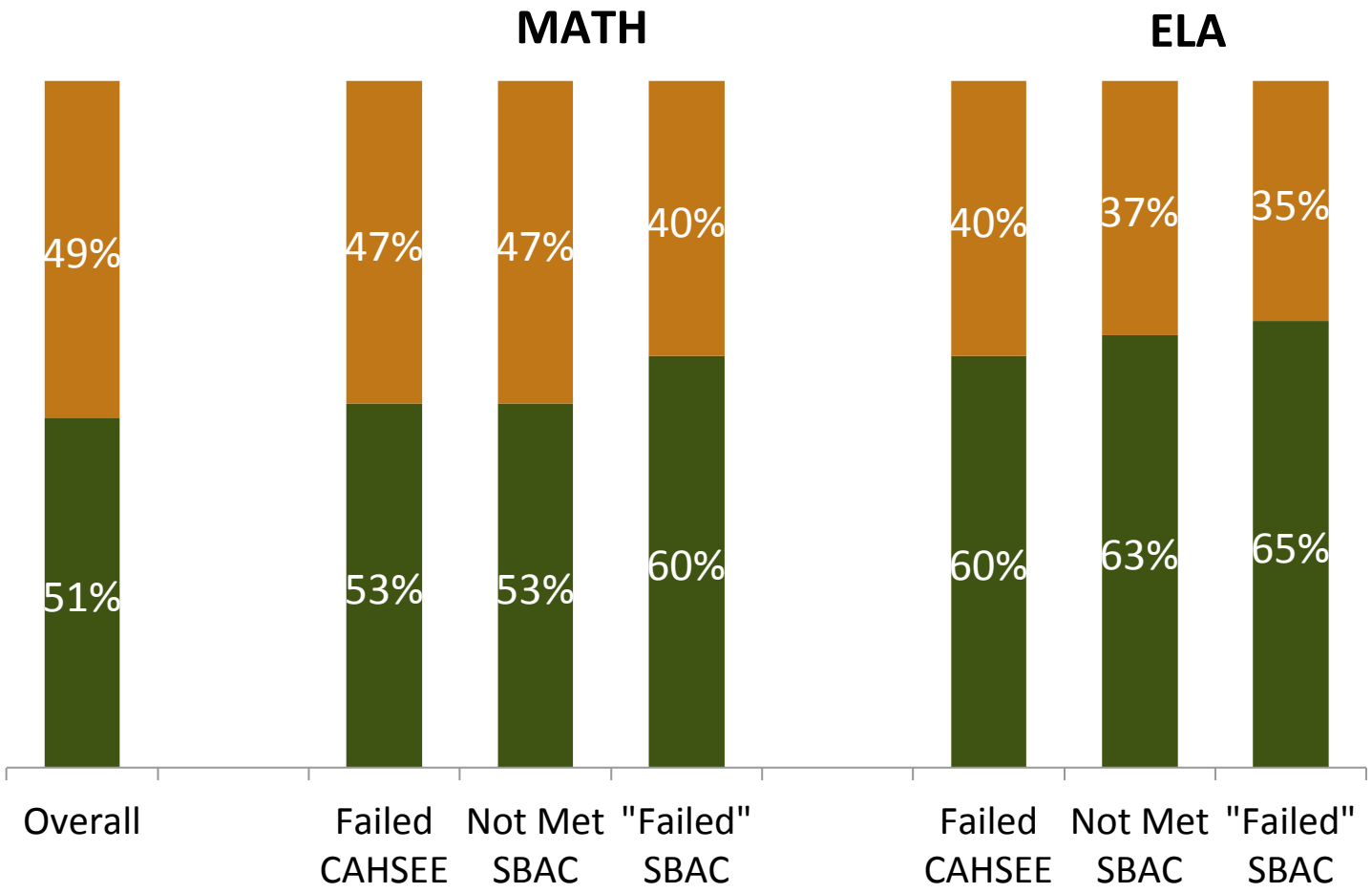


Characteristics of CAHSEE & SBAC "Failers"

- Subgroups
  - Gender
  - Race/Ethnicity
  - Economically Disadvantaged Students
  - English Language Learners
  - Students with Disabilities

- 3 categories of "Failers"
  - Fail CAHSEE
  - Not Met on SBAC
  - SBAC performance at CAHSEE fail rate

CAHSEE Failure by Gender

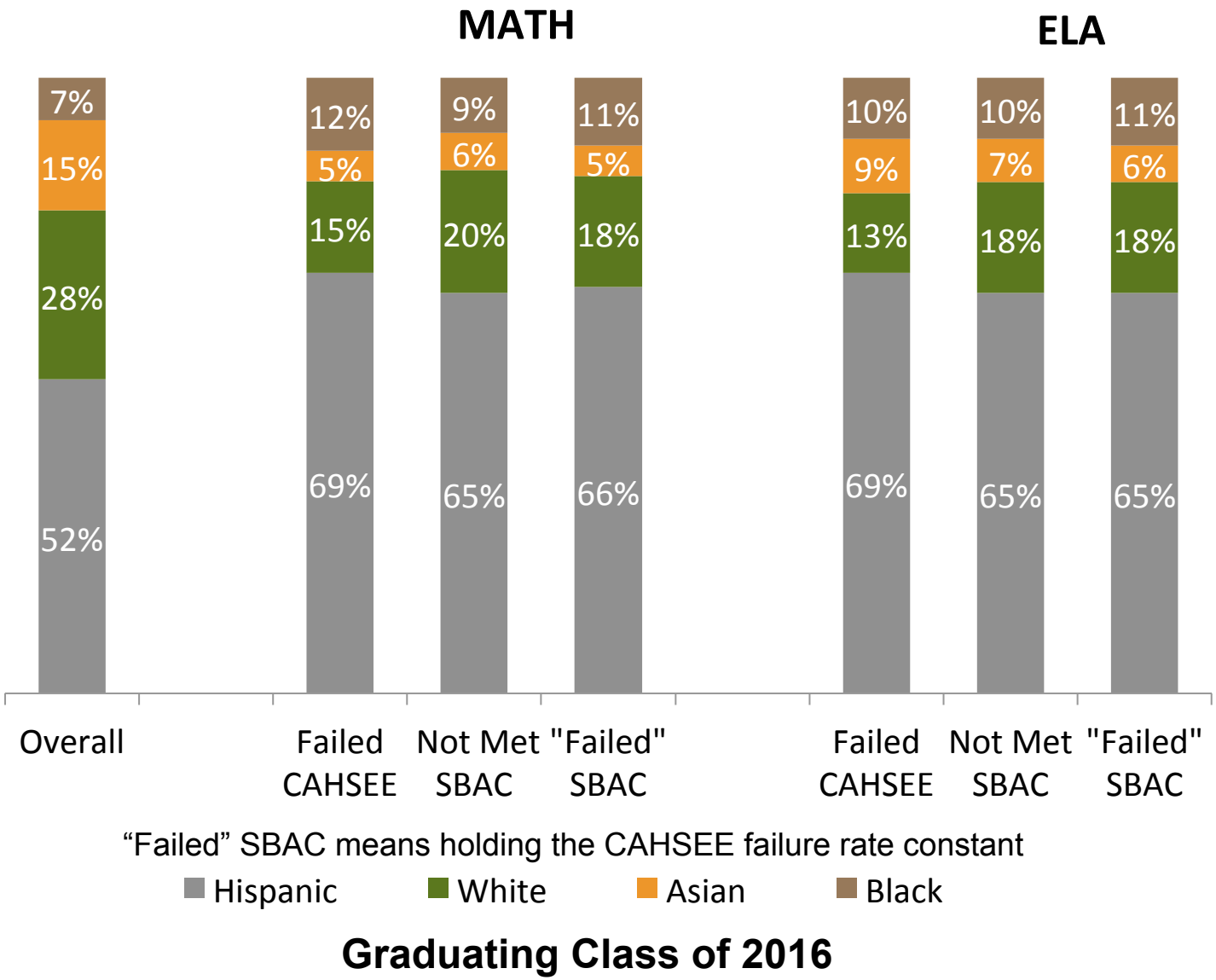


"Failed" SBAC means holding the CAHSEE failure rate constant

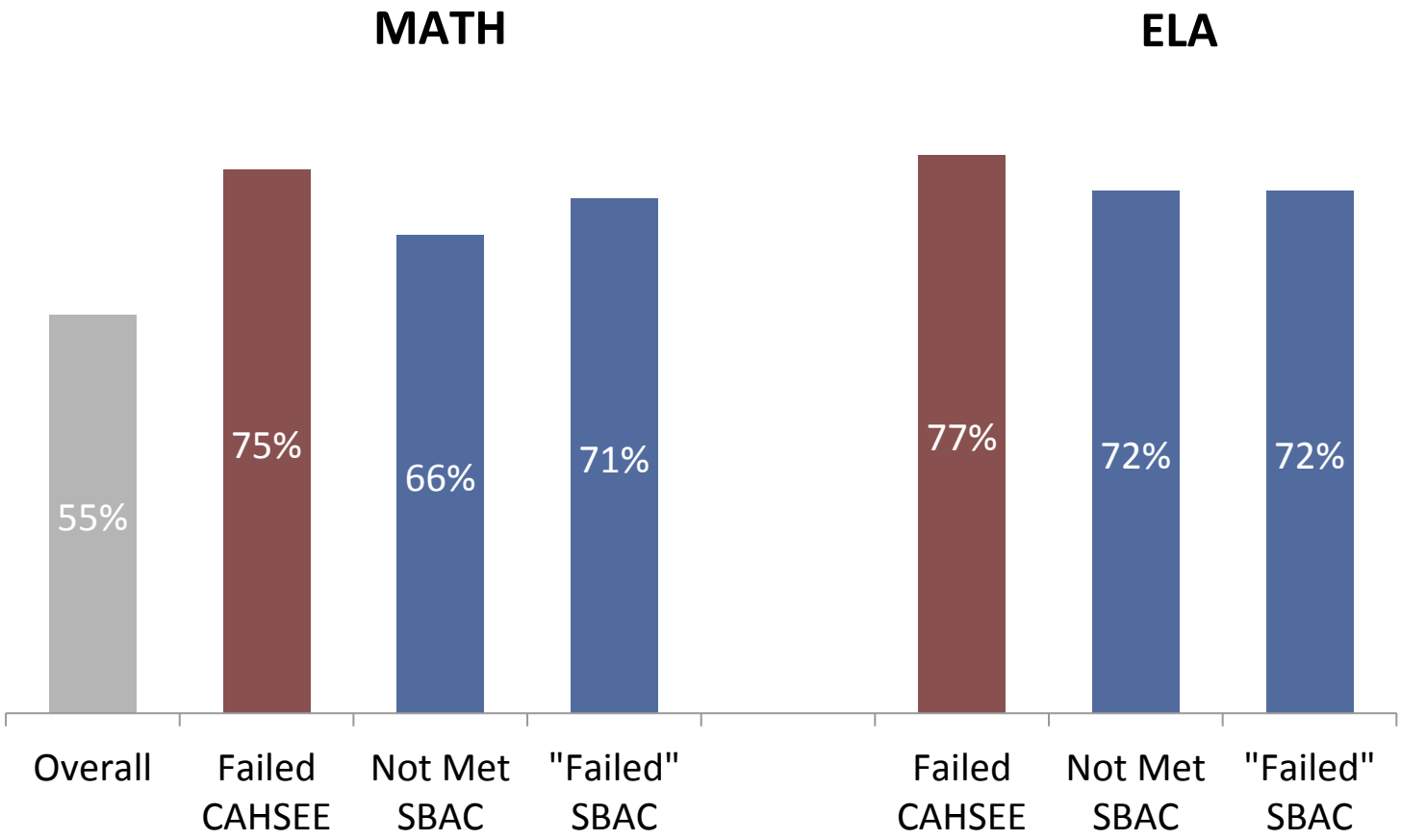
Male Female

Graduating Class of 2016

CAHSEE Failure by Ethnicity/Race



CAHSEE Failure for Economically Disadvantaged Students



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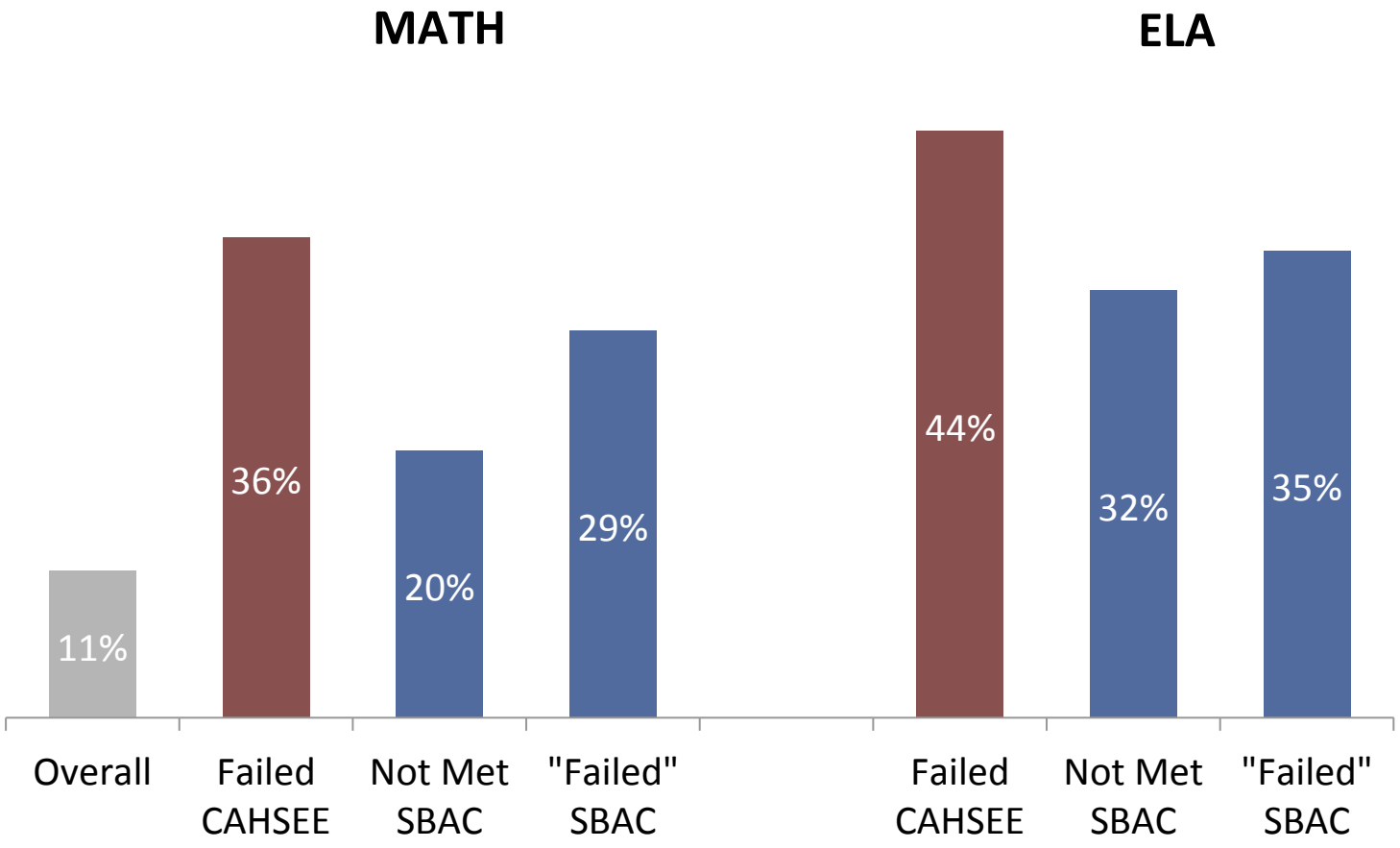
Graduating Class of 2016

CAHSEE Failure for English Language Learners



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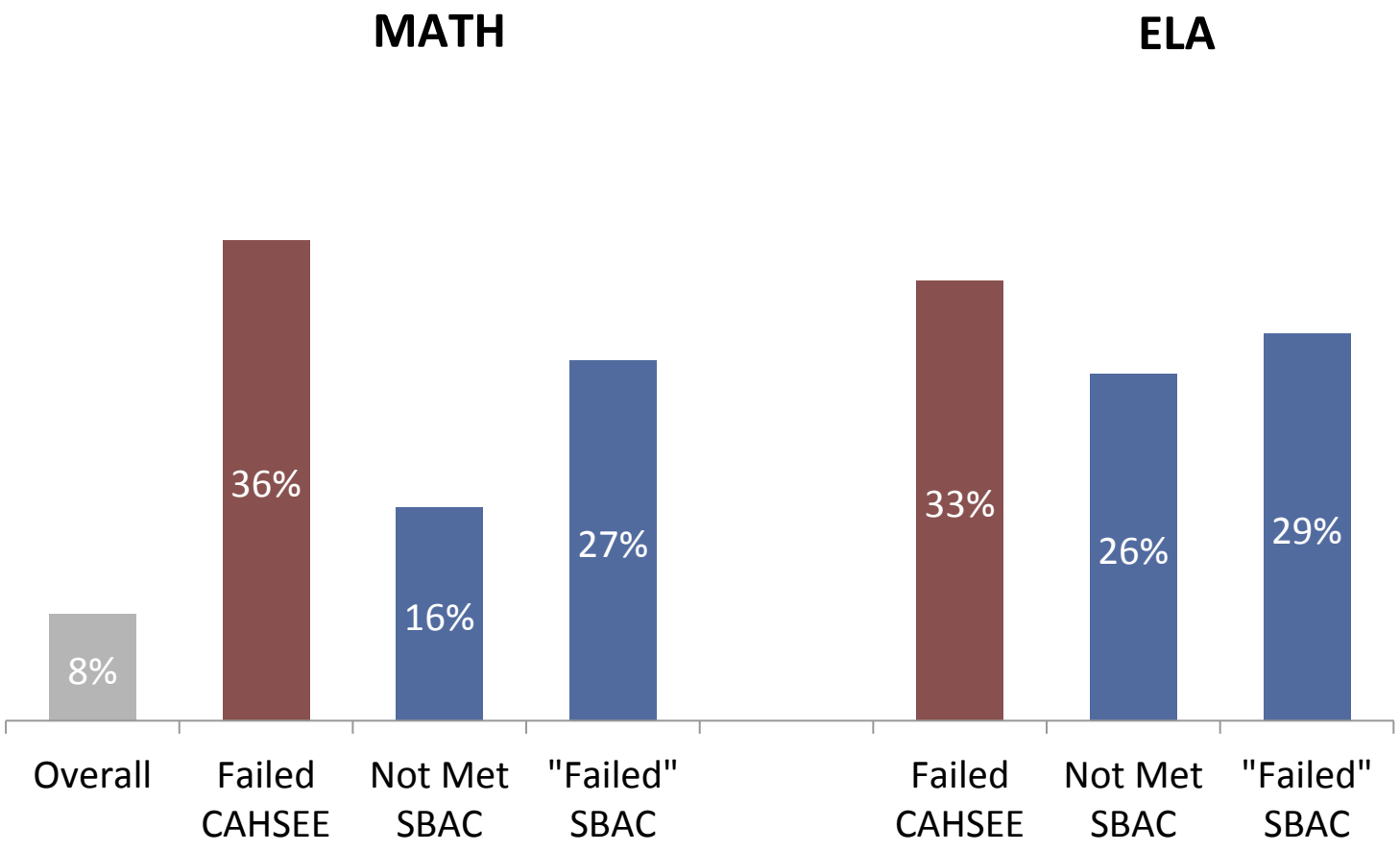
Graduating Class of 2016

CAHSEE Failure for Students with Disabilities



"Failed" SBAC means holding the CAHSEE failure rate constant

Graduating Class of 2016

Discussion

- SBAC appears more difficult
- More students are in lowest level of SBAC than failed CAHSEE
  - Overall and for all subgroups
- When holding the failure rate constant, SBAC is more equitable
  - Disproportionately lower (failure rate for ELL and Students with Disabilities)

Nationwide Scan

Scan of State HSEE Practices

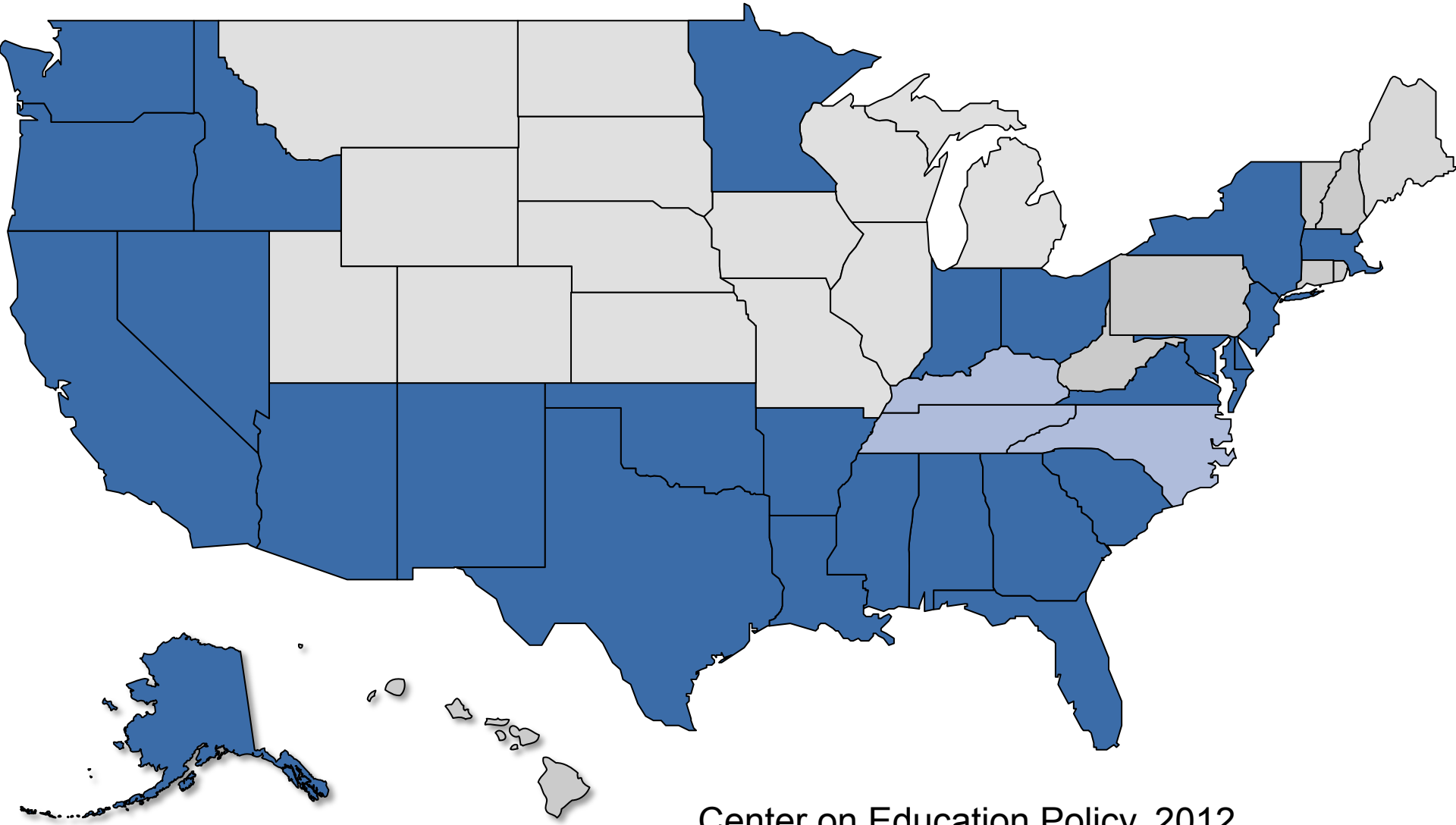
- Scan 50 states + D.C.
  - Diploma requirements
    - Including alternative paths for completion
  - HSEE policies
    - Specific exit exam requirement
    - Minimum scores on standardized tests
    - End of Course Exams
  - K-12 assessment strategies
  - College & career readiness indicators and assessments

Methods
Scan of H.S. Diploma Requirements

- Center for Education Policy report
  - Regular summary of HSEE practices
  - Latest report, 2011-2012

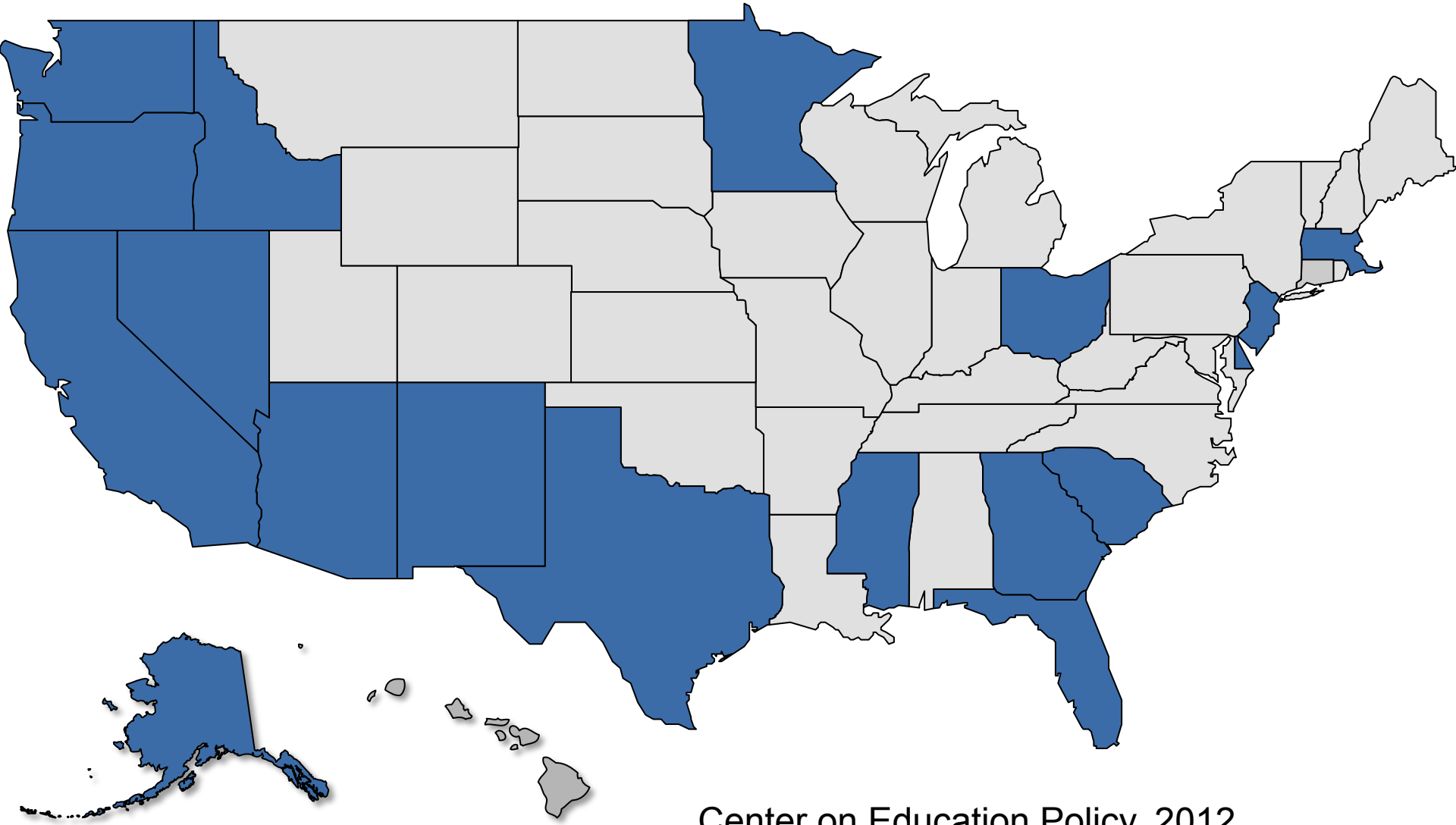
- Review of public websites
  - State departments of education
  - State legislation/education code
  - LEA websites
  - Popular media articles

25 States Administer HSEE
2011-2012



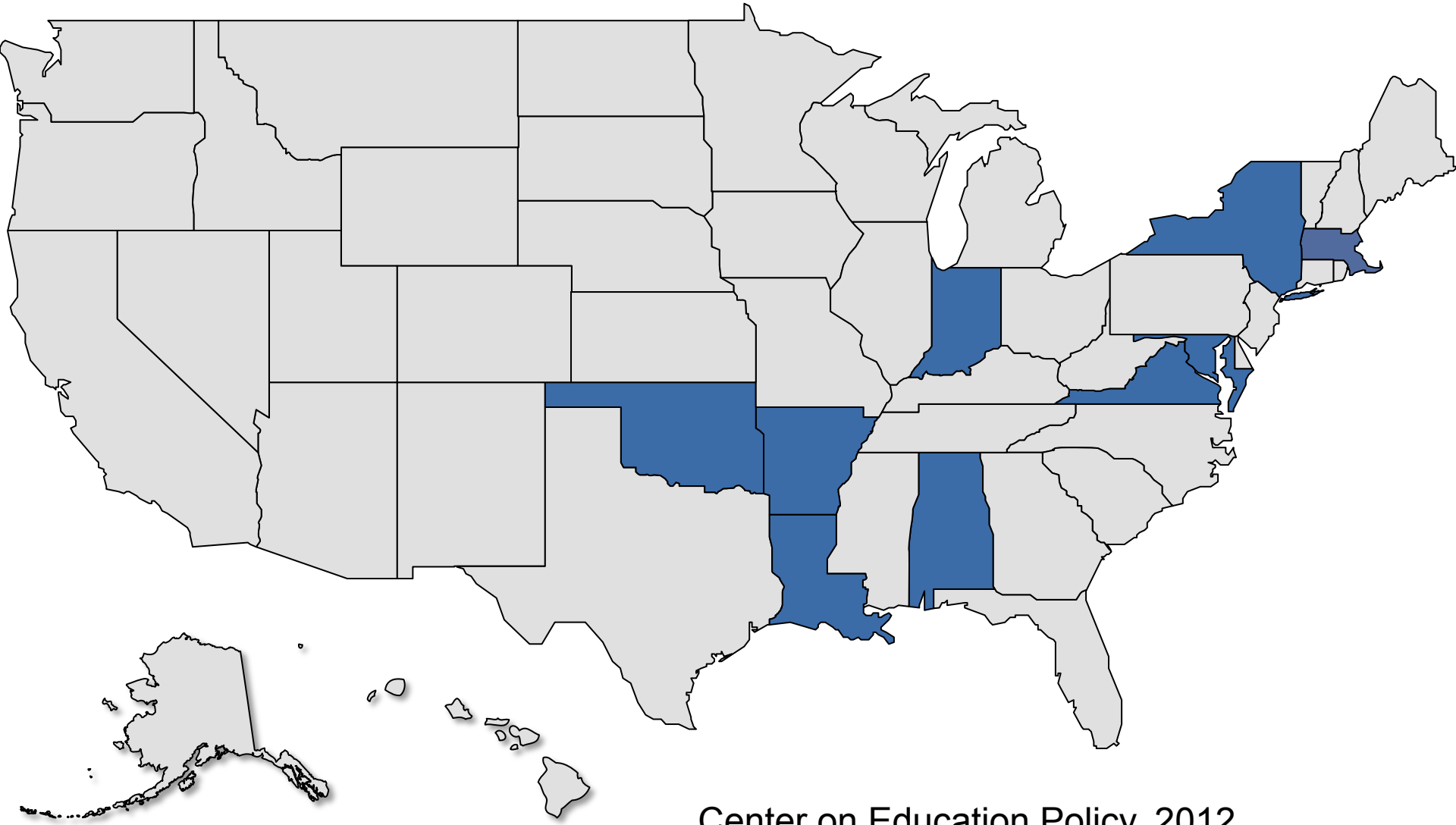
Center on Education Policy, 2012

17 States use Specific Exit Exam
2011-2012



Center on Education Policy, 2012

9 States use End of Course Exams
2011-2012



Center on Education Policy, 2012

The State of the Nation

In 2011-2012:

- 25 states administered high school exit exams
  - 17 with comprehensive assessments
  - 9 with EOCs
  - (Massachusetts required both)

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Center on Education Policy, 2012

The State of the Nation

In 2011-2012:

- 25 states administered high school exit exams
  - 17 with comprehensive assessments
  - 9 with EOCs
  - (Massachusetts required both)
- 69% of the nation's students attend school in states with HSEE
- 70%-90% of students pass on first attempt, though rates vary from state to state and by subject area of exam

Center on Education Policy, 2012

Over the past 5 years…

- Transition in state assessment systems
  - Largely driven by Common Core

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  - Largely driven by Common Core
- States have repealed or suspended comprehensive HSEE
  - Some permanently
  - Some temporarily

Over the past 5 years…

- Transition in state assessment systems
  - Largely driven by Common Core
- States have repealed or suspended HSEE
  - Some permanently
  - Some temporarily
- More states require EOCs and other performance measures
  - Senior projects
  - Portfolios
  - Learning plans
  - Community service

Resulting in…a current state of flux

Class of 2016

ENGLISH LANGUAGE ARTS (ELA)

PARCC ELA Grade 9 >= 750 (Level 4)
or
PARCC ELA Grade 10 >=750 (Level 4)
or
PARCC ELA Grade 11 >= 725 (Le
or
SAT Reading* >= 400
or
ACT Reading or ACT PLAN Readi
or
Accuplacer Write Placer >=
or
PSAT10 Reading or PSAT/NMSQT Rea
or
PSAT10 Reading or PSAT/NMSQT Reac
or
ACT Aspire Reading >= 42

MATHEMATICS

PARCC Algebra I >= 750 (Level 4)
or
PARCC Geometry >= 725 (Level 3)

Class of 2017, 2018 and 2019

ENGLISH LANGUAGE ARTS (ELA)

PARCC ELA Grade 9
or
PARCC ELA Grade 10
or
PARCC ELA Grade 11
or
SAT Reading
or
ACT Reading or ACT PLA
or
Accuplacer Write P
or
PSAT10 Reading or PSAT/NI
or
PSAT10 Reading or PSAT/NI
or
ACT Aspire Read
or
ASVAB-AFQT Comp
or

MATHEMATICS

PARCC Algebra I
or
PARCC Geometry
or
PARCC Algebra II
or

(Proposed) Class of 2020

ENGLISH LANGUAGE ARTS (ELA)

(Must Take) PARCC ELA Grade 9
and
(Must Take) PARCC ELA Grade 10
and
(Must Take) PARCC ELA Grade 11
If passing score not met on any of the three, then the student can use the following

SAT Reading
or
ACT Reading or ACT PLAN Reading
or
Accuplacer Write Placer
or
PSAT10 Reading or PSAT/NMSQT Reading
or
PSAT10 Reading or PSAT/NMSQT Reading
or

MATHEMATICS

(Must Take) PARCC Algebra I
and
(Must Take) PARCC Geometry
and
(Must Take) PARCC Algebra II
If passing score not met on any of the three, then the student can use the following

SAT Math
or
ACT or ACT PLAN Math
or
Accuplacer Elementary Algebra
or
PSAT10 Math or PSAT/NMSQT Math
or
PSAT10 Math or PSAT/NMSQT Math
or

New Jersey requirements

MENU

Main Dish

Course Requirements

Minimum Credit Requirements

Choose A Side Dish

High School Exit Exam

End of Course Exams

Non-test Requirements

Substitutions

Non-test Requirements
(e.g., portfolios)

H.S. Graduation Requirements

Course & Credit Requirements

- Specific subjects/courses
- Vary by state
  - Generally 18-24 Carnegie Units
- Vary by diploma type
  - Florida (for example)
    - 24 credits for standard diploma
    - 18 credits for college preparatory program
    - 18 credits for career preparatory program

H.S. Graduation Requirements

High School Exit Exams

- Specific Exit Exam
  - Primary use is to meet graduation requirements
  - Cutoff scores represent a minimum skill level
  - Comprehensive or “standards-based
  - Assess multiple subjects
  - Taken by all students in specific grade-level

H.S. Graduation Requirements

High School Exit Exams

- Specific Exit Exam
  - *Primary use is to meet graduation requirements*
  - Cutoff scores represent a minimum skill level
  - Comprehensive or “standards-based”
  - Assess multiple subjects
  - Taken by all students in specific grade-level

- State accountability assessment
  - *Primary use is to meet state and federal accountability requirements*
  - Cutoff scores represent a minimum skill level
  - Comprehensive or “standards-based”
  - Assess multiple subjects
  - Taken by all students in specific grade-level

H.S. Graduation Requirements

High School Exit Exams

- Distinct and separate HSEE
  - Primary use is to meet graduation requirements
  - Cutoff scores represent a minimum skill level
  - Comprehensive or “standards-based
  - Assess multiple subjects
  - Taken by all students in specific grade-level
- State accountability assessment
  - Primary use is to meet state and federal accountability requirements
  - Cutoff scores represent a minimum skill level
  - Comprehensive or “standards-based
  - Assess multiple subjects
  - Taken by all students in specific grade-level
- Some states allow for scores on HSEE to substitute for EOC scores

H.S. Graduation Requirements

End of Course Exams

- Assess mastery of specific course content
- Taken by students at completion of course
- Some states require a minimum EOC score for graduation
- Some states factor EOC scores into course grades, but no minimum EOC score required for graduation
- Some states allow for scores on EOC to substitute for HSEE scores as an alternative

H.S. Graduation Requirements

Non-test Requirements

- State required, but locally implemented
- In some states, the non-test requirements must be met by all students
- In other states these are alternatives for “failers”

Samples of non-test requirements:

- Performance assessments (Rhode Island)
- Portfolio or work samples (New Mexico, Oregon)
- Senior project (Idaho)
- Community service (Washington, D.C.)
- Learning plans (Hawaii, Oregon, Washington)

Sample States

SAMPLE STATES

	Common Core Assessment Consortium	HSEE/State Assessment	EOC	Non-Test
Massachusetts	PARCC	X		
Florida	None	X	X	
New York	None		X	X
Ohio	None		X	X
Oregon	SBAC	X		X
Washington	SBAC	X	X	X

Massachusetts
Class of 2016

- Course & credit requirements locally determined
  - Required by state
    - American History
    - Civics
    - Physical Education
- Massachusetts Comprehensive Assessment System (MCAS)
  - Minimum 240 score on ELA and Math
  - Minimum 220 score on 1 Science/Technology/Engineering test
    - (Biology, Chemistry, Introductory Physics, or Technology/ Engineering)

Massachusetts
Alternative Route to Graduation

Educational Proficiency Plan

- MCAS score between 220-238 in required subjects
- Review of a student's strengths and weaknesses
- *Successfully complete* grade 11 & 12 courses that will move the student toward proficiency on:
  - Grade 10 curriculum framework standards
  - Grade 11 &12 ELA and Algebra II standards
- School will administer assessments annually to determine student progress toward proficiency
  - MCAS tests or
  - Other tests identified by the Department of Elementary and Secondary Education

Florida
Class of 2016

Diploma Options

- 4-year, 24-credit program
- 3-year, 18-credit college preparatory program
- 3-year, 18-credit career preparatory program
- International Baccalaureate
- Advanced International Certificate of Education

Requirements for All Options

- Minimum GPA
- Minimum score on FCAT®
  - Grade 10 Reading
- EOC requirements
  - Pass Algebra I
  - Take Geometry, Biology
    - Count 30% of grade

Florida
Class of 2019

Diploma Options

- 24 credit standard diploma
- 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Advanced International Certificate of Education
- International Baccalaureate

Requirements for All Options

- Minimum score Florida Standards Assessment
  - Grade 10 ELA
  - Or ACT/SAT equivalent
- EOCs
  - Pass Algebra I
    - Or Postsecondary Education Readiness Test equivalent
  - Take Biology, Geometry, US. History
    - Count 30% of grade

New York
Class of 2016

- 44 Credits + the following:
  - Pass 5 Regents Exams (1 in each category)
    - ELA
    - Math (Algebra I, Geometry, Algebra II)
    - Science (Living Environment, Earth Science, Chemistry, Physics)
    - Social Studies (US History, Global History/Geography)
    - Any additional Regents Exam or approved assessment

  OR

  - Pass 4 Regents Exams
  - Career Development & Occupational Studies credential

Ohio
Class of 2016

- 20 Credits + the following:
  - Pass 5 EOCs

  OR
  - Pass 4 of 5 EOCs tests
  - Missed passing 5th test by no more than 10 pts.
  - 97% attendance rate in all 4 years of H.S.
  - Not expelled in last 4 school years
  - GPA of 2.5 in subject area not passed EOC
  - Completed high school curriculum requirements
  - Participated in intervention programs offered by the school with 97% attendance rate
  - Letters recommending graduation from the high school principal and from each high school teacher in the subject area not passed on EOC

Ohio
Classes of 2018 & Beyond

- 20 Credits + 1 of the following:
  - Pass 7 Ohio EOCs
    - Algebra I and Geometry (or Integrated math I and II), Biology, American History and American Government, English I and English II

  OR

  - Industry recognized credential
    - 12 points on State Board approved program
  - WorkKeys Assessment
    - Achieve a *workforce readiness* score

  OR

  - Nationally recognized college admission test
    - Student's choice
    - Earn "remediation-free" scores in ELA and Math

Oregon
Class of 2016

- 24 Credits + the following:
  - Demonstrate mastery in reading, writing & math
    - SBAC score

    OR
    - Work samples

    OR
    - Pre-approved alternate assessment
      - ACT
      - SAT/PSAT
      - AP
      - IB
  - Meet personalized learning requirements
    - *Education Plan & Profile*
    - *Career-Related Learning Experiences*
    - *Extended Application*

Oregon

- Personalized Learning Requirements
  - *Education Plan & Profile* - Develop an education plan and build an education profile to guide learning toward student's personal, career and post-high school goals
  - *Career-Related Learning Experiences* - Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to student's education plan
  - *Extended Application* - Apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals

Washington
Classes of 2016 & 2017

- 24 Credits
- High School and Beyond Plan
- Minimum score on the following assessments

	2016	2017
Math*	Algebra 1 EOC or Geometry EOC or SBAC	Algebra 1 EOC or Geometry EOC or SBAC
ELA*	Reading and Writing HSPE or SBAC	SBAC
Science	None	Biology SBAC

*If unsuccessful on SBAC or EOC, then may substitute approved alternative assessment: ACT, SAT, AP, IB

Washington
Develop High School & Beyond Plan

Guides a student's high school experience and includes plans for postsecondary activities. Students must work with school staff and parents/guardians to develop the plan and it must be updated to reflect changes in student interests and goals.

Discussion

- States moving away from specific HSEE
- States allowing for alternative assessments
- States introducing non-test measures as alternative to assessments

Questions?

Type	Requirements	Description
A	Comprehensive HSEE	Standardized exam given to all students at a specific grade level that tests for minimum level knowledge, skills, & competencies
B	Multiple Test Options	Allows students to choose from multiple tests to demonstrate minimum competency or mastery
C	Test + Non-test requirement	Standardized exam AND additional non-test requirement such as community service or senior project
D	Test or Non-test option	Students must receive passing score on standardize test OR demonstrate competency or mastery through alternative pathway (not limited to students with disabilities)
E	No Test	No requirements beyond credits/courses
F	End of Course Exams	Standardized assessments given at end of courses whenever students enrolled rather than administered at set time to all students

Typology of H.S. Diploma Requirements

- All 50 states
  - Minimum credits
  - Course sequence/Content requirements

Type	Requirements	# of States
A	1 Comprehensive HSEE	
B	Multiple Test Options	
C	Test + Non-test additional requirement	1
D	Test or Alternative Non-test option	
E	No Test	
F	End of Course Exams	