



NOTICES OF FINAL EXEMPT RULEMAKING

This section of the Arizona Administrative Register contains Notices of Final Exempt Rulemaking.

The Office of the Secretary of State is the filing office and publisher of these rules. Questions about the

interpretation of the final exempt rule should be addressed to the agency proposing them. Refer to Item #5 to contact the person charged with the rulemaking.

NOTICE OF FINAL EXEMPT RULEMAKING

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

PREAMBLE

[R16-10]

- 1. Article, Part, or Section Affected (as applicable) Rulemaking Action
R7-2-300 New Section
R7-2-301 Amend
R7-2-302 Amend
R7-2-302.01 Repeal
R7-2-302.02 Repeal
R7-2-302.04 Repeal
R7-2-302.06 Repeal
R7-2-302.07 Repeal
R7-2-302.08 Repeal
R7-2-302.09 Repeal
R7-2-302.10 Amend
2. Citations to the agency's statutory rulemaking authority to include the authorizing statute (general) and the implementing statute (specific), and the statute or session law authorizing the exemption:
Authorizing statute: A.R.S. §§ 15-203(A)(1) and 15-203(A)(14)
Implementing statute: Not applicable
3. The effective date of the rules and the agency's reason it selected the effective date:
August 26, 2013
4. A list of all notices published in the Register as specified in R1-1-409(A) that pertains to the record of the exempt rulemaking:
Not applicable
5. The agency's contact person who can answer questions about the rulemaking:
Name: Dr. Karol Schmidt, Executive Director
Address: State Board of Education
1700 W. Washington, Suite 300
Phoenix, AZ 85007
Telephone: (602) 542-5057
Fax: (602) 542-3046
E-mail: inbox@azsbe.az.gov
6. An agency's justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:
Laws 2013, 1st Regular Session, Chapter 20, also known as HB 2425, allows the Board to move forward with the December 2012 Board adopted plan to transition from the current Arizona Instrument to Measure Standards (AIMS) assessment to a new assessment aligned with the standards adopted by the Board and currently being implemented in schools. Further, Laws 2012, 2nd Regular Session, Chapter 259, required the Board to adopt rules to define competency-based educational pathways for college and career readiness available seventh through twelfth graders to demonstrate competency in lieu of classroom time.
In keeping with the Board's adopted transition plan, these amendments are designed to maintain the status



quo for the high stakes requirement through the class of 2016 and to lay the initial groundwork for the upcoming testing transition that will begin in Spring 2015.

In summary:

- R7-2-300 restates the Board's statutory authority to adopt assessments to measure student achievement;
- R7-2-301 and R7-2-302 are amended to require school districts and charter schools to adopt mechanisms to allow pupils in grades seven through twelve to demonstrate competency in lieu of classroom time. For high school credit in relevant courses, district governing boards and charter schools must include as a demonstration of competency the score determined by the Board as college and career ready on the competency test adopted by the Board.
- R7-2-302.02 is repealed and the content all incorporated into R7-2-302, in order to consolidate into a single rule the minimum course of study and competency requirements for graduation from high school for current and future graduating students;
- Amendments to R7-2-302.09 will maintain the status quo for AIMS augmentation through the class of 2016; and
- The repeal of R7-2-302.01, R7-2-302.04, R7-2-302.05, R7-2-302.06, R7-2-302.07, and R7-2-302.08 will remove confusing, outdated rules that are no longer in use.

**7. A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**

Not applicable

**8. A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**

Not applicable

**9. The summary of the economic, small business and consumer impact, if applicable:**

The rules are not expected to have significant, if any, economic impact on small businesses.

**10. A description of the changes between the proposed rules, including supplemental notices and final rules (if applicable):**

Not applicable

**11. A summary of the comments made regarding the rule and the agency response to them:**

Pursuant to the Board's rulemaking procedures, public hearings on these proposed rule changes were held on June 12, 2013 and August 7, 2013. No comments were received.

**12. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**

Not applicable

**13. Incorporations by reference and their location in the rules:**

Not applicable

**14. Was this rule previously made as an emergency rule? If so, please indicate the Register citation:**

Not applicable

**15. The full text of the rule follows:**

## TITLE 7. EDUCATION

### CHAPTER 2. STATE BOARD OF EDUCATION

#### ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

Section

R7-2-300.	<u>Adoption of Assessments</u>
R7-2-301.	<u>Minimum Course of Study and Competency Goals for Students in the Common Schools</u>
R7-2-302.	<u>Minimum Course of Study and Competency Requirements for Graduation from High School</u>
R7-2-302.01.	<u>Minimum Course of Study and Competency Requirements for Graduation from High School for the Graduation Class of 2012 Repealed</u>
R7-2-302.02.	<u>Minimum Course of Study and Competency Requirements for Graduation from High School Beginning with the Graduation Class of 2013 Repealed</u>
R7-2-302.04.	<u>Minimum Course of Study and Competency Requirements for Graduation from High School Repealed</u>
R7-2-302.06.	<u>Definitions Repealed</u>
R7-2-302.07.	<u>AIMS, Additional Credit; Graduation Class of 2010 Repealed</u>
R7-2-302.08.	<u>AIMS, Additional Credit; Graduation Class of 2011 Repealed</u>
R7-2-302.09.	<u>AIMS, Additional Credit; Graduation Class of 2012 Repealed</u>



R7-2-302.10. AIMS, Additional Credit; Beginning with the Graduation Class of 2013

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

**R7-2-300. Adoption of Assessments**

As required in A.R.S. §15-741, the Board shall adopt assessments as Arizona instruments to measure standards in order to measure pupil achievement of the state board adopted academic standards in at least grades 3 through 10.

**R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools**

- A. No change
  - 1. No change
  - 2. No change
  - 3. No change
  - 4. No change
  - 5. No change
  - 6. No change
  - 7. No change
  - 8. No change
  - 9. No change
- B. No change
  - 1. No change
  - 2. No change
- C. No change
- D. No change
  - 1. No change
  - 2. No change
- E. No change
  - 1. No change
    - a. No change
    - b. No change
      - i. No change
      - ii. No change
      - iii. No change
  - 2. No change
    - a. No change
    - b. No change
- F. Alternative Demonstration of Competency. Upon request of the student, the local school district governing board or charter school shall provide the opportunity for a student in grades seven and eight to demonstrate competency in the subject areas listed in subsection (A) above in lieu of classroom time.

**R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School**

The Board prescribes the minimum course of study and competency requirements as outlined in subsections (1) ~~and through (25)~~ and receipt of a passing score on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of ~~2006-2013~~.

- 1. Subject area course requirements. The Board establishes ~~20~~ 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (1)(~~e~~) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(~~g-f~~) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local school district governing board or charter school as follows:
  - a. No changes
  - b. ~~One and one-half credits in instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona. Three credits in social studies to include the following:~~
    - i. One credit of American history, including Arizona history;
    - ii. One credit of world history/geography;
    - iii. One-half credit of American government, including Arizona government; and
    - iv. One-half credit of economics.
  - e. ~~One credit of world history/geography.~~



- d.c. ~~Two~~ Four credits of mathematics. Effective with the graduating class of 2004, mathematics credits shall be taken consecutively beginning with the 9th grade, and the course content of the mathematics credits shall include to minimally include:
- i. Two credits containing course content covering the following areas in preparation for proficiency at the high school level on the AIMS test: Number Sense and Operations; Data Analysis, and Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; Measurement and Discrete Mathematics; and Mathematical and Structure and Logic, in preparation for proficiency, at the high school level, on the AIMS test. These credits shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to subsection (1)(c)(iv).
  - ii. One credit covering Algebra II or course content equivalent to Algebra II. Courses meeting this requirement may include, but are not limited to, career and technical education and vocational education, economics, science, and arts courses as determined by the local school district governing board or charter school.
  - iii. One credit that includes significant mathematics content as determined by the local school district governing board or charter school.
  - iv. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
  - v. The mathematics requirements may be modified for students using a personal curriculum pursuant to R7-2-302.03.
- ed. ~~Two~~ Three credits of science in preparation for proficiency at the high school level on the AIMS test.
- fe. One credit of fine arts or career and technical education and vocational education.
- gf. ~~Eight and one-half~~ Seven credits of additional courses prescribed by the local school district governing board or charter school subject to the approval of the State Board pursuant to A.R.S. § 15-341(A)(7).
- g. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
2. No changes
    - a. English as described in subsection (1)(a) of this ~~Section~~ rule.
    - b. Social Studies.
    - c. Mathematics. and
    - d. No changes
  3. No changes
    - a. No changes
      - i. Be accredited or affiliated with an accredited institution as defined in R7-2-601. and
      - ii. No changes
        - (1) No changes
        - (2) No changes
        - (3) No changes
    - b. No changes
      - i. No changes
      - ii. No changes
  4. Local school district governing boards or charter schools may grant to career and technical education and vocational-technological education program completers a maximum of ~~35~~ 1/2 credits to be used toward the Board English, mathematics, ~~or~~ science, and economics credit requirements for graduation, subject to the following restrictions:
    - a. The Board has approved the career and technical education and vocational-technological education program for equivalent credit to be used toward the Board English, mathematics, ~~or~~ science, and economics credit requirements for graduation.
    - b. Only one credit in each of English, mathematics or science may be granted. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
    - c. For vocational-technological programs in which only one credit is offered, either vocational or English, mathematics or science credit may be granted. A student who satisfies any part of the Board English, mathematics, science, and economics requirements through the completion of a career and technical education and vocational education program shall still be required to earn 22 total credits to meet the graduation requirements prescribed in this Section.
    - d. For vocational-technological programs in which two or more credits are offered, only one credit may be used for English, mathematics or science.
  5. No changes
    - a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a)



through (1) (f-e); and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(g-f). Competency requirements for elective subjects as specified in subsection (1) (g-f) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local school district governing board or charter school shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.

- b. No changes
  - c. Upon request of the student, the local school district governing board or charter school shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(g f) of this Section above in lieu of classroom time. In appropriate courses, a school district governing board or charter school shall include as a mechanism to demonstrate competency a score determined by the State Board as college and career ready on the competency test adopted by the State Board.
6. The local school district governing board or charter school of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, grades 9-12, are eligible to receive a high school diploma upon completion of graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

**R7-2-302.01. Minimum Course of Study and Competency Requirements for Graduation from High School for the Graduation Class of 2012 Repealed**

The State Board of Education ("Board") prescribes the minimum course of study and competency requirements as outlined in subsections (1) through (5) and receipt of a passing score on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2012.

- 1. Subject area course requirements. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board, local school district governing boards and charter schools as follows:
  - a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
  - b. Three credits in social studies to include the following:
    - i. One credit of American history, including Arizona history;
    - ii. One credit of world history/geography;
    - iii. One half credit of American government, including Arizona government; and
    - iv. One half credit of economics.
  - e. Three credits of mathematics. The course content for at least two of the mathematics credits shall include Number Sense and Operations; Data Analysis, Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic in preparation for proficiency at the high school level on the AIMS test and shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to this subsection. The third credit shall include significant mathematics content as determined by the local school district governing board or charter school. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
  - d. Two credits of science in preparation for proficiency at the high school level on the AIMS test.
  - e. One credit of fine arts or career and technical education and vocational education.
  - f. Seven credits of additional courses prescribed by the local school district governing board or charter school.
  - g. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 20 required credits.
- 2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:
  - a. English as described in subsection (1)(a) of this Section;
  - b. Social Studies;
  - e. Mathematics; and
  - d. Science.



3. ~~Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.~~
- ~~a. Distance education providers shall register with the Department of Education and satisfy the following requirements:~~
- ~~i. Be accredited or affiliated with an accredited institution as defined in R7-2-601.~~
- ~~ii. Validate that the instructor of the distance education program:~~
- ~~(1) Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or~~
- ~~(2) Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or~~
- ~~(3) Is employed by or affiliated with, in the content area of instruction, an accredited institution as defined in R7-2-601.~~
- ~~b. Distance education may be used as a part of the instructional program. School districts shall ensure that:~~
- ~~i. Only those distance education providers registered with the Department of Education are used to provide distance education, and~~
- ~~ii. The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-601 et seq.~~
4. Local school district governing boards or charter schools may grant to career and technical education and vocational education program completers a maximum of 3 1/2 credits to be used toward the Board English, mathematics, science, and economics credit requirements for graduation, subject to the following restrictions:
- a. The Board has approved the career and technical education and vocational education program for equivalent credit to be used toward the Board English, mathematics, science and economics credit requirements for graduation.
- b. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 20 required credits.
- e. A student who satisfies any part of the Board English, mathematics, science, and economics requirements through the completion of a career and technical education and vocational education program shall still be required to earn 20 total credits to meet the graduation requirements prescribed in this Section.
5. Competency requirements:
- a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a) through (1)(e) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(f). Competency requirements for elective subjects as specified in subsection (1)(f) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local school district governing board or charter school shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.
- b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
- e. Upon request of the student, the local governing board shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) of this Section in lieu of classroom time.
6. The local school district governing board or charter school shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and R7-2-401 et seq. Students placed in special education classes, grades nine-12, are eligible to receive a high school diploma upon completion of those graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

**R7-2-302.02. ~~Minimum Course of Study and Competency Requirements for Graduation from High School Beginning with the Graduation Class of 2013 Repealed~~**

The State Board of Education ("Board") prescribes the minimum course of study and competency requirements as outlined in subsections (1) through (5) and receipt of a passing score on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2013.

1. Subject area course requirements. The Board establishes 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a)



through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board, local school district governing boards and charter schools as follows:

- a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
  - b. Three credits in social studies to include the following:
    - i. One credit of American history, including Arizona history;
    - ii. One credit of world history/geography;
    - iii. One half credit of American government, including Arizona government; and
    - iv. One half credit of economics.
  - e. Four credits of mathematics to minimally include the following:
    - i. Two credits containing course content covering the following areas in preparation for proficiency at the high school level on the AIMS test: Number Sense and Operations; Data Analysis, Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic. These credits shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to subsection (1)(c)(iv).
    - ii. One credit covering Algebra II or course content equivalent to Algebra II. Courses meeting this requirement may include, but are not limited to, career and technical education and vocational education, economics, science, and arts courses as determined by the local school district governing board or charter school.
    - iii. One credit that includes significant mathematics content as determined by the local school district governing board or charter school.
    - iv. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
    - v. The mathematics requirements may be modified for students using a personal curriculum pursuant to R7-2-302.03.
  - d. Three credits of science in preparation for proficiency at the high school level on the AIMS test.
  - e. One credit of fine arts or career and technical education and vocational education.
  - f. Seven credits of additional courses prescribed by the local school district governing board or charter school.
  - g. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:
- a. English as described in subsection (1)(a) of this Section;
  - b. Social Studies;
  - e. Mathematics; and
  - d. Science.
3. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications:
- a. Distance education providers shall register with the Department of Education and satisfy the following requirements:
    - i. Be accredited or affiliated with an accredited institution as defined in R7-2-601, and
    - ii. Validate that the instructor of the distance education program:
      - (1) Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or
      - (2) Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or
      - (3) Is employed by or affiliated with, in the content area of instruction, an accredited institution as defined



in R7-2-601.

- b. Distance education may be used as a part of the instructional program. School districts shall ensure that:
  - i. Only those distance education providers registered with the Department of Education are used to provide distance education, and
  - ii. The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-601 et seq.
- 4. Local school district governing boards or charter schools may grant to career and technical education and vocational education program completers a maximum of 5 1/2 credits to be used toward the Board English, mathematics, science, and economics credit requirements for graduation, subject to the following restrictions:
  - a. The Board has approved the career and technical education and vocational education program for equivalent credit to be used toward the Board English, mathematics, science, and economics credit requirements for graduation.
  - b. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
  - e. A student who satisfies any part of the Board English, mathematics, science, and economics requirements through the completion of a career and technical education and vocational education program shall still be required to earn 22 total credits to meet the graduation requirements prescribed in this Section.
- 5. Competency requirements:
  - a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board adopted academic standards for subject areas listed in subsections (1)(a) through (1)(e) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(f). Competency requirements for elective subjects as specified in subsection (1)(f) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local school district governing board or charter school shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.
  - b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
  - e. Upon request of the student, the local school district governing board or charter school shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) of this Section in lieu of classroom time.
- 6. The local school district governing board or charter school shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and R7-2-401 et seq. Students placed in special education classes, grades nine-12, are eligible to receive a high school diploma upon completion of those graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

#### **~~R7-2-302.04. Minimum Course of Study and Competency Requirements for Graduation from High School Repealed~~**

~~The Board prescribes the minimum course of study and competency requirements as outlined in subsections (1) and (2) for the graduation of pupils from high school. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation effective for the graduation class of 1996. Students shall obtain credits for required subject areas as specified in subsection (1)(a)(i) through (vi) based on completion of subject area course requirements or competency requirements. At the discretion of the local governing board, credits may be awarded for completion of elective subjects specified in subsection (1)(a)(vii) based on completion of subject area course requirements or competency requirements.~~

- ~~1. Subject area course requirements:
 
  - a. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local governing board as follows:
    - i. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
    - ii. One and one-half credits in instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona.
    - iii. One credit of world history/geography.
    - iv. Two credits of mathematics.
    - v. Two credits of science.
    - vi. One credit of fine arts or vocational education.
    - vii. Eight and 1/2 credits of additional courses prescribed by the local governing board subject to the approval of the State Board pursuant to A.R.S. § 15-341(A)(7).~~



- b. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to 4, and only one credit may be earned in each of the following subject areas:
  - i. English as described in subsection (1)(a)(i) of this rule.
  - ii. Social Studies.
  - iii. Mathematics.
  - iv. Science.
- e. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.
  - i. Distance education providers shall register with the Department of Education and satisfy the following requirements:
    - (1) Be accredited or affiliated with an accredited institution as defined in R7-2-601.
    - (2) Validate that the instructor of the distance education program:
      - (a) Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or
      - (b) Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or
      - (c) Is employed by or affiliated with, in the content area of instruction, an accredited institution as defined in R7-2-601.
    - ii. Distance education may be used as a part of the instructional program. School districts shall ensure that:
      - (1) Only those distance education providers registered with the Department of Education are used to provide distance education; and
      - (2) The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-601 et seq.
  - d. Local governing boards may grant to vocational technological education program completers a maximum of 3 1/2 credits to be used toward the Board English, mathematics or science credit requirements for graduation, subject to the following restrictions:
    - i. The Board has approved the vocational technological education program for equivalent credit to be used toward the Board English, mathematics or science credit requirements for graduation.
    - ii. Only one credit in each of English, mathematics or science may be granted.
    - iii. For vocational technological programs in which only one credit is offered, either vocational or English, mathematics or science credit may be granted.
    - iv. For vocational technological programs in which two or more credits are offered, only one credit may be used for English, mathematics or science.

2. Competency requirements-

  - a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted essential skills requirements for subject areas listed in subsection (1)(a)(i) through (vi) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(a)(vii). Competency requirements for elective subjects as specified in subsection (1)(a)(vii) shall be the essential skills adopted by the State Board. If there are no adopted essential skills for an elective subject, the local governing board shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.
  - b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
  - e. Upon request of the student, the local governing board shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsection (1)(a)(i) through (vi) above in lieu of classroom time.

3. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma upon completion of graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

**R7-2-302.06. Definitions Repealed**

In this Article, unless the context otherwise requires:

- 1. "AIMS" means any of the Arizona Instrument to Measure Standards assessments.



2. “Score” means the scale score achieved by a student on the reading, writing or math sections of the AIMS assessment.
3. “Remediation program” means any school district, charter school or state sanctioned tutoring program used by a student to improve AIMS assessment scores.
4. “Grade” means a course grade that is placed on a student’s transcript.

**R7-2-302.07. AIMS, Additional Credit, Graduation Class of 2010 Repealed**

- A.** A pupil who fails to achieve a passing score on the AIMS assessment for high school graduation during the 2009–2010 school year may graduate if the pupil meets the alternative graduation requirements established pursuant to this Section.
- B.** A school district or charter school is not required to comply with this Section if it is determined that augmenting the pupil’s score on any section of the AIMS assessment by 15 percent would not meet or exceed the “Meets the Standard” threshold.
- C.** A pupil is eligible for the alternative graduation requirement established pursuant to this Section if all of the following apply:
1. The pupil has completed with a passing grade all coursework and credits prescribed for the graduation of pupils from high school by the governing board of the pupil’s school district or charter school.
  2. The pupil has taken the AIMS assessment each time the test was offered when the pupil was eligible to take the test after August 12, 2005.
  3. The pupil has participated in any academic remediation program available in the pupil’s school in those subject areas where the pupil failed to achieve a passing score on AIMS.
- D.** If a pupil is not eligible for the AIMS augmentation due to a failure to meet the requirements in subsections (C)(2) and/or (3) the student may appeal this decision to the local governing board. The governing board may delegate these appeals to other school district or charter school officials. All appeals held pursuant to this subsection shall comply with the following requirements:
1. The governing board shall adopt a form for a petition that a pupil, or a pupil’s parent or legal guardian, must complete to initiate an appeal. The petition shall indicate what requirement is being appealed and the basis for the appeal. The petition shall also include a written explanation of the appeal procedures used by the school district or charter school.
  2. The pupil, or the pupil’s representative, shall have the burden of demonstrating what circumstances prevented compliance with the requirements in subsections (C)(2) and/or (3).
  3. An appeal for failing to meet the requirement in subsection (C)(2) should be granted only upon presentation of credible evidence that extreme circumstances made the pupil ineligible for each AIMS assessment administration the student did not attend.
  4. An appeal for failing to meet the requirement in subsection (C)(3) should be granted only upon presentation of credible evidence that the pupil has participated in at least one state or school sanctioned remediation program in those subject areas where the pupil failed to achieve a passing score on the AIMS assessment.
  5. School district or charter school officials shall provide adequate notice to the pupil and the pupil’s parents or legal guardians regarding the date, time and place of the appeal. A pupil, or a pupil’s representative, may participate in the appeal either personally, by telephone, or by providing written documentation.
  6. All other procedures regarding these appeals shall be determined by the local school district or charter school governing board.
- E.** Every school district or charter school that graduates pupils from high school shall determine whether the pupils that have failed to achieve a passing score on any section of the AIMS assessment meet the alternative graduation requirements established by this Section. In making this determination the school or school district shall adhere to the following requirements:
1. The school district or charter school shall augment the score of each section of the AIMS assessment where a pupil failed to achieve a passing score with additional points derived from classroom performance. These points shall represent a potential percentage augmentation from a pupil’s original score. The number of additional points shall be calculated as follows:
    - a. Only classes that satisfy the following 1 1/2 credits shall be included in the calculation:
      - i. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
      - ii. One and one half credits in instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona.
      - iii. One credit of world history/geography.
      - iv. Two credits of mathematics. Mathematics credits shall be taken consecutively beginning with the ninth grade, and the course content of the mathematics credits shall include Number Sense; Data Analysis and Probability; Patterns, Algebra and Functions; Geometry; Measurement and Discrete Mathematics; and Mathematical Structure/Logic, in preparation for proficiency, at the high school level, on the AIMS test.



- v. Two credits of science.
- vi. One credit of fine arts or vocational education.
- b. Each eligible grade in an advanced placement class, or a school district or charter school designated “honors” class, up to the 11 1/2 credits prescribed in this Section, shall receive additional points as follows:
  - i. A letter grade of “A,” or its equivalent, shall receive additional points equal to 15 times the amount of credit for that class.
  - ii. A letter grade of “B,” or its equivalent, shall receive additional points equal to 12 times the amount of credit for that class.
  - iii. A letter grade of “C,” or its equivalent, shall receive additional points towards the average augmentation equal to nine times the amount of credit for that class.
  - iv. A letter grade of “D” or “F,” or its equivalent, shall receive zero points towards the average.
- e. All other eligible grades, up to the 11 1/2 credits prescribed in this Section, shall receive additional points as follows:
  - i. A letter grade of “A,” or its equivalent, shall receive additional points towards the average augmentation equal to 12 times the amount of credit for that class.
  - ii. A letter grade of “B,” or its equivalent, shall receive additional points towards the average augmentation equal to nine times the amount of credit for that class.
  - iii. A letter grade of “C,” or its equivalent, shall receive additional points towards the average augmentation equal to seven times the amount of credit for that class.
  - iv. Letter grades of “D” or “F,” or their equivalent, shall receive zero points towards the average.
- d. Pupils that have earned additional credits in any of the areas prescribed in this Section may apply the grade that would award the highest augmentation.
- e. After determining a pupil’s additional points the school district or charter school shall calculate the average number of points awarded per credit by dividing the sum of additional points earned by 11 1/2.
- f. The pupil’s augmentation shall be calculated by applying the following formula:

$$\frac{(\text{Avg. Additional Points})}{(\text{per Credit})} \times (\text{Pupil's Original Score}) = (\text{Augmentation Points})$$

(100)

- 2. The augmentation points shall be added to the pupil’s highest achieved score on each section of the AIMS assessment where the student failed to achieve a passing score. If a pupil’s augmented score exceeds the passing score for the applicable section of the AIMS assessment, the pupil shall be considered to have passed that section of the assessment for graduation purposes.
- 3. The school district or charter school shall augment the highest achieved score of each section of the AIMS assessment where a pupil failed to achieve a passing score separately and concurrently.

- F. A pupil’s augmented score shall be used only for the purpose of determining whether the pupil meets the competency test requirement for graduation from high school.
- G. All school districts and charter schools shall report to the Arizona Department of Education the number of students in their schools that met the alternative graduation requirement prescribed in this Section. School districts and charter schools shall also report disaggregated data showing the number of students whose augmented scores met or exceeded the passing scores for the reading, writing and math sections of the AIMS assessment respectively. These reports shall be made annually and shall be received by the Arizona Department of Education by June 30.

**R7-2-302.08. AIMS, Additional Credit, Graduation Class of 2011 Repealed**

- A. A pupil who fails to achieve a passing score on the AIMS assessment for high school graduation during the 2010–2011 school year may graduate if the pupil meets the alternative graduation requirements established pursuant to this Section.
- B. A school district or charter school is not required to comply with this Section if it is determined that augmenting the pupil’s score on any section of the AIMS assessment by five percent would not meet or exceed the “Meets the Standard” threshold.
- C. A pupil is eligible for the alternative graduation requirement established pursuant to this Section if all of the following apply:
  - 1. The pupil has completed with a passing grade all coursework and credits prescribed for the graduation of pupils from high school by the governing board of the pupil’s school district or charter school.
  - 2. The pupil has taken the AIMS assessment each time the test was offered when the pupil was eligible to take the test after August 12, 2005.
  - 3. The pupil has participated in any academic remediation program available in the pupil’s school in those subject areas where the pupil failed to achieve a passing score on AIMS.
- D. If a pupil is not eligible for the AIMS augmentation due to a failure to meet the requirements in subsections (C)(2) and/or (3) the student may appeal this decision to the local governing board. The governing board may delegate these appeals to other school district or charter school officials. All appeals held pursuant to this subsection shall comply with the following requirements:
  - 1. The governing board shall adopt a form for a petition that a pupil, or a pupil’s parent or legal guardian, must complete to initiate an appeal. The petition shall indicate what requirement is being appealed and the basis for the



- appeal. The petition shall also include a written explanation of the appeal procedures used by the school district or charter school.
2. The pupil, or the pupil's representative, shall have the burden of demonstrating what circumstances prevented compliance with the requirements in subsections (C)(2) and/or (3).
  3. An appeal for failing to meet the requirement in subsection (C)(2) should be granted only upon presentation of credible evidence that extreme circumstances made the pupil ineligible for each AIMS assessment administration the student did not attend.
  4. An appeal for failing to meet the requirement in subsection (C)(3) should be granted only upon presentation of credible evidence that the pupil has participated in at least one state or school sanctioned remediation program in those subject areas where the pupil failed to achieve a passing score on the AIMS assessment.
  5. School district or charter school officials shall provide adequate notice to the pupil and the pupil's parents or legal guardians regarding the date, time and place of the appeal. A pupil, or a pupil's representative, may participate in the appeal either personally, by telephone, or by providing written documentation.
  6. All other procedures regarding these appeals shall be determined by the local school district or charter school governing board.
- E.** Every school district or charter school that graduates pupils from high school shall determine whether the pupils that have failed to achieve a passing score on any section of the AIMS assessment meet the alternative graduation requirements established by this Section. In making this determination the school or school district shall adhere to the following requirements:
1. The school district or charter school shall augment the score of each section of the AIMS assessment where a pupil failed to achieve a passing score with additional points derived from classroom performance. These points shall represent a potential percentage augmentation from a pupil's original score. The number of additional points shall be calculated as follows:
    - a. Only classes that satisfy the following 11 1/2 credits shall be included in the calculation:
      - i. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
      - ii. One and one-half credits in instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona.
      - iii. One credit of world history/geography.
      - iv. Two credits of mathematics. Mathematics credits shall be taken consecutively beginning with the ninth grade, and the course content of the mathematics credits shall include Number Sense; Data Analysis and Probability; Patterns, Algebra and Functions; Geometry; Measurement and Discrete Mathematics; and Mathematical Structure/Logic, in preparation for proficiency, at the high school level, on the AIMS test.
      - v. Two credits of science.
      - vi. One credit of fine arts or vocational education.
    - b. Each eligible grade in an advanced placement class, or a school district or charter school designated "honors" class, up to the 11 1/2 credits prescribed in this Section, shall receive additional points as follows:
      - i. A letter grade of "A," or its equivalent, shall receive additional points equal to five times the amount of credit for that class.
      - ii. A letter grade of "B," or its equivalent, shall receive additional points equal to four times the amount of credit for that class.
      - iii. A letter grade of "C," or its equivalent, shall receive additional points towards the average augmentation equal to three times the amount of credit for that class.
      - iv. A letter grade of "D" or "F," or its equivalent, shall receive zero points towards the average.
    - c. All other eligible grades, up to the 11 1/2 credits prescribed in this Section, shall receive additional points as follows:
      - i. A letter grade of "A," or its equivalent, shall receive additional points towards the average augmentation equal to four times the amount of credit for that class.
      - ii. A letter grade of "B," or its equivalent, shall receive additional points towards the average augmentation equal to three times the amount of credit for that class.
      - iii. A letter grade of "C," or its equivalent, shall receive additional points towards the average augmentation equal to two times the amount of credit for that class.
      - iv. Letter grades of "D" or "F," or their equivalent, shall receive zero points towards the average.
    - d. Pupils that have earned additional credits in any of the areas prescribed in this Section may apply the grade that would award the highest augmentation.
    - e. After determining a pupil's additional points the school district or charter school shall calculate the average number of points awarded per credit by dividing the sum of additional points earned by 11 1/2.
    - f. The pupil's augmentation shall be calculated by applying the following formula:



$$\frac{(\text{Avg. Additional Points})}{(\text{per Credit})} \times (\text{Pupil's Original Score}) = (\text{Augmentation Points})$$

$$\frac{\quad}{(100)}$$

- 2. The augmentation points shall be added to the pupil's highest achieved score on each section of the AIMS assessment where the student failed to achieve a passing score. If a pupil's augmented score exceeds the passing score for the applicable section of the AIMS assessment, the pupil shall be considered to have passed that section of the assessment for graduation purposes.
- 3. The school district or charter school shall augment the highest achieved score of each section of the AIMS assessment where a pupil failed to achieve a passing score separately and concurrently.
- F. A pupil's augmented score shall be used only for the purpose of determining whether the pupil meets the competency test requirement for graduation from high school.
- G. All school districts and charter schools shall report to the Arizona Department of Education the number of students in their schools that met the alternative graduation requirement prescribed in this Section. School districts and charter schools shall also report disaggregated data showing the number of students whose augmented scores met or exceeded the passing scores for the reading, writing and math sections of the AIMS assessment respectively. These reports shall be made annually and shall be received by the Arizona Department of Education by June 30.

**R7-2-302.09. AIMS, Additional Credit, Graduation Class of 2012 Repealed**

- A. Beginning with the graduation class of 2012 a pupil who fails to achieve a passing score on the AIMS assessment for high school graduation may graduate if the pupil meets the alternative graduation requirements established pursuant to this Section.
- B. A school district or charter school is not required to comply with this Section if it is determined that augmenting the pupil's score on any section of the AIMS assessment by five percent would not meet or exceed the "Meets the Standard" threshold.
- C. A pupil is eligible for the alternative graduation requirement established pursuant to this Section if all of the following apply:
  - 1. The pupil has completed with a passing grade all coursework and credits prescribed for the graduation of pupils from high school by the governing board of the pupil's school district or charter school.
  - 2. The pupil has taken the AIMS assessment each time the test was offered when the pupil was eligible to take the test after August 12, 2005.
  - 3. The pupil has participated in any academic remediation program available in the pupil's school in those subject areas where the pupil failed to achieve a passing score on AIMS.
- D. If a pupil is not eligible for the AIMS augmentation due to a failure to meet the requirements in subsections (C)(2) and/or (3) the student may appeal this decision to the local governing board. The governing board may delegate these appeals to other school district or charter school officials. All appeals held pursuant to this subsection shall comply with the following requirements:
  - 1. The governing board shall adopt a form for a petition that a pupil, or a pupil's parent or legal guardian, must complete to initiate an appeal. The petition shall indicate what requirement is being appealed and the basis for the appeal. The petition shall also include a written explanation of the appeal procedures used by the school district or charter school.
  - 2. The pupil, or the pupil's representative, shall have the burden of demonstrating what circumstances prevented compliance with the requirements in subsections (C)(2) and/or (3).
  - 3. An appeal for failing to meet the requirement in subsection (C)(2) should be granted only upon presentation of credible evidence that extreme circumstances made the pupil ineligible for each AIMS assessment administration the student did not attend.
  - 4. An appeal for failing to meet the requirement in subsection (C)(3) should be granted only upon presentation of credible evidence that the pupil has participated in at least one state or school sanctioned remediation program in those subject areas where the pupil failed to achieve a passing score on the AIMS assessment.
  - 5. School district or charter school officials shall provide adequate notice to the pupil and the pupil's parents or legal guardians regarding the date, time and place of the appeal. A pupil, or a pupil's representative, may participate in the appeal either personally, by telephone, or by providing written documentation.
  - 6. All other procedures regarding these appeals shall be determined by the local school district or charter school governing board.
- E. Every school district or charter school that graduates pupils from high school shall determine whether the pupils that have failed to achieve a passing score on any section of the AIMS assessment meet the alternative graduation requirements established by this Section. In making this determination the school or school district shall adhere to the following requirements:
  - 1. The school district or charter school shall augment the score of each section of the AIMS assessment where a pupil failed to achieve a passing score with additional points derived from classroom performance. These points shall represent a potential percentage augmentation from a pupil's original score. The number of additional points shall be calculated as follows:
    - a. Only classes that satisfy the following 13 credits shall be included in the calculation:



- i. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
- ii. Three credits in social studies to include the following:
  - (1) One credit of American history, including Arizona history;
  - (2) One credit of world history/geography;
  - (3) One-half credit of American government, including Arizona government; and
  - (4) One-half credit of economics.
- iii. Three credits of mathematics. The course content for at least two of the mathematics credits shall include Number Sense and Operations; Data Analysis, Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic in preparation for proficiency at the high school level on the AIMS test and shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to R7-2-302.01(1)(c). The third credit shall include significant mathematics content as determined by the local school district governing board or charter school. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
- iv. Two credits of science in preparation for proficiency at the high school level on the AIMS test.
- v. One credit of fine arts or career and technical education and vocational education.
- b. Each eligible grade in an advanced placement class, or a school district or charter school designated "honors" class, up to the 11 1/2 credits prescribed in this Section, shall receive additional points as follows:
  - i. A letter grade of "A," or its equivalent, shall receive additional points equal to five times the amount of credit for that class.
  - ii. A letter grade of "B," or its equivalent, shall receive additional points equal to four times the amount of credit for that class.
  - iii. A letter grade of "C," or its equivalent, shall receive additional points towards the average augmentation equal to three times the amount of credit for that class.
  - iv. A letter grade of "D" or "F," or its equivalent, shall receive zero points towards the average.
- e. All other eligible grades, up to the 13 credits prescribed in this Section, shall receive additional points as follows:
  - i. A letter grade of "A," or its equivalent, shall receive additional points towards the average augmentation equal to four times the amount of credit for that class.
  - ii. A letter grade of "B," or its equivalent, shall receive additional points towards the average augmentation equal to three times the amount of credit for that class.
  - iii. A letter grade of "C," or its equivalent, shall receive additional points towards the average augmentation equal to two times the amount of credit for that class.
  - iv. Letter grades of "D" or "F," or their equivalent, shall receive zero points towards the average.
- d. Pupils that have earned additional credits in any of the areas prescribed in this Section may apply the grade that would award the highest augmentation.
- e. After determining a pupil's additional points the school district or charter school shall calculate the average number of points awarded per credit by dividing the sum of additional points earned by 13.
- f. The pupil's augmentation shall be calculated by applying the following formula:

$$\frac{(\text{Avg. Additional Points})}{(\text{per Credit})} \times (\text{Pupil's Original Score}) = (\text{Augmentation Points})$$

(100)

- 2. The augmentation points shall be added to the pupil's highest achieved score on each section of the AIMS assessment where the student failed to achieve a passing score. If a pupil's augmented score exceeds the passing score for the applicable section of the AIMS assessment, the pupil shall be considered to have passed that section of the assessment for graduation purposes.
- 3. The school district or charter school shall augment the highest achieved score of each section of the AIMS assessment where a pupil failed to achieve a passing score separately and concurrently.
- F. A pupil's augmented score shall be used only for the purpose of determining whether the pupil meets the competency test requirement for graduation from high school.
- G. All school districts and charter schools shall report to the Arizona Department of Education the number of students in their schools that met the alternative graduation requirement prescribed in this Section. School districts and charter schools shall also report disaggregated data showing the number of students whose augmented scores met or exceeded the passing scores for the reading, writing and math sections of the AIMS assessment respectively. These reports shall be made annually and shall be received by the Arizona Department of Education by June 30.



**R7-2-302.10. AIMS, Substitute Passing Scores or Additional Credit; Beginning with the Graduation Class of 2013**

- A.** For the purpose of satisfying the graduation requirement to achieve a passing score on the AIMS:
  - 1. The Board shall adopt a minimum score required on one or more nationally recognized college entrance examinations selected by the state board of education, if examination information may be accessed at no cost to this state, as a substitute for passing scores on the AIMS test for a pupil who is in grade twelve;
  - 2. The Board shall adopt a minimum score required on a board examination prescribed in Arizona Revised Statutes, Title 15, Chapter 7, Article 6, as a substitute for passing scores on the AIMS test if a pupil who is in grade twelve has previously taken the board examination and has not achieved the minimum score required to be eligible for a Grand Canyon diploma; and
  - 3. If a pupil has transferred into a district from out-of-state and has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the state board adopted academic standards, the pupil shall not be required to pass AIMS in order to graduate from high school;
  - 4. The Board shall adopt a minimum score required on any subsequently adopted assessments to measure pupil achievement of the state board adopted academic standards in reading writing and mathematics adopted by the Board pursuant to §15-741, as a substitute for passing scores on the AIMS test for pupils in the graduating class of 2015 and 2016.
- AB.** Beginning with the graduation class of 2013 a pupil who fails to achieve a passing score on the AIMS assessment for high school graduation may graduate if the pupil meets the ~~alternative graduation~~ AIMS augmentation requirements established pursuant to this Section.
- BC.** A school district or charter school is not required to comply with this Section if it is determined that augmenting the pupil's score on any section of the AIMS assessment by five percent would not meet or exceed the "Meets the Standard" threshold.
- CD.** A pupil is eligible for the ~~alternative graduation~~ AIMS augmentation requirement established pursuant to this Section if all of the following apply:
  - 1. No changes
  - 2. No changes
  - 3. No changes
- DE.** If a pupil is not eligible for the AIMS augmentation due to a failure to meet the requirements in subsections (~~CD~~)(2) and/or (3) the student may appeal this decision to the local governing board. The governing board may delegate these appeals to other school district or charter school officials. All appeals held pursuant to this subsection shall comply with the following requirements:
  - 1. No changes
  - 2. The pupil, or the pupil's representative, shall have the burden of demonstrating what circumstances prevented compliance with the requirements in subsections (~~CD~~)(2) and/or (3).
  - 3. An appeal for failing to meet the requirement in subsection (~~CD~~)(2) should be granted only upon presentation of credible evidence that extreme circumstances made the pupil ineligible for each AIMS assessment administration the student did not attend.
  - 4. An appeal for failing to meet the requirement in subsection (~~CD~~)(3) should be granted only upon presentation of credible evidence that the pupil has participated in at least one state or school sanctioned remediation program in those subject areas where the pupil failed to achieve a passing score on the AIMS assessment.
  - 5. No changes
  - 6. No changes
- EF.** Every school district or charter school that graduates pupils from high school shall determine whether the pupils that have failed to achieve a passing score on any section of the AIMS assessment meet the ~~alternative graduation~~ AIMS augmentation requirements established by this Section. In making this determination the school or school district shall adhere to the following requirements:
  - 1. No changes
    - a. No changes
      - i. No changes
      - ii. No changes
        - (1) No changes
        - (2) No changes
        - (3) No changes
        - (4) No changes
      - iii. No changes
        - (1) Two credits containing course content covering the following areas in preparation for proficiency on the AIMS test: Number Sense and Operations; Data Analysis, Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic. These credits shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to R7-2-302-02(1)(c)(iv).
        - (2) No changes
        - (3) No changes



- (4) No changes
- (5) Mathematics credits earned using a personal curriculum pursuant to R7-2-302.03 may be substituted for the credit in subsection ~~R7-2-302.10(EE)~~(1)(a)(iii)(2).
- iv. No changes
- v. No changes
- b. No changes
  - i. No changes
  - ii. No changes
  - iii. No changes
  - iv. No changes
- c. No changes
  - i. No changes
  - ii. No changes
  - iii. No changes
  - iv. No changes
- d. No change
- e. No change
- f. No change
- 2. No change
- 3. No change

**FG.** A pupil's augmented score shall be used only for the purpose of determining whether the pupil meets the competency test requirement for graduation from high school.

**GH.** All school districts and charter schools shall report to the Arizona Department of Education the number of students in their schools that met the ~~alternative graduation~~ AIMS augmentation requirement prescribed in this Section. School districts and charter schools shall also report disaggregated data showing the number of students whose augmented scores met or exceeded the passing scores for the reading, writing and math sections of the AIMS assessment respectively. These reports shall be made annually and shall be received by the Arizona Department of Education by June 30.