

## OREGON DIPLOMA REQUIREMENTS

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### Objectives

- Review current requirements
- Discuss what is known about the implementation of these requirements.

## Diploma Requirements

- Most recent requirements adopted in January 2007.
- Includes:
  - Increased credits (24)
    - Additional credits required in Language Arts, mathematics, science, CTE/arts/second language.
  - Personalized Learning Requirements
  - Essential Skills
- Designed to ensure students are better prepared for college, work, and citizenship.
- Staggered implementation based on high school entry year.
  - All credit requirements implemented for Class of 2012.
    - These students were 9<sup>th</sup> graders in Fall of 2008.
  - Essential Skills of reading, writing, and math required for Class of 2014.
  - First class having to meet all the new requirements just finished their freshman year in college.

## Credit Requirements

SUBJECT	GRADUATING CLASS OF 2012
Math*	3
Science	3
English	4
Arts/Second Language/Career & Technical Ed	3
Social Sciences	3
Physical Education	1
Health	1
Electives	6
<b>Total Credits</b>	<b>24</b>

\* - Algebra 1 and above.

## Personalized Learning Requirements

**Education Plan and Profile:** Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.

**Extended Application:** Students apply and extend their knowledge in new and complex situations related to the student's personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

**Career-related Learning Experiences:** Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

## Essential Skills Requirements

- Nine Essential Skills, three adopted for implementation:
  - Reading, Writing, Math
- Process skills embedded in the academic standards and applied across content areas.
- Students can demonstrate proficiency using a variety of sources of evidence.
  - State test, other standardized tests, work samples.
- Six remaining Essential Skills not currently approved for implementation.
  - Listening, Think Critically, Personal Management, Technology, Civic and Community Engagement, Global Literacy.

## What are Impacts of the Requirements?

- Statewide assessment results are higher.
  - For example, 3% rise in students meeting/exceeding in Mathematics at grade 11.
  - Disadvantaged subgroups more likely to use work samples.
- Graduation rates have not been greatly impacted.
  - In fact, graduation rates rose slightly over the last four years.
  - Higher gains for Hispanic and African American students.
  - Slight drop for students on IEPs.
- Flexible Essential Skills assessment options are unique among states with similar requirements.
  - Flexibility is valued by school districts and by students.

## What are some Open Questions?

- Have the new diploma requirements better prepared students for life beyond high school?
  - Postsecondary metrics can begin to be studied:
    - Freshman GPA
    - Remediation
    - Persistence
  - Business community survey
- Are our current diploma requirements aligned with the state definition of college- and career-readiness?
  - Adopted by the OEIB, April 8 2014
  - Key Indicators
    - Learning strategies, thinking skills, academic knowledge

## What are some Open Questions?

- How have personalized learning requirements been implemented across the state?
  - No explicit data collection for personalized learning requirements
  - Implementation consistency is unknown
  - There have been no self-reported compliance issues (Division 22)
- Credits -- are students taking higher level coursework?
  - Class Roster collection can now begin to analyze opportunity gaps in advanced coursework (e.g., mathematics, AP, IB).
  - Chief Education Officer has asked ODE asked to build a collection for students completing college-level courses while in high school.

## What are some Open Questions?

- How effective are the Essential Skills at improving student outcomes?
  - Are some Essential Skills and their assessment options more predictive of postsecondary/workforce success than others?
  - What will happen with the other six Essential Skills?
- Are there opportunities to simplify the system and create more coherence?
  - How have diploma requirements affected/addressed Equity?
  - How can graduation requirements and other state initiatives (e.g., proficiency-based education) become more unified?
  - How do/can diploma requirements create more seamless transitions to postsecondary education and the workforce?

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