

# SB744 – Review Process Sources

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[Senate Bill 744](#) maintains Oregon’s stringent high school credit requirements for graduation. Students are required to have knowledge and skills in reading, writing, and math to graduate with a diploma in Oregon. The following resources were utilized in a systematic review to provide guidance for an accessible, equitable, and inclusive state graduation model.

## National Research, Reviews, and Reports

### ❖ **All4ED**

[A Paper Thin? Why all high school diplomas are not created equal.](#) Exploring the impact of College and Career Readiness diploma policies on marginalized students.

### ❖ **Brookings**

Optimizing Assessment for All: A report exploring the [Education System Alignment for 21<sup>st</sup> Century Skills](#) across the world. [Are America’s rising graduation rates real – or just an accountability fueled mirage?](#) A national review of graduation rates and diploma policies, including an analysis of exit exam impact on graduation.

### ❖ **The Center for Assessment**

[Assessing 21<sup>st</sup> Century Skills Resources](#) explores assessing and instruction methods for the 21<sup>st</sup> Century skills of collaboration, complex communication, creativity, critical thinking, and self-directed learning.

### ❖ **Columbia University – Community College Research Center**

[A Changing Paradigm in High School Mathematics](#) paper explores high school mathematics curricula and considers new approaches to provide students with better alignment to their academic and career goals.

### ❖ **Education Commission of the States**

[High School Diploma Options that meet Federal Graduation Rate Calculation Requirements](#) reviews how states are constructing diplomas that meet the federal requirements. The Commission also conducted a [50 state scan of diploma requirements](#).

### ❖ **GLSEN: Gender and Sexuality Alliances**

The [Gender and Sexuality Alliances](#) (GSA) study is the first comprehensive report on the experiences of students and advisors in GSA safe and affirming clubs within school environments.

### ❖ **Guinn Center**

[This review](#) looks at Nevada’s approach to changing graduation requirements and high school proficiency exam along with the impacts of the changes on specific student groups’ graduation rates.

❖ **Hechinger Report**

[This report](#) focuses on academic expectations, graduation requirements, and high school completion for students experiencing disabilities. It examines alternative graduation diplomas and limitations this option may cause.

❖ **Institute of Education Sciences**

[Helping Students Navigate the Path to College](#) guide provides recommendations on steps high school students can take for a successful transition to higher education.

❖ **Jobs for the Future (JFF)**

Proposed restructuring of high schools to achieve a K-14 education system. [The Big Blur: An Argument for Erasing the Boundaries Between High School, College, and Careers](#) – and Creating One New System That Works for Everyone.

❖ **Learning Policy Institute**

[This report](#) examined the challenges facing schools and aims to provide a research perspective on ways to build a system of college and career pathways.

❖ **National Center on Educational Outcomes**

[The Status of State – Defined Alternate Diplomas in 2018-2019](#) report summarizes the status of state-defined alternate diplomas in the 50 U.S. states three years after ESSA allowed the use in accountability calculations. Here is [the presentation](#) focusing on the highlights of the report.

❖ **National School Boards Association**

The [Center for Public Education](#) report focuses on the Individuals with Disabilities Education Act students benefit from career and technical education in terms of school completion and successful postsecondary life.

❖ **The Organization for Economic Co-operation and Development (OECD)**

The [OECD Future of Education and Skills 2030 Project](#) aims to build a common understanding of the **knowledge, skills, attitudes, and values** students need in the 21st century. The learning and teaching frameworks were co-developed by policy leaders, researchers, education leaders, educators, and students from around the world.

❖ **Stanford Social Innovation Review**

[This article](#) examines how 20 years of education reform has created greater inequities through standardized testing, gentrification, school choice, and economic downturn.

❖ **Students Can't Wait**

This [Measure Career Readiness](#) paper explores the opportunities and limitations associated with the metrics utilized to establish students' college and career readiness capacity.

❖ **The National Academy of Science**

The [Graduate STEM Education for the 21<sup>st</sup> Century](#) report focuses on an ideal STEM graduate education system and identifies core attributes for this approach.

- ❖ **United Nations Educational, Scientific, and Cultural Organization (UNESCO)**  
The [Reimagining our Futures Together: A New Social Contract for Education](#) focuses on the globally identified needs and trends of education considering changing technologies, societies, work, and climate.
- ❖ **Understood**  
[This article](#) articulates the difference between a high school diploma and a high school certificate. It highlights the importance of understanding these variations, specifically, for students with Individual Education Plans (IEPs).

## Oregon Resources

- ❖ **Accountability Data Briefs**  
A [series](#) of briefs exploring topics around accountability data, including graduation. Relevant briefs include [Student Mobility in Graduation](#), [On-Track Status as a Predictor of Graduation](#), [Dropout Indicators](#), and [Fourth-year Non-Completers](#).
- ❖ **Oregon Cohort Graduation Rates**  
[Data](#) on Oregon's graduation rates by student group and school.
- ❖ **Oregon Healthy Teen Survey**  
The [Student Health Survey](#) is a comprehensive, school-based, anonymous, and voluntary health survey of 6th, 8th, and 11th graders in the fall of even-numbered years. It is a key part of statewide efforts to help local schools and communities ensure that all Oregon youth are healthy and successful learners.
- ❖ **Oregon Mathways Initiative**  
An overview of a [course taking](#) model for mathematics in high school.
- ❖ **Predictors of On-time High School Graduation**  
This [data brief](#) reviews the connection between 9th Grade On-track, attendance, course taking, and other factors, and high school graduation likelihood using Oregon's data.

## Other States' Resources

Below are specific state resources that provide a unique approach or specific legislation to address high school graduation requirements, course requirements to earn a diploma, and policies. While not every state has a resource link, a comprehensive overview of all fifty states graduation requirements was compiled by the [Education Commission of the States](#). ODE staff also completed a [review of modifications and options](#) across the 50 states for students on IEPs.

- ❖ **Connecticut**  
[Connecticut](#) recently adopted new graduation requirements that promote flexibility and more opportunities for integrated learning.
- ❖ **Florida**  
[Florida has five pathways](#) to their standard diploma. These include a 24 credit option, an 18 credit Academically Challenging Curriculum to Enhance Learning, a Career and Technical Pathways, An International Baccalaureate Curriculum, and an Advanced International Certificate of Education curriculum.

### ❖ Indiana

[Indiana Graduates Prepared to Succeed](#) is a performance dashboard that defines clear expectations for student knowledge, relevant and transparent information about school progress and performance, and elevates the highest-performing schools as models of excellence. Here is the [presentation link](#) that provides an overview of this initiative.

### ❖ Kansas

The [Graduation Requirements Task Force](#) is conducting a comprehensive evaluation of high school graduation requirements to meet the needs of students in the 21<sup>st</sup> century. Here is the [presentation link](#) that provides an overview of the High School Graduation History and comparison of other states.

### ❖ Louisiana

The [Louisiana High School Planning Guidebook](#) consolidates the policies and programs that are most relevant to high school educators as they plan for the upcoming academic year and prepare every student for college and career success.

### ❖ Michigan

[Michigan Merit Curriculum](#) identifies the high school graduation requirements in order to receive a diploma. This legislation specifies all students awarded a diploma have demonstrated proficiency with the [content outlined](#) by the state academic standards, benchmarks, or guidelines.

### ❖ Nevada

The [Nevada High School Proficiency Examination](#) summary provides guidance on the requirements of high school comprehensive exams and assessment options.

### ❖ New Mexico

The New Mexico Department of Education is in the process of revising the state's [graduation requirements](#). The process includes coursework and flexible competency requirements.

### ❖ North Dakota

[Choice Ready Framework](#) – This tool is to ensure all students successfully depart high school possessing the essential skills necessary to be ready for life. To learn more about Choice Ready, please [click here](#).

### ❖ Ohio

[Ohio High School Redesign Task Force Report](#) - This report focuses on the research and input to improve the experience of high school students and aligns to their newly adopted [graduation requirements](#).

### ❖ Pennsylvania

[Act 158: Pathways to Graduation](#) is a toolkit designed to provide guidance on establishing alternative pathways to meet the statewide graduation requirements for students who are Career and Technical Education (CTE) concentrators.

### ❖ Rhode Island

[Reimagining the High School Experience](#) explores how to ensure the high school experience, diploma system, and graduation requirements meet the needs of all students. Here is the [first meeting presentation](#) to lay the foundation to the various components of the work.

### ❖ South Carolina

South Carolina used public engagement to design their [Profile of a Graduate](#) and to create a strategic plan for education in the state. This report to the legislature lays out their profile of a graduate and education priorities.

❖ **Utah**

[Portrait of a Graduate Competencies](#) – This guide identifies 13-competency areas along with the PK to Postsecondary demonstrations of knowledge and skill proficiencies at each grade level. To learn more about competency-based learning, please [click here](#).

❖ **Washington**

[Graduation Pathways Options](#) establishes that high school students must meet at least one pathway option to fulfill the state graduation requirements beginning with the Class of 2020.

## Pathways, Career Connected Learning, 5<sup>th</sup> Year

Below are resources

❖ **Bain and Company (Opinion)**

[Career Connected Learning](#) in Washington

[Helping students shift from HS to College, Work and Beyond](#)

In the long term: • Bring guided pathways and other postsecondary advising down into high school. There is a great opportunity for higher education institutions, supported by DOE and CHE, to begin their advising and summer bridge supports before students leave high school, and perhaps even earlier. The state will facilitate conversations among institutional leaders and school and district personnel about the opportunity to design and deliver advising supports during a high school senior's second semester. For instance, an institution may present its guided pathway options to students and engage them early in their areas of interest and recommended course taking patterns. State leaders will gather information on current aligned K-12 and higher education bridge activities and develop a plan to support the piloting of additional activities in a small number of high schools across the state.