Your Question:

State boards and state education departments in multiple states have asked for information on state profile-of a-graduate policies and proficiency-based graduation requirements.

Our Response:

The following response includes state policy examples of graduate profiles and proficiency-based graduation requirements.

State Examples

Colorado allows school districts to develop a **menu** of college and career readiness demonstrations to align with state graduation requirements. Among the permitted demonstration options are a portfolio or capstone project. The state convened a **working group** to develop **guidance** to support the development of a capstone or portfolio-demonstration option. The state department of education also maintains a **webpage** with promising district examples.

Georgia supports competency-based education (CBE) through a state **grant program**. To support personalized and competency-based instruction, the state **converted** its standards into **Competency and Academic Standards Exchange** format. This helps to identify and tag open educational and curricular resources that can support standards-aligned instruction.

Idaho is scaling mastery education statewide through a grant program and maintenance of a mastery education **network**. This network developed a mastery education **framework** in addition to college and career readiness **competencies** and **other resources,** including model assessments and performance tasks.

New Hampshire developed **minimum standards** for public school approval that are rooted in CBE and its **state model competencies**. Each local school board is required to develop graduation competencies that align with state content requirements. Each school must develop a plan for tracking student progress on graduation competencies in addition to developing promotion policies based on demonstrated competency.

New Hampshire **expanded** its competency-based system by applying for assessment approval under the federal Innovative Assessment Demonstration Authority and by developing the Performance Assessment of Competency Education (PACE). To evaluate proficiency, **PACE** uses a **combination** of state and locally developed and administered assessments that are aligned with identified competencies. A **review** of PACE schools after three years of implementation found that, "PACE schools tend to exhibit small positive effects on the Grades 8 and 11 state achievement tests" in comparison to non-PACE schools.

Oregon **requires** students to demonstrate proficiency in **essential skills** and meet **personalized learning requirements** to graduate. Personalized learning requirements include the development of an education plan for each student beginning in the grade 7, career-related experiences, and extended application of knowledge and skills aligned with the education plan. Students may demonstrate mastery of the **nine essential skills** through various **local assessment options**.

Rhode Island [state regulation](#) requires schools to develop proficiency-based graduation requirements that are aligned to state standards. State policy permits students to demonstrate mastery in multiple ways, including formative assessment, summative assessments, locally designed assessments, performance assessments, and state and national standardized assessments. Through the collaboration with the Great Schools Partnership, educators across Rhode Island developed **[performance assessments](#)** for each grade band aligned with the proficiency framework.

South Carolina developed a **[state profile of a graduate](#)** that outlines the competencies needed to graduate ready for college, career and civic life. This profile was used as the foundation of the **[SC Competencies Prototype](#)**, which lays out the skills students need to demonstrate mastery of each competency.

Utah established a personalized, competency-based learning (PCBL) **[grant program](#)** to assist with scaling competency-based education incrementally. Funding is available for both planning and implementation grants, and the state education agency (SEA) provides technical assistance and facilitates connections with organizations like the **[Mastery Transcript Consortium](#)**. The SEA also developed a [PCBL framework](#) to support district implementation and align PCBL efforts with the state **[portrait of a graduate](#)**. The framework identifies indicators for program quality that use state and local assessment data, in addition to other metrics. The state board developed competencies that align with each domain in the portrait. The portrait of a graduate is not designed to be "quantified or measured" according to state board resources.

Vermont's Education Quality Standards require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. To support districts in implementing proficiency-based graduation requirements, the agency of education developed **[model proficiency-based graduation requirements](#)**. These are connected to the state's **[profile of a graduate](#)**, which identifies six key domains for college and career readiness.
1. Learner Agency
2. Global Citizenship
3. Academic Proficiency
4. Well-Being
5. Critical Thinking & Problem-Solving
6. Communication

While proficiency demonstrations are left to districts, the state agency of education provides model performance indicators for both **[proficiencies in core subjects](#)** and **[transferrable skills](#)**. In addition to proficiency-based graduation requirements, Vermont has established multiple **[graduation pathways](#)** and **[personalized learning plan](#)** requirements.

Virginia developed a **[profile of a graduate](#)** with four key components — content knowledge, workplace skills, community and civic engagement, and career exploration. **[Graduation requirements](#)** were updated to align with the profile, while also providing local flexibility to satisfy the components. **[Locally developed performance assessments](#)** may be used to determine student mastery in credit-bearing coursework. This **[report](#)** outlines the process the department of education underwent to develop and implement the profile of a graduate as well as key policy changes to support the shift.

Schools were also required to provide career planning and exploration opportunities and to ensure students demonstrate mastery of the 5 C's — Critical thinking; Creative thinking; Communication; Collaboration; Citizenship — as a part of implementing the profile of a graduate.

ECS Resources

- **Policy Approaches to Competency Based Education**: This Policy Outline details policy approaches that support competency-based education, such as seat-time waivers and proficiency-based diplomas. State examples are included for each of the approaches.
- **Policy Solutions That Foster Competency Based Learning:** This Policy Brief, authored by KnowledgeWorks, outlines opportunities for states to maximize this year's virtual or hybrid environments to tailor learning and instruction for students. It draws on seven core elements for personalized, competency-based learning. This brief was authored as part of a series on **Equitable Transitions Through Pandemic Disruptions.**
- **Competency-Based Education: State Policy Options for COVID-19 Pandemic Recovery**: This blog highlights state policy options for implementing CBE and potential benefits of CBE in pandemic recovery.