



ARIZONA STATE SENATE
Fifty-Sixth Legislature, Second Regular Session

AMENDED

FACT SHEET FOR S.B. 1466

high school graduation; requirements

Purpose

Requires the Arizona Department of Education (ADE) to establish a method and standard for determining the minimum performance level on the statewide assessment and includes the minimum performance level on the statewide assessment as a competency requirement for high school graduation. Outlines exemptions from the minimum performance level requirement.

Background

The State Board of Education (SBE) must prescribe a minimum course of study, academic standards and competency requirements for high school graduation. The competency requirements must incorporate the academic standards in at least the areas of reading, writing, mathematics, science and social studies. A school district governing board must prescribe curricula that includes the SBE-adopted academic standards and prescribe criteria for high school graduation for students in the school district. The criteria must include accomplishment of the academic standards, as determined by district assessment ([A.R.S. § 15-701.01](#)).

The SBE must adopt and implement annual statewide assessments to measure pupil achievement of the SBE-adopted academic standards in reading, writing and mathematics and may administer assessments of the academic standards in social studies and science. The SBE must ensure that the assessments are uniform throughout Arizona and establish: 1) fair and consistent methods and standards for evaluating assessment scores from schools within a school district (district schools); and 2) intervention strategies to assist schools with scores below the acceptable standard. The SBE must annually review district and school scores and offer assistance to school districts in analyzing data and implementing intervention strategies ([A.R.S. § 15-741](#)).

A student who receives special education may not be required to achieve passing scores on the statewide assessment or a test that is identical to the civics portion of the U.S. naturalization test for high school graduation, unless: 1) the student is learning at an appropriate level for the student's grade level in a specific academic area; and 2) a passing score on the statewide assessment or a test that is identical to the civics portion of the U.S. naturalization test is specifically required by the student's Individualized Education Program (IEP). A student's IEP must include any necessary testing accommodations ([A.R.S. § 15-763](#)).

There is no anticipated fiscal impact to the state General Fund associated with this legislation.

Provisions

1. Requires ADE to establish a method and standard for determining the minimum performance level on the statewide assessment required for high school graduation.

2. Requires ADE to prescribe a schedule for administering the statewide assessment to high school students that provides at least two opportunities for students to take the statewide assessment in each of grades 11 and 12.
3. Exempts a student from passing the statewide assessment in grade 11 or 12 for high school graduation if the student obtains:
 - a) a passing score on a technical skills assessment test for a career and technical education (CTE) program approved by ADE; or
 - b) an industry certification through a CTE program approved by ADE.
4. Exempts a student who has an IEP or a Section 504 plan from passing the statewide assessment for high school graduation.
5. Specifies that a student's IEP or Section 504 plan must include any necessary testing accommodations as prescribed.
6. Requires the SBE to include, as a prescribed competency requirement for high school graduation, the minimum performance level determined by ADE for the statewide assessment.
7. Requires the criteria for high school graduation prescribed by a school district governing board to include, for determining the accomplishment of academic standards, the minimum performance level determined by ADE for the statewide assessment or satisfaction of the outlined requirements for exemption from taking the statewide assessment for high school graduation.
8. Allows a governing board to provide students in grades 9 or 10, or both, any instruction, materials or other services necessary to prepare for the statewide assessment.
9. Makes technical and conforming changes.
10. Becomes effective on the general effective date.

Amendments Adopted by Committee

1. Exempts a student from passing, rather than taking, the statewide assessment for outlined purposes.
2. Exempts a pupil who has an IEP or Section 504 plan from passing the statewide assessment for high school graduation.
3. Requires a student's IEP or Section 504 plan to include any necessary testing accommodations.
4. Makes conforming changes.

Senate Action

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Prepared by Senate Research

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MH/slp