

Oregon's Graduation Requirements Local Policy and Legal Considerations



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Overview



- ❧ Oregon Administrative Rules (OARs)
- ❧ Key Oregon Policy
- ❧ Diploma Types
- ❧ Local Performance Assessment and Work Samples
- ❧ Data Submission and Reporting
- ❧ Resources

Do rules have the force of law?



☞ “Administrative rules and regulations are to be regarded as legislative enactments having the same effect as if enacted by the legislature as part of the original statute.”

Bronson v. Moonen, 270 Or 469 (1974)



Why have rules?



- ❧ Rules fill in gaps left by statutes
- ❧ State Board directed to implement rules
- ❧ Rules reflect agency expertise
- ❧ Rulemaking process provides an opportunity for public input and public notice
- ❧ Rules promote consistency

When are rules required?



- ❧ When a statute directs an agency to adopt a rule
- ❧ When an agency must interpret broad statutory authority delegated to it by the legislature
- ❧ To amend or repeal an existing rule

** The Oregon Revised Statutes are the codified laws of the State of Oregon, and are published every two years. Each edition incorporates all laws, and changes to laws, enacted by the Legislative Assembly through the odd-numbered year regular session referenced in the volume titles for that edition.*

Hierarchy of State Laws

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graph TD; A[Oregon Constitution] --> B[Statutes]; B --> C[Rules];
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Oregon
Constitution

Statutes

Rules

Graduation Policies



- ❧ Oregon Revised Statute (ORS) 329.451
 - ❧ Diplomas and Certificates
- ❧ Oregon Administrative Rule (OAR)
 - ❧ 581-22-1130 (Diploma Requirements)
 - ❧ 581-22-1131 (Credit Requirements)
 - ❧ 581-22-1133 (Extended Diploma)
 - ❧ 581-22-1134 (Modified Diploma)
 - ❧ 581-22-1135 (Alternative Certificate)
- ❧ <http://www.ode.state.or.us/search/results/?id=66>

Different Diplomas

Regular Diploma	Modified Diploma	Extended Diploma
<ul style="list-style-type: none">▪ 24 credits▪ Essential Skills▪ Personalized learning requirements	<ul style="list-style-type: none">▪ 24 credits▪ Essential Skills▪ Regular and modified courses▪ Documented history of inability to meet full set of academic content standards with reasonable accommodations	<ul style="list-style-type: none">▪ 12 credits▪ Documented history of significant learning barrier or medical condition▪ Inability to meet full set of academic content standards

Other exit options include the Adult High School (Learning) Diploma, GED, and Alternative Certificate.

OAR 581.22.0615

Assessment of Essential Skills



- ❧ Revised June 2011
- ❧ State Board of Education approves assessment options
- ❧ Applied based on first year in high school (“cohort year”)
- ❧ Has two requirements:
 - Students who are receiving a regular or modified high school diploma are required to demonstrate proficiency in the Essential Skills.
 - Districts are required to administer local performance assessments
- ❧ Visit Essential Skills website at www.ode.state.or.us/go/es
- ❧ See also 2013-14 Test Administration Manual, Appendix K found at www.ode.state.or.us/go/TAM

Graduation Requirements

Cohort Year	Expected Grad Year	Credits	Essential Skill
2007-08 and earlier	2011	22	None
2008-09	2012	24*	Reading
2009-10	2013	24	Reading Writing
2010-11 and beyond	2014	24	Reading Writing Math

** Credit requirement increases in the content areas of English, Math, and Science.*

OAR 581.22.0617

Essential Skills for ELLs



- ❧ Adopted in December, 2010
- ❧ School districts must have adopted a policy as to whether to allow eligible ELLs to demonstrate proficiency in the language of origin other than English.
- ❧ If yes, districts must have proficient raters in all languages of origin that the district allows (as part of the adopted District policy), in order to assure rigor of the task(s) and technical quality of the scoring
- ❧ Visit Essential Skills website at www.ode.state.or.us/go/es
- ❧ See also 2013-14 Test Administration Manual, Appendix K found at www.ode.state.or.us/go/TAM

Essential Skills and Students with Disabilities



- ❧ Can earn any of the diploma types
- ❧ For modified diploma, student must have a documented history of inability to achieve grade level achievement due to significant learning and instructional barriers; or a medical condition that creates a barrier to achievement.
- ❧ Must be decided no earlier than grade 6, and no later than two years before the student's anticipated exit from high school.
- ❧ Students on IEPs or 504 Plans may be administered modified OAKS assessments

Local Performance Assessments



- ❧ Must be administered once per year in grades 3-8 and once in high school in each of the following skill areas:
 - ❧ Writing
 - ❧ Speaking
 - ❧ Mathematical problem-solving
 - ❧ Science
 - ❧ Social Science (optional)
- ❧ This is typically satisfied via work samples

Work Samples



- ❧ For each Essential Skill content area, two passing work samples are required to demonstrate proficiency
- ❧ Must be scored by one proficient rater, most districts use two raters
- ❧ Students may revise work samples

Local Assessment Option



- ❧ Districts may develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills, using established professional and technical standards in place of the assessment options adopted by the State Board of Education as described in section 14 of this rule. Districts that choose this option are required to publish:
 - ❧ (a) A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and
 - ❧ (b) Materials written in plain language that contain descriptions of the
 - (A) Purpose of the assessment;
 - (B) Scoring methodology;
 - (C) Method by which students and parents will receive results from the assessment;
 - (D) Criteria for determining student proficiency using the assessment; and
 - (E) Criteria for determining which students will have access to the assessment

Data Submission and Reporting



- ❧ Districts must maintain documentation of student scores for all Essential Skills evidence
- ❧ Essential Skills data is submitted at the time a student receives a regular or modified diploma through the Cumulative Average Daily Membership (Cum ADM) collection
- ❧ The Essential Skills report is published every January to coincide with the grad/drop report
- ❧ Districts must have a process in place which allows students to appeal a decision to deny a diploma based on Essential Skills requirements

Resources for School Districts



❧ Essential Skills page

❧ <http://www.ode.state.or.us/search/page/?id=2042>

❧ Managing District Policy

❧ <http://www.ode.state.or.us/search/page/?id=3963>

❧ Essential Skills Data

❧ <http://www.ode.state.or.us/search/page/?id=3960>

❧ Scoring Guide and Work Sample Task Development

❧ <http://www.ode.state.or.us/search/page/?id=2703>

Contact Information



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