
High School Policy 2.103

The Background:

High School Policy 2.103 further defines graduation and assessment requirements for High School students. This item presents revisions to the policy to align with Public Chapter 269 of the 2023 legislative session (PC 269). PC 269 states the following:

- LEAs and public charter schools may award credit to students who obtain a qualifying score on a credit exam created by the LEA or public charter school for a high school course, without the student being enrolled in the course. This law excludes courses for which there is an end-of-course (EOC) assessment. Local boards of education and charter school governing bodies must adopt a local policy on awarding credit to students through a credit exam.
- The Department is required to recommend to the State Board for approval a list of eligible courses in which LEAs and public charter schools may create credit exams for this purpose. The list must include English language arts, math, science, and social studies courses, but may also include courses in other subject areas.
- A student can obtain a maximum of four (4) graduation credits through a credit exam. A student may only take a credit exam once per eligible course.
- LEAs and public charter schools that develop credit exams for this purpose must report certain information to the Department at the end of each school year, including a copy of the exam, the number of exams administered, the eligible courses for which the exams were administered, and the number of students that did and did not obtain a qualifying score on the credit exam.

This item revises the Graduation Requirements and Assessment section of the High School Policy to align with PC269 and presents a list of eligible courses to the State Board for approval. The Department is recommending the following courses for which LEAs and public charter schools may create credit exams:

- English Language Arts Courses
 - English IV
- Math Courses
 - Pre-Calculus
- Science Courses
 - Anatomy & Physiology
 - Ecology
- Social Studies Courses
 - World History and Geography
 - Economics

- Other Courses
 - Personal Finance
 - Latin I
 - French I
 - German I
 - Spanish I
 - Russian I
 - Japanese I
 - Chinese I
 - American Sign Language I
 - Other Languages I

Between first and final reading, revisions were made to clarify that accommodations provided to students with disabilities in general education classes should be in accordance with the student's Individualized Education Program (IEP) and/or 504 plan. Revisions also add a requirement for the Department to seek feedback from LEAs and public charter schools on additional eligible courses to propose to the State Board for credit exams.

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

Policy Justification:

T.C.A. § 4-5-230 requires that justification for adopting an item as a policy instead of a rule be submitted to the chair of the Government Operations Committee. This item is proposed to be adopted as a policy because it defines or explains the meaning of a statute or rule and/or concerns only the internal management of state government that does not affect private rights or privileges.

Connection to the [Master Plan](#):

This item supports the State Board's strategic focuses on Postsecondary and Career outlined in the Master Plan by providing students the opportunity to demonstrate proficiency in course standards in high school.

The Recommendation:

The Department of Education recommends approval of this item on final reading. The SBE staff concurs with this recommendation.