

B-Engrossed
Senate Bill 744

Ordered by the House June 2
Including Senate Amendments dated April 15 and House Amendments
dated June 2

Sponsored by COMMITTEE ON EDUCATION

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Directs Department of Education to review state requirements for high school diploma and to make recommendations related to requirements. Requires department to provide report to interim committees of Legislative Assembly related to education and to State Board of Education.

Suspends requirement of showing proficiency in Essential Learning Skills as condition of earning diploma during 2021-2022, [or] 2022-2023 **or 2023-2024** school year.

[Prohibits State Board of Education from requiring for high school diploma that student show proficiency in any academic content area if student successfully completed credit requirements. Applies to high school diplomas awarded on or after July 1, 2023.]

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to high school diploma requirements; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. (1) As used in this section, "high school diploma" means the high school di-**
5 **ploma options offered in this state under ORS 329.451, including a high school diploma, a**
6 **modified diploma, an extended diploma and an alternative certificate.**

7 **(2) The Department of Education shall:**

8 **(a) Review state requirements for high school diploma options offered in this state, as**
9 **those requirements are prescribed by ORS 329.451 and by rules adopted by the State Board**
10 **of Education.**

11 **(b) Review state requirements related to demonstrations of proficiency in skills or aca-**
12 **ademic content areas that are not related to career and technical education, with an emphasis**
13 **on demonstrations of proficiency in Essential Learning Skills.**

14 **(c) Make recommendations for state requirements for high school diplomas in this state**
15 **to reduce disparities and to ensure that every student will be on track to earn one of the**
16 **high school diplomas.**

17 **(3) The review conducted under this section must include:**

18 **(a) An evaluation of the use of alternative certificates and how the requirements for al-**
19 **ternative certificates compare to the requirements for other high school diplomas;**

20 **(b) An evaluation of the role of a school district or a public charter school when a stu-**
21 **dent who has the documented history described in ORS 329.451 (7)(b) or (8)(b) seeks to pursue**
22 **a high school diploma with more stringent requirements than a modified diploma or an ex-**
23 **tended diploma, as provided by ORS 329.451 (1)(c);**

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 (c) A comparison of high school diploma requirements in this state with high school di-
2 ploma requirements in other states;

3 (d) The identification of the expectations of employers and post-secondary institutions
4 of education related to the skills and knowledge of persons who earn high school diplomas
5 in this state;

6 (e) The determination of whether the skills and knowledge expected to be attained by
7 persons who earn high school diplomas in this state, as identified in paragraph (d) of this
8 subsection, align with the requirements for high school diplomas in this state;

9 (f) The identification of the causes of disparities that have resulted from the require-
10 ments for high school diplomas in this state; and

11 (g) The determination of whether the requirements for high school diplomas in this state
12 have been applied inequitably to different student populations.

13 (4) When conducting the review and developing recommendations under this section, the
14 department shall:

15 (a) Use a transparent process that is equitable, accessible and inclusive;

16 (b) Enable and encourage meaningful engagement with:

17 (A) Representatives from historically underserved students, including students who:

18 (i) Have a disability;

19 (ii) Are from an immigrant or refugee population;

20 (iii) Are from racial or ethnic groups that have historically experienced academic dis-
21 parities;

22 (iv) Are English language learners; or

23 (v) Are from a federally recognized Indian tribe of this state;

24 (B) Youth-led organizations that engage and empower youth; and

25 (C) Communities from across this state; and

26 (c) Develop recommendations for changes to the requirements for high school diplomas:

27 (A) Based on data and the engagement process described in paragraph (b) of this sub-
28 section; and

29 (B) With the goal of ensuring that the processes and outcomes related to the require-
30 ments for high school diplomas are equitable, accessible and inclusive.

31 (5)(a) Not later than September 1, 2022, the department shall provide a report to:

32 (A) The interim committees of the Legislative Assembly related to education; and

33 (B) The State Board of Education.

34 (b) The report required under paragraph (a) of this subsection shall:

35 (A) Include a summary of the components of the review conducted as described in sub-
36 section (3) of this section, including information on the comments gathered during the en-
37 gagement process described in subsection (4)(b) of this section.

38 (B) Recommend changes in legislation or administrative rules that will reduce disparities
39 and ensure that every student will be on track to earn one of the high school diplomas of-
40 fered in this state.

41 (C) Include an analysis of the effectiveness of requiring students to demonstrate profi-
42 ciency in Essential Learning Skills and an explanation of the reasons the department con-
43 cludes that requirements related to demonstrations of proficiency in Essential Learning
44 Skills should be retained, modified or eliminated. If the department concludes that demon-
45 strations of proficiency of Essential Learning Skills should be retained, the department shall

1 provide recommendations for alternative methods for students to demonstrate proficiency
2 in skills or academic content areas that are not related to career and technical education.

3 **SECTION 2.** Section 1 of this 2021 Act is repealed on June 30, 2023.

4 **SECTION 3.** Notwithstanding any rules adopted by the State Board of Education, a stu-
5 dent may not be required to show proficiency in Essential Learning Skills as a condition of
6 receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year.

7 **SECTION 4.** This 2021 Act being necessary for the immediate preservation of the public
8 peace, health and safety, an emergency is declared to exist, and this 2021 Act takes effect
9 on its passage.

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