

**Academic Program Requirements Rule 0520-01-03-.03**

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**The Background:**

The Academic Program Requirements Rule sets requirements for academic programming, including instructional requirements and grading systems for high school students to ensure they are prepared for success in postsecondary and career. End-of-Course exams (EOCs) assess student knowledge in several high school course areas. Pursuant to T.C.A. § 49-1-617(b), the current rule stipulates that EOC scores for grades nine (9) through twelve (12) must account for between 15 and 25% of a student's final grade in the subject areas of math, English language arts, science and social studies, with local boards of education determining the exact percentage.

Following feedback from multiple advocacy groups, districts, educators, and students, this item proposes to reduce this percentage to between 5 and 15% beginning with courses taken in the fall of 2024. This reduction maintains compliance with law which requires that EOCs comprise a percentage of student's final grades, continues to allow local boards the flexibility to determine what is appropriate for their individual context, while recognizing that students complete a significant amount of coursework that comprises the grade they receive for the course, in addition to the summative EOC assessment.

In addition, we are proposing to move multiple requirements regarding credit recovery from the High School Policy to this rule as they affect a third party. No changes have been made to the requirements for credit recovery.

State Board staff will conduct a rulemaking hearing between first and final reading to collect public feedback.

**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.

**Connection to the [Master Plan](#):**

This item supports the State Board's strategic focus on Postsecondary and Career outlined in the Master Plan by providing districts with the flexibility to reduce the impact of EOCs on course grades. The revised policy balances the understanding that EOCs are informative summative assessments but represent one data point to demonstrate student knowledge in preparation for postsecondary and career plans.

**The Recommendation:**

The SBE staff recommend acceptance of this item on first reading.