

**WORK SESSION  
AUGUST 15, 2018**

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**SUBJECT**

High School Graduation Requirements

**REFERENCE**

August 31, 2017

Board approved proposed rules amending the senior project graduation requirements allowing students who participate in an internship or earn an associated degree or certificate at the time of graduation to use this to meet the senior project requirement and defined diploma to include language clarify that school districts may provide endorsement or designations on the diploma to indicate the student completed an emphasis area such as CTE, STEM, or Arts pathway.

November 15, 2017

Board approved both pending rules April 19, 2018  
Board approved a temporary rule, Docket 08-0203-1801, expanding the exemptions to the High School Graduation Requirements to include the exemption established in SB 1267a (2018)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness – High School Graduation Requirements  
Section 33-523, Idaho Code, STEM Diploma

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

**BACKGROUND/DISCUSSION**

Senate Bill 1267a (2018), created a new section of Idaho Code, Section 33-523, Idaho Code, STEM Diploma. Section 33-523, Idaho Code, creates an optional STEM diploma that school districts and charter schools may grant students who meet the minimum state graduation requirements and earn:

- a. Eight (8) or more credits in mathematics;
- b. Eight (8) or more credits in science; and
- c. In addition to the mathematics and science credits listed above earn five (5) credits in the student's choice of any or all subject of science, technology, engineer or mathematics.

Additionally, Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior year from taking two (2) credits of mathematics during the student's senior year. Senate Bill 1267a (2018) included an emergency clause and went into effect when the Governor signed the bill on March 13, 2018.

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The Board established graduation requirements (also referred to as “Exit Standards”) are specified in IDAPA 08.02.03.105. These requirements have been tweaked around the edges in recent years; however, they have not had a comprehensive look since the High School Redesign efforts in 2006. In 2006 the Board went through an inclusive process to gather input and communicate the importance of raising the standards for high school graduation. As a result of this two year effort, the college entrance exam requirement, increased math and science credits, the requirement for math during the senior year, and the senior project were established. As part of this process, a number of compromises were made. Rather than require four years of math, the math credit requirements were moved to three years of math with at least one of those years being during the senior year. Additionally, the development of the senior project was left up to the school district as long as it included an written report and an oral presentation. While the senior project is required to be completed in the senior year, current language would allow for the senior project to be started much earlier and span over multiple years. School districts have interpreted this language, based on the title, to mean the senior project must be done during the senior year.

In recent years Board members have expressed an interest in making sure our graduation requirements are relevant and meaningful. The College and Career Readiness Competencies were adopted by the Board and added to the content standards incorporated by reference into IDAPA 08.02.03 in 2017 as a part of this effort. In the meantime as the Board has added exemptions to the senior math requirement to accommodate students taking more rigorous math during the high school career and would like other options available to them during their senior year.

The purpose of this Work Session is to explore various options for updating Idaho’s high school graduations requirements and discuss possible administrative rule amendments, both short term for this year and more comprehensive amendments that could be vetted with various stakeholder groups around the state for next year.

While the removal of lessening of requirements can go into effect the year they are accepted by the Legislature, any increases in the graduation requirements such as the requirement for students to take four years of math would need to have an extended effective date. As an example, the previous increase in the math and science credit requirements were adopted by the Board and established in rule in 2006. The first year they went into effect for students was for student entering the ninth grade in 2009 (graduating in 2013). This allowed for school districts to restructure their schedules and hire additional math and science teachers prior to students entering high school and being subject to the new requirements.

**IMPACT**

Based on the discussion, Board staff will bring back a proposed rule prior to the end of August 2018 to address the senior math requirement impacted by Senate bill 1267a (2018) and any additional changes that can be implemented this first

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year, and then start the process of engaging stakeholders for any compressive amendments the Board may way to explore in 2019.

**ATTACHMENTS**

- Attachment 1 – Current High School Math Requirements
- Attachment 2 – Senior Math Requirement Analysis
- Attachment 3 – State Requirements – Staff Summary
- Attachment 4 – ECS Analysis of State Graduation Requirements

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff have gathered feedback from various stakeholders throughout the last year as well as through the negotiated remaking process this year. Additionally, Board staff reached out to the Education Commission for the States for information on national trends as well as looking at what some of the more “high performing” in the sense of “go on” rates and other college and career readiness indicators require for their high school graduation requirements. The Board’s research staff have also completed a comprehensive analysis of the impact of the current senior math requirement.

Feedback received from or discussed with various education stakeholders included:

- Increasing the math credit requirements to four years
- Removing the senior math requirement
- Updating the reference to Algebra to add integrated math to be consistent with language used in the math content standards
- Increase the minimum math content level from Geometry and Algebra I to include statistics or Algebra II equivalent math or financial literacy
- Remove the dual credit or AP restriction for computer science courses to be able to be used in lieu of math or science credits
- Add additional language to the language allowing school districts to award high school credits based on mastery to explain how this could be accomplished
- Add additional language to address “challenge courses”
- Amend or remove the language defining “credit”
- Amend the Senior Project to:
  - Be more structured and meaningful
  - Require internship or apprenticeship
  - Start in the ninth grade
  - Require it be structured around the “8<sup>th</sup> grade plan”
  - Remove it entirely
- Tie a graduation requirement to the “8<sup>th</sup> grade plan” created by students and updated annually throughout high school

The analysis of the senior math requirement shows that the requirement has led to more students taking four years of math (math in their junior and senior year). More students are taking less rigorous math during their senior year. Some

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school districts have reported that this is due to the student “maxing out” on the level of math available at the school. As an example, few schools have calculus available for students that have already taken the available lower levels of math. A more comprehensive review will need to be done to determine if this is the case in most school districts showing this trend or isolated to a limited number of school districts. Students performed better in the highest level of math they attempted. Additionally, students who did not take math during their senior year had higher rates of remedial need.

Preliminary short-term staff recommends include:

- Maintaining the senior math requirement and only incorporating the additional exemption required by Section 33-523, Idaho Code
- Updating language regarding mastery to define mastery as “competency” of a subjects content standards and add a reference to school districts establishing policies on awarding credits based on mastery
- Remove the restrictions on the computer science courses and time them to the Idaho computer science content standards
- Update references to math courses to include Algebra I equivalent or Integrated Math standards
- Allow one engineering credit to be used to be used in lieu of a science credit
- Amend the language of the senior project to specify the project may be started earlier in high school and provide more structure around the requirement while still leaving the school district with multiple pathways for meeting the requirement
- Clean up outdated language

Preliminary long-term recommendations include:

- Increasing the minimum math content area to 8 math credits (4 years)
- Redefine “Credit” to account for mastery and challenge courses
- Provide more clarification around math courses to help school districts understand how career technical math courses fit within the requirements as well as financial literacy and quantitative reasoning
- Create math pathways that align with postsecondary math pathways currently under development

Additional areas of discussion include:

- Allowing flexibility in one or two required core credits if the credits are tied to the students career pathway, 8<sup>th</sup> grade plan, or other student interest
- Add a mentor requirement
- Re-evaluate alignment with postsecondary requirements
- Identify college and career readiness assessment based on competencies adopted by the Board in 2017

Kelly Brady with the Department of Education will be available to discuss with the Board feedback received from the school districts participating in the mastery based education incubators.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

IDAPA 08  
TITLE 02  
CHAPTER 03

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.  
(4-5-00)

**(BREAK IN CONTINUITY OF SECTIONS)**

**103. INSTRUCTION GRADES 1-12.**

**01. Instruction.** Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.\* (\*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

**02. Instructional Courses.** At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

**a.** Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-20-14)

**b.** Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

**c.** Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

**d.** Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

**104. OTHER REQUIRED INSTRUCTION.**

Other required instruction for all students and other required offerings of the school are: (4-1-97)

**01. Elementary Schools.** (4-11-06)

**a.** The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)  
Health (wellness)  
Physical Education (fitness) (4-11-06)

**b.** Additional instructional options as determined by the local school district. For example:  
Languages other than English  
Career Awareness (4-1-97)

**02. Middle Schools/Junior High Schools.**

(4-11-06)

**a.** No later than the end of Grade eight (8) each student shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (3-28-18)

**b.** A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)

**c.** Other required instruction for all middle school students:  
Health (wellness)  
Physical Education (fitness) (4-11-06)

**d.** Other required offerings of the school:  
Family and Consumer Science  
Fine & Performing Arts  
Career Technical Education  
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

**03. High Schools.**

(4-11-15)

**a.** High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-28-18)

**b.** High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a.. (4-11-15)

**105. HIGH SCHOOL GRADUATION REQUIREMENTS.**

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

**01. Credit Requirements.** The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

**a.** Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

**b.** Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve

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credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (4-19-18)T

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than mathematics are not required to retake a mathematics course as long as they have earned six (6) credits of high school level mathematics. (4-19-18)T

iii. Students who have completed six (6) credits or more of high school mathematics prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking mathematics during their last year of high school. High School mathematics credits completed in middle school shall count for the purposes of this section. (4-19-18)T

iv. Students who earn eight (8) or more high school credits of mathematics and complete Algebra II or higher level mathematics courses are exempt from taking mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for the purposes of this section. (4-19-18)T

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (4-19-18)T

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States



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history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

**g.** Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-28-18)

**h.** Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

**i.** Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (3-28-18)

**02. Content Standards.** Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

**03. College Entrance Examination.** (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

**a.** A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (3-28-18)

**b.** A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-25-16)

**i.** Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (3-28-18)

**ii.** Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (3-28-18)

**iii.** Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

**c.** A student may elect an exemption in from the college entrance exam requirement if the student is: (3-28-18)

**i.** Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; (3-28-18)

**ii.** Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

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iii. Transferring from out of state to an Idaho high school in grade twelve (12). (3-28-18)

d. A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (3-28-18)

**04. Senior Project.** A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (3-28-18)

**05. Civics and Government Proficiency.** Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)

**06. Middle School.** A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (3-25-16)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school for the same course; and (3-25-16)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.06.a. through 105.06.b. of this rule. (3-25-16)

**07. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

**08. Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

**(BREAK IN CONTINUITY OF SECTIONS)**

**200. K-12 IDAHO CONTENT STANDARDS.**

As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established content standards. The standards set forth in Section 004 of this rule are state content

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standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. The implementation time and effective date for these Content Standards rules is the graduating senior class of 2005. (3-29-10)

**201. -- 999. (RESERVED)**

# SENIOR MATH REQUIREMENT REPORT

An examination of the impact of Idaho's requirement that math be taken in the last year of high school

## Introduction

Section 105.01.b.ii.4 of IDAPA 08.02.03 Rules Governing Thoroughness requires that students entering the 9th grade in the fall of 2009 or later take two semesters of math in the last year of high school in order to graduate. This rule is informally referred to as the "senior math requirement".

### Purpose of This Report

The purpose of this report is to examine the impact of the senior math requirement in Idaho to better inform future policy decisions on high school graduation requirements.

### Questions Examined

This report explores the following questions:

- **How did the senior math requirement change course-taking behavior at the secondary and postsecondary level?**
  - Did students take easier math courses in the senior year of high school?
  - Did students take a gap year in the junior year instead of the senior year of high school?
  - Did students take higher level postsecondary math courses?
  - Did students take and pass more postsecondary math courses?
- **How did students perform at the secondary and postsecondary level?**
  - Did students receive higher grades in higher level math courses?
- **Did the senior math requirement better help prepare students for taking postsecondary math courses?**
  - Did fewer students need remediation?

## Methods

### Data Source

Data for this report came from the Educational Analytics System of Idaho (EASI)

### What is a cohort?

This report bases cohorts on the year a student graduated or when a student would have most likely graduated.

### How was the difficulty level of math courses determined?

Categorization of the difficulty level of math courses was based upon a table developed in a report titled "Teacher Characteristics and Secondary Mathematics Achievement in Idaho" that categorizes difficulty based upon the course and the grade level of the student when taking the course. As the data in this report included courses not referenced in the original table because of the inclusion of additional years, the original was expanded to include the additional courses (See Appendix A).

# Report Limitations

What needs to be taken into consideration when reviewing the findings?

## LIMITED REVIEW OF UPDATED MATH DIFFICULTY LEVEL TABLE

Due to the timing of the requests to review courses added to the original secondary math course difficulty table developed and validated by Dr. Champion and Dr. Carney of Boise State University, only one school district was able to review and validate courses added to the original table.

## INCOMPLETE DATA

### *Missing Cohorts Before 2010-2011*

The Educational Analytics System of Idaho began data collection in the 2010-2011 academic year. As a result, the first year of students with data for the senior year is the 2010-2011 cohort. Unfortunately discrepancies and missing records for the 2010-2011 cohort required reliance on the 2011-2012 cohort as the primary comparison year, since it is the last cohort that did not graduate under the senior math requirement. In an effort to achieve greater consistency, this report examines data for the junior and senior year of cohorts starting in 2012 and ending in 2016.

### *Missing Summer School Data*

School districts are not required to submit data for summer courses, so this report does not include math courses taken during the summer.

### *Does Not Include Transfer Students*

EASI does not include data for courses taken as a home-school student or courses taken from private schools. All students not enrolled for more than 120 days in a public school during each school year were therefore excluded from the analysis.

## CONFOUNDING VARIABLES

### *Changes to Math Content Standards*

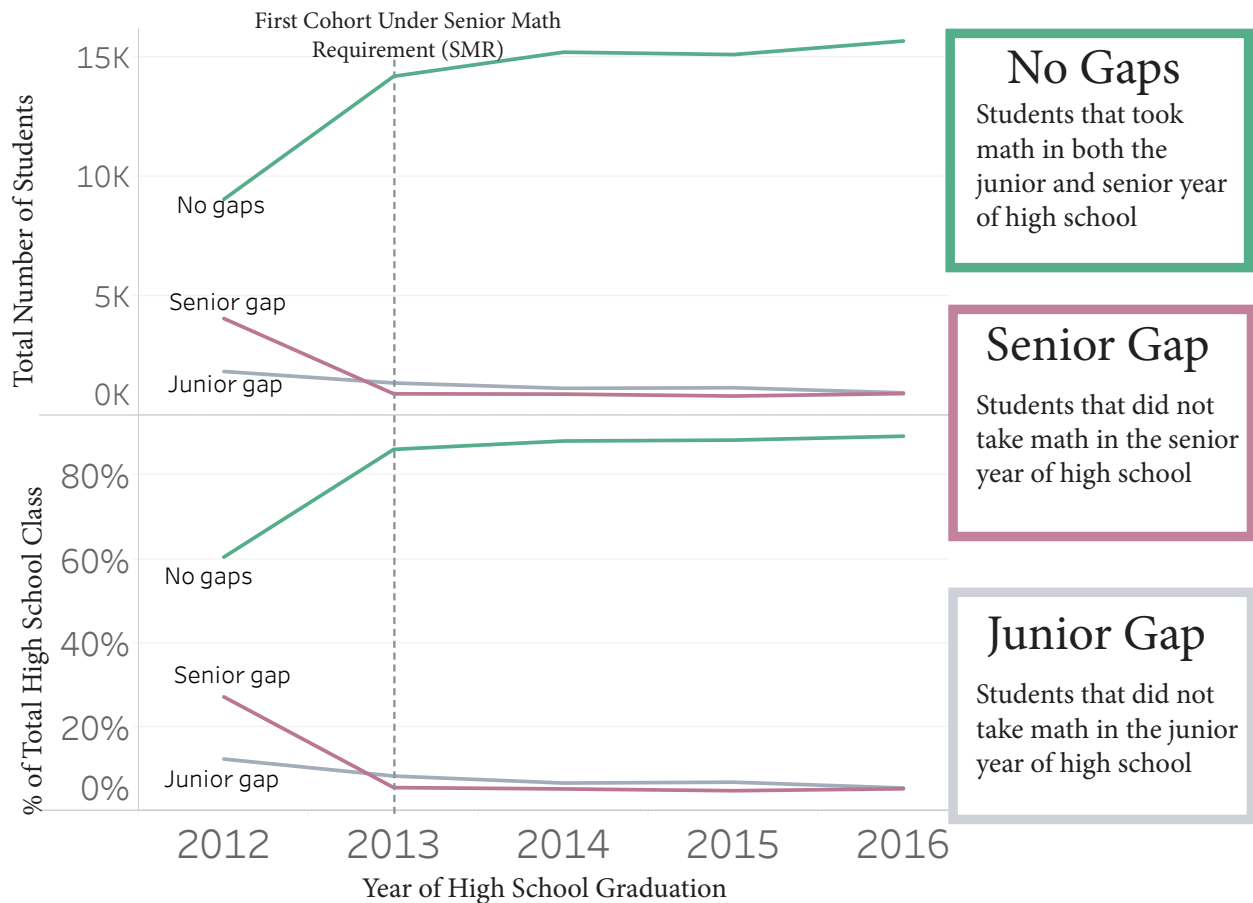
New mathematical content standards were adopted by Idaho in 2010 and formally required in the 2011-2012 school year. As a result, some students in the 2012 cohort could have taken math courses under different content standards. Additionally, differences in performance across cohorts could be attributed to changes in content standards.

# SECONDARY FINDINGS



Did more students not take math in the junior year after the senior math requirement?

Figure 1. When students chose to not take a math course



What does the graph show?

- The graph shows whether or not a student took any math course in their junior year only (Senior Gap), their senior year only (Junior Gap), or in both their junior and senior year of high school (No Gaps).

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year

What is the major takeaway?

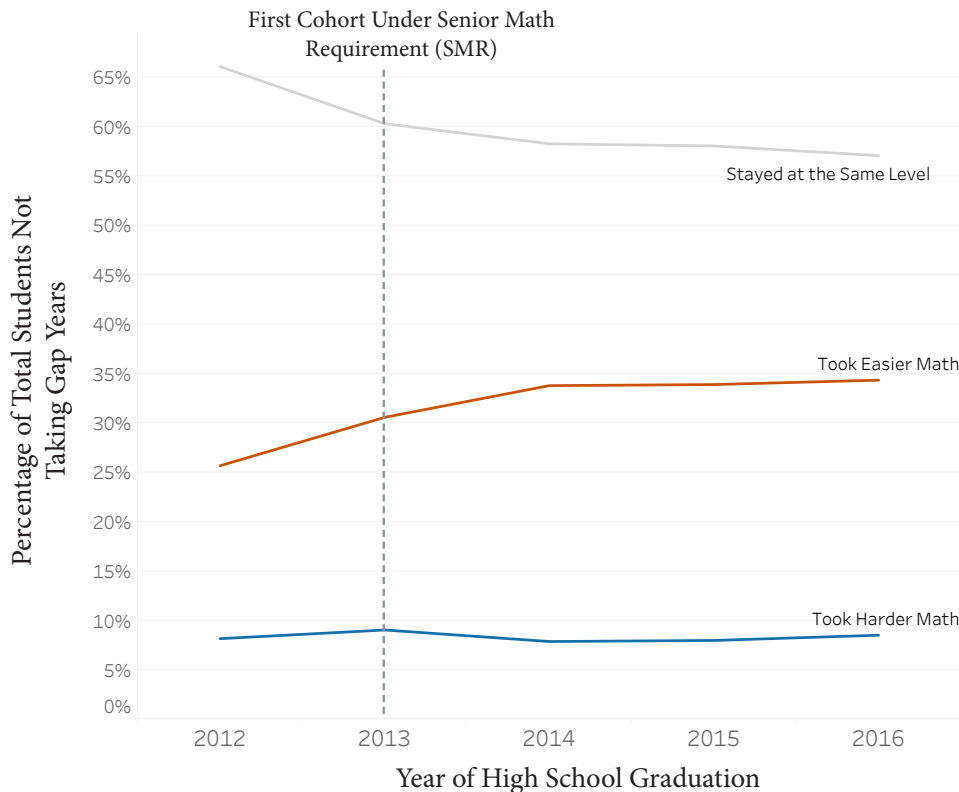
The spike in the number and percentage of students taking math in the junior and senior year after the high school class of 2012 indicates that more students took math in both their junior and senior years of high school following implementation of the senior math requirement.

# SECONDARY FINDINGS



Did students that took math in both their junior and senior year take an easier class in the senior year than they took in their junior year?

Figure 2. Type of math taken in the senior year vs. type of math taken in the junior year



## Stayed at the Same Level

Students that took a math course in their senior year that was at a similar level as the as the math course the took in their junior year

## Took Easier Math

Students that took a math course that was less challenging in the senior year than the course they took in the junior year

## Took Harder Math

Students that took a math course in their senior year that was more difficult than the math course they took in their junior year

## What does the graph show?

- The graph shows the most difficult math course attempted in the junior year in comparison with the most difficult math course attempted in the senior year.

## Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year
- Students that took math in their junior and senior years

## What is the major takeaway?

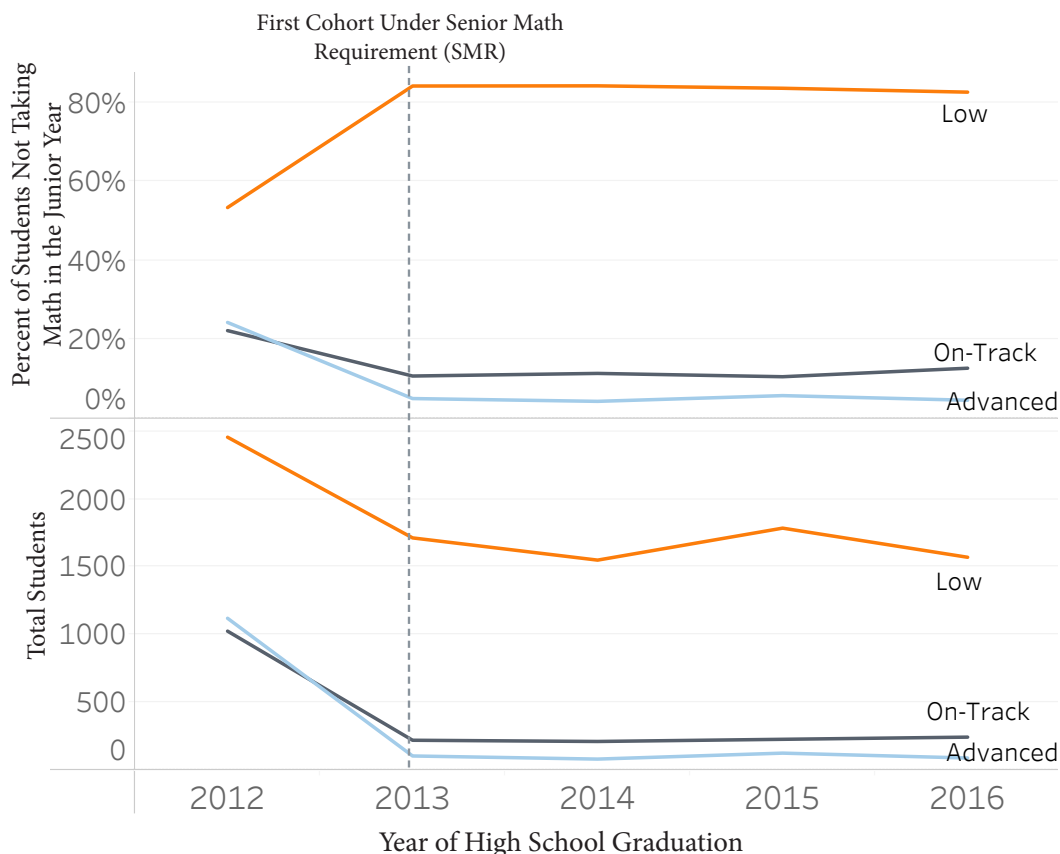
The increase in the percentage of students falling into the “Took Easier Math” category after the class of 2012 indicates that students started taking easier math courses following implementation of the senior math requirement. Further examination of course-taking behavior revealed that a majority of students taking easier math classes started in a class appropriate for their grade level in the junior year and transitioned into math classes below their grade level in the senior year.

# SECONDARY FINDINGS



For students that did not take math in their junior year, what level of math did they take in their senior year?

Figure 3. Math track selected after not taking math in the junior year



## Low

Students not taking a class their junior year and taking a class below their grade level in the senior year

## On-Track

Students not taking a class their junior year and taking a class expected for their grade level in the senior year

## Advanced

Students not taking a class their junior year and taking a course above their grade level in the senior year

What does the graph show?

- The graph shows the highest math course attempted by a student in their senior year of high school

Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year
- Students that did not take math in their junior year, but took math in their senior year of high school

What is the major takeaway?

The spike in the percentage of students in the orange “Low” category after 2012 means that more students not taking a math class in their junior year of high school jumped into easier math classes in their senior year after the senior math requirement. However, the dip in the total number of students in all of the categories reflects that fewer students did not take math in the junior year overall.

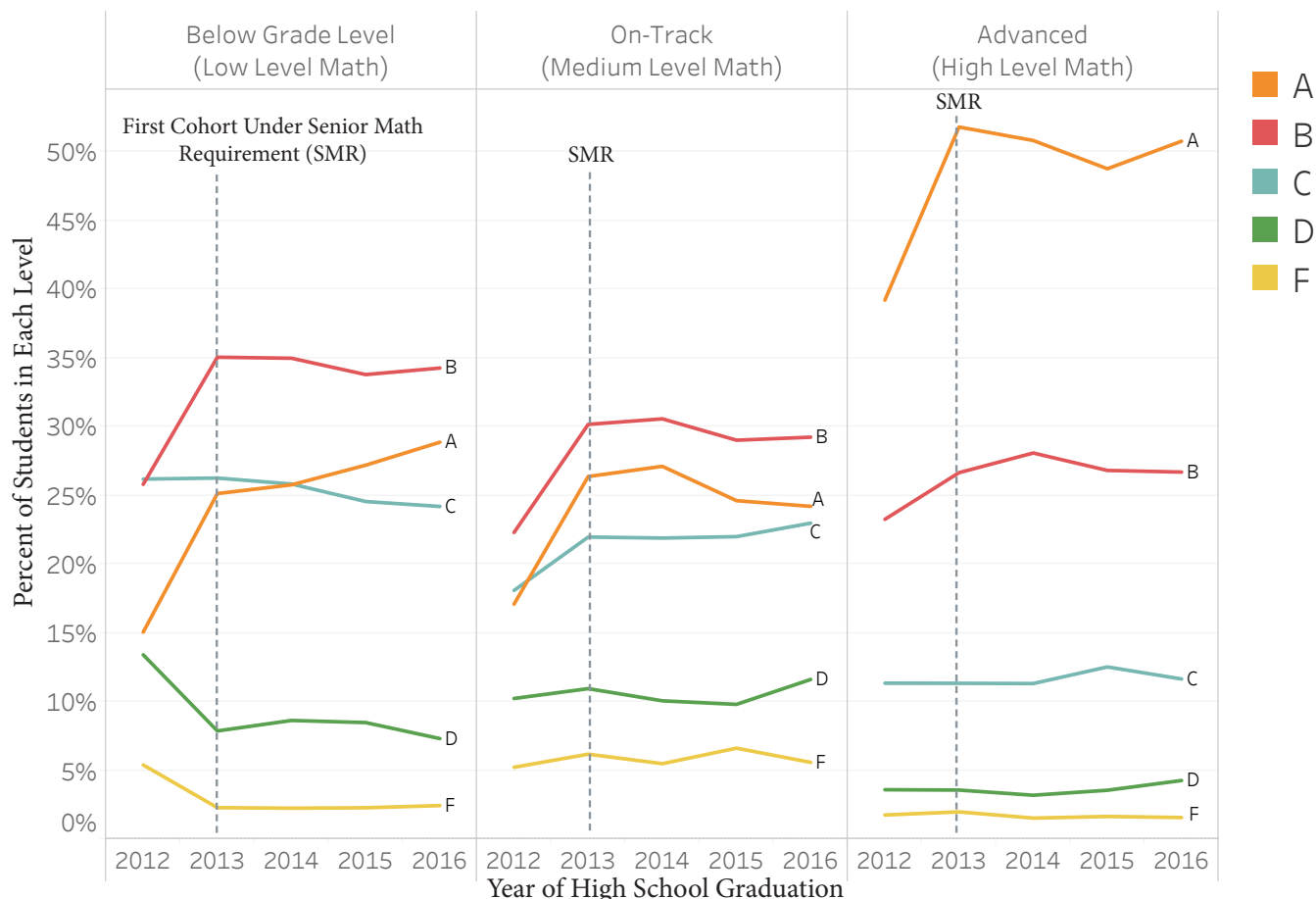


# SECONDARY FINDINGS



How did students perform in the highest level of math they attempted in high school?

Figure 4. Grades achieved for the highest level of math attempted, by highest level of math attempted



## What does the graph show?

The graph shows the highest grade achieved for the highest level of math attempted in high school in the junior or senior year. For example, of the students in the class of 2012 that only attempted math courses below their grade level in terms of difficulty (“Below Grade Level”) during their junior or senior year, 26% received a B as their highest grade. Categories of math classes are based off of the “low”, “medium”, and “high” categories in the math difficulty table (see Appendix A).

## Which students are in the graph?

- Students that attended a public school in Idaho for more than 120 days in their junior and senior year

## What is the major takeaway?

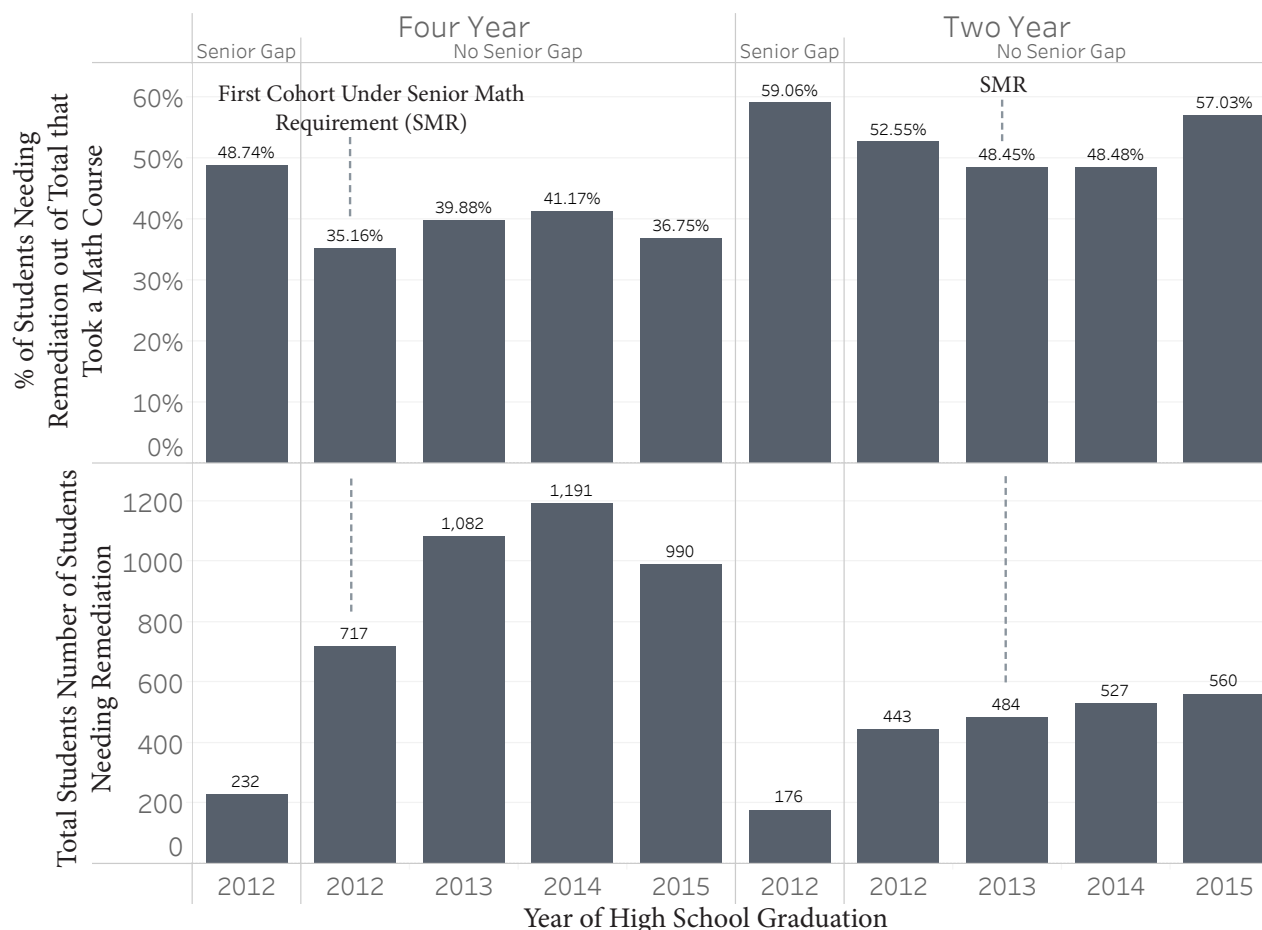
Increases in the percentage of students receiving As and Bs in all math difficulty categories after the class of 2012 indicates that students performed better in the highest level of math they attempted following implementation of the senior math requirement.

# POSTSECONDARY FINDINGS



How many students needed remediation after the senior math requirement?

Figure 5. Percent of students needing remediation by institution type



## What does the graph show?

The graph shows the number and percentage of students flagged as needing remediation or taking a remedial math class in the first two years of postsecondary education at a four year institution or a two year institution. “Senior Gap” refers to students that did not take math in the senior year of high school, for the 2012 cohort only. “No Senior Gap” refers to students that did take math in the senior year of high school.

## Who is in the graph?

- Students that attended a public high school in Idaho for more than 120 days in their junior and senior year
- Students enrolled at an Idaho public institution other than College of Eastern Idaho (CEI) or College of Western Idaho (CWI) within a year of graduating high school. Students enrolled in CWI or CEI were excluded from the data set due to incorrectly flagged remedial coursework or the absence of data.

## What is the major takeaway?

Students in the high school class of 2012 that did not take math in their senior year (“Senior Gap”) had higher rates of remedial need in math than students in the same high school class that did take math in their senior year (“No Senior Gap”). Additionally, a greater percentage of students enrolled in two year institutions needed remediation or took remedial math courses than students enrolled in four year institutions.

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**Idaho State Board of Education  
High School Graduation Requirements Summary**

**Overview**

Based on a review of an Education Commission of the States (ECS) report released in February 2015 (updated August 2018) and additional information provided on state websites, the majority of states (27) have a single, standard diploma. Eleven (11) states use diploma pathways, with students having the option regarding the diploma they wish to pursue (typically standard and advanced, but some of these states also include a “waiver” diploma with lower requirements than the standard diploma). An additional six (6) states allow endorsements or subject-specific merit seals of distinction to be attached to the diploma. In some cases, the endorsements or merits are added to the standard diploma, while in others, when a student is endorsed, it becomes an advanced diploma. Finally, six (6) states leave all or most of the decisions regarding graduation requirements to local school districts, with many of these states basing their requirements on students’ demonstration of proficiency or mastery of certain core subjects.

While there are a few exceptions, in the majority of subjects (particularly core subjects), Idaho’s graduation requirements are relatively similar to many other states. There are three areas (math, senior project, and credit for mastery / proficiency) that deserve further exploration, as detailed in the remainder of this report.

Please note that throughout the report, requirements are referenced in Carnegie units, as they are standard units that all state requirements can be converted to and are used by ECS and other entities to compare state requirements. Carnegie units are equivalent to one (1) year of study. In Administrative Code, Idaho’s graduation requirements are detailed in credits, with each credit being granted for 60 hours of study, which essentially equates to one (1) semester. Thus, two (2) credits in Idaho are equal to one (1) Carnegie unit.

**Section 1: Math Graduation Requirements**

As demonstrated in Table 1, the majority of states (26) require three (3) Carnegie units of math for graduation. Only two (2) states require less (2 Carnegie Units). In sixteen (16) states, students must complete four (4) full years of math.

Table 2 and Table 3 provide additional details about the math requirements for states requiring 3 Carnegie Units or 4 Carnegie Units of math. The level of math required for graduation varies amongst states. As shown in Table 1, of the 26 states that require 3 Carnegie units for graduation, 8 states (16% of all states, 31% of states requiring 3 Carnegie units) require students to complete Algebra I, while 10 states (20% of all states, 38% of states requiring 3 Carnegie units) require students to complete a math course above Algebra I (typically Algebra II, though there is some variation). Eleven (11) states specify that 3 Carnegie units are required, but do not identify a specific level of math that must be achieved. The requirements in states requiring 4 Carnegie

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units are typically more stringent, with 13 states (26% of all states, 81% of states requiring 4 Carnegie units) requiring students to take Algebra II or its equivalent or higher.

Regardless of the number of units or level of math required, a total of six (6) states require math during students senior year. Of these, four (4) states require that students take a math or quantitative reasoning course during all four years of high school.

**Table 1: State Comparison of Math Credit Requirements**

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
2 Carnegie Units (2 years / 4 credits)	2	4%	California, Montana
3 Carnegie Units (3 years / 6 credits)	26	52%	Alaska, Connecticut (changing eff 2023), Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming
4 Carnegie Units (4 years / 8 credits)	16	32%	Alabama, Arizona, Arkansas, Delaware, D.C., Florida, Georgia, Louisiana, Michigan, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, West Virginia
Locally Set (6) or By Pathway (1)	7	14%	Colorado, Maine, Massachusetts, Mississippi, New Hampshire, Pennsylvania, Vermont

**Table 2: Details about States with 3 Carnegie Units of Math Required**

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
3 Carnegie Units w/ requirement of Algebra I or equivalent	8	16%	Connecticut, Hawaii, Idaho, Illinois, New Jersey, Oklahoma, Virginia, Washington
3 Carnegie Units w/ requirement of math higher than Algebra I	10	20%	Indiana, Kentucky, Maryland, Minnesota, New York, Oregon, South Dakota, Texas, Utah
3 Carnegie Units + Requirement of Math / Quantitative all years of HS	3	6%	Indiana, Kentucky, Maryland
Senior Math required	1	2%	Idaho

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**Table 3: Details about States with 4 Carnegie Units of Math Required**

# Carnegie Units Required (for standard diploma)	# of States	% of States	States Included
4 Carnegie Units w/ requirement of Algebra I or equivalent	1	2%	Florida
4 Carnegie Units w/ requirement of math higher than Algebra I	13	26%	Alabama, Arizona, Arkansas, Delaware, D.C., Georgia, Louisiana, Michigan, New Mexico, North Carolina, Ohio, Tennessee, West Virginia
4 Carnegie Units + Requirement of Math / Quantitative all years of HS	1	2%	Tennessee
Senior Math required	1	2%	Michigan

**Table 4: Counting Computer Science towards Math Graduation Requirement**

How States Count Computer Science towards Graduation Requirements	# of States	% of All States	States Included
Computer Science Counts for Math	15	30%	Alabama, Delaware, D.C., Illinois, Kentucky, Louisiana, Maryland, Minnesota, New Jersey, North Carolina, North Dakota, Oklahoma, Tennessee, Texas, Wisconsin
Computer Science Counts for Math or Science	14	28%	Arkansas, Florida, Georgia, Idaho, Iowa, Michigan, Nevada, New Mexico, Ohio, Pennsylvania, Utah, Virginia, Washington, West Virginia
Computer Science Counts for Another Requirement	5	10%	Maryland (technology education), Oklahoma (foreign language), Tennessee (elective focus), Texas (foreign language), Virginia (CTE)
At District Discretion	4	8%	Arizona, California, Colorado, New York

**Policy Considerations**

1. Adjusting language in Administrative Code to better align with the Idaho Content Standards:
  - Section 105.01.d.i. requires students to complete two credits of “Algebra I or courses that meet the Idaho Algebra I Content Standards.” The current Idaho Content Standards address high school math, but do not have separate Algebra I standards. The standards are done in an integrated fashion, and while some school districts address them through the traditional course sequence (Algebra I, Geometry, etc.), others have adopted integrated high school math. Based on a review of the standards

and language used by other states with similar standards, recommends the requirement be “Algebra I or Integrated Math I or equivalent.”

- Section 105.01.d.i. requires students to complete two credits of “Geometry or courses that meet the Idaho Geometry Content Standards.” The current Idaho Content Standards address high school math, but do not have separate Geometry standards. Based on a review of the standards (which use integrated high school math) and language used by other states with similar standards, staff recommends the requirement be “Geometry or integrated equivalent.”
2. Adjusting language related to Senior Math (options):
- Maintain senior math in its current form.
  - Maintain senior math by requiring students to take a math or quantitative reasoning course (which could include physics, statistics, or even financial literacy) all four years of high school).
  - Eliminate the senior math requirement and leave all other requirements the same (with language adjustments as recommended).
  - Eliminate the senior math requirement, but require a higher level of math (Algebra II or Integrated Math II or equivalent) for graduation.
3. Cleaning up outdated language:
- Section 105.06.c. related to granting high school credits during middle school refers to teachers who are properly certified and who meet “the federal definition of highly qualified.” The Every Student Succeeds Act eliminated the highly qualified language from federal law, so staff recommends cleaning up this section of rule.

## **Section 2: Senior Project Graduation Requirement**

While the review conducted by State Board staff revealed that many school districts and schools across the country require a senior project or capstone, it is clear that it is currently more common for the requirement to be instituted locally rather than by the state. With the exception of the written report and oral presentation, Idaho’s current requirement would fall into this category. Some states (Colorado, Connecticut, Kentucky, Rhode Island) allow a senior project or capstone to be used to demonstrate competency and grant students proficiency-based credit. Other states encourage capstones or require them for certain endorsements.

Some feedback from the field has indicated that while Idaho’s broad language related to the senior project allows flexibility, it has also resulted in some students completing projects that are not meaningful or academically engaging. A 2013 report by Hanover Research provides guidance regarding best practices, with a focus on implementing senior capstone projects in a manner that encourages student engagement during their senior year. The report indicates that senior capstone projects can help students synthesize prior learning, develop valuable skills (research, planning, leadership, and collaboration if there is a group component), and can build a bridge to the student’s future career or higher education plans.

Policy Considerations

1. Maintain the senior project requirement as it is, but provide more substantial guidance and recommendations regarding implementation.
  - This could be done by the SDE providing additional guidance / recommendations.
  - This could be done by requiring district to establish a guidance document.
2. Maintain the senior project requirement, but add more specifics regarding project qualifications.
  - Example 1: Require that the project be connected to the students 8<sup>th</sup> grade plan and/or career or higher education plans.
  - Example 2: Specify that the project must include a work-based experience (internship, apprenticeship, etc.) or product in addition to a paper and presentation.
3. Eliminate the senior project requirement and encourage districts to require / encourage capstones at the local level.

**Language regarding Mastery-Based Credits**

While there are some states that address some or all of their graduation requirements through a mastery- or competency-based system, there are other states that have a standard diploma but allow credits to be given by local school districts or schools based on students' demonstration of proficiency. While Idaho's language related to mastery-based credits allows maximum flexibility for districts, some feedback from the field has indicated that districts may be hesitant to use this option because of lack of clarity regarding appropriate ways to determine a student has appropriately mastered the content and is deserving of credit.

Of other states that have a standard diploma system, but offer mastery-based credits, Kentucky has some of the more developed language. Kentucky allows high school graduation credit to be awarded either through 120 hours of instructional time (in Carnegie units) in a subject or through performance-based credits. The awarding of performance-based credits is done locally and does not have a minimum number of instructional hours. However, in order to award performance-based credits, each district must establish a policy for their performance-based system that details their processes, grading system, and other details. The Kentucky State Department of Education also provides guidance on their website: <https://education.ky.gov/educational/AL/pbc/Pages/default.aspx>

Policy Considerations

1. Maintain the mastery-based credit language as it is in rule, but provide more substantial guidance and recommendations from the state regarding implementation.
  - Guidance and recommendations could be provided on the State Department website.

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- Additional guidance, support, and discussions could be facilitated in partnership with stakeholder groups (IASA, ISBA, IEA, etc.).
2. Adjust the mastery-based credit language in rule to require districts to establish a policy for awarding credit.
  3. Adjust the mastery-based credit language in rule by adding more specifics regarding the methods that districts and schools can use to determine if a student has adequately demonstrated proficiency in a subject.





Response to information request

Prepared August 2018  
Jennifer Zinth, Principal: High School and STEM  
[jzinth@ecs.org](mailto:jzinth@ecs.org)

## This response was prepared for Tracie Bent, Idaho State Board of Education

### Your Question:

You requested updated information on state-by-state high school graduation requirements.

### Our Response:

**Statewide graduation requirements:** 47 states and the District of Columbia have minimum statewide high school graduation requirements. The three states that do not have statewide minimum Carnegie unit requirements are Colorado, Massachusetts, and Pennsylvania, though all three have statewide assessment or recommended graduation requirements.

**Total units required:** These vary broadly, from 13 units in a small number of states to 26 units for some pathways in a small number of states.

**Endorsements/seals to the standard diploma, and advanced diplomas:** At least eight states currently offer an endorsement or seal to the standard diploma, while in at least four additional states, 2017 legislation or state board rulemaking calls for endorsements or seals to be added to the diploma at a later date.

In addition, at least five states offer an advanced diploma with requirements that exceed those for the standard diploma.

These options vary considerably across states, in terms of whether states offer an academically- or CTE-oriented diploma or endorsement (or both), the number of measures students must meet to earn an advanced diploma or endorsement, how far those measures deviate from those required for the standard diploma, and whether the advanced diploma or endorsement is awarded based on accumulation of additional and/or more rigorous Carnegie units, assessment scores, other achievements, or some combination thereof.

The eight states offering an endorsement or seal to the standard diploma does not include the states that make available a state seal of biliteracy to students who, in addition to completing high school graduation requirements, have completed certain coursework and/or demonstrated proficiency in a language other than English.

Unless otherwise indicated, all high school graduation requirements in this table are presented in Carnegie units, with 1 unit reflecting one year of study.

### Additional data & links

[High School Diploma Options That Meet Federal Graduation Rate Calculation Requirements](#) (ECS, February 2018)

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**This analysis does not include:**

**Exit exam requirements.** Some 15 states currently require students to achieve a minimum score on subject area assessment(s) in addition to completing course requirements.

**Civics assessment requirements.** An increasing number of states require all students to correctly answer a certain number of questions from the USCIS Naturalization Exam as a condition of high school graduation.

**Competency-based alternatives to Carnegie unit requirements.** Approximately 40 states allow students to substitute a locally or state-determined demonstration of competency in a subject for Carnegie unit requirements. These policies vary significantly, with those at one end limiting students to demonstrating competency in a foreign language, to those at the other end completely eliminating references to Carnegie unit in statute or regulation. Additional information on these policies is available on request.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Alabama</b>	Standard	4, incl. English I, II, III, IV	4, incl. 1 Algebra I, 1 Geometry, 1 Algebra II <sup>1</sup>	4, incl. 1 World History, 1 U.S. History I, 1 U.S. History II, .5 U.S. Government, .5 Economics	4, incl. 1 Biology, 1 physical science <sup>2</sup>	1.5, incl. 1 Lifelong Individualized Fitness Education (LIFE), .5 Health Education	See below  3 units chosen from CTE, foreign language, arts ed.	See below  3 units chosen from CTE, foreign language, arts ed.	2.5	1 Career Preparedness  See below  3 units chosen from CTE, foreign language, arts ed.	•	24	Ala. Admin. Code r. 290-3-1-.02(8)(a)
<b>Alaska</b>	Standard	4	3	3	2	1 Health/ Physical Education	•	•	-	-	•	21 (13 specified in reg.) <sup>3</sup>	4 AAC 06.075
<b>Arizona</b>	Standard	4 units English or English as a Second Language <sup>4</sup>	4, incl. 3 units containing content aligned to the Arizona Math Standards for Algebra I, Geometry, and	3, incl. 1 American history (incl. AZ history), 1 world history/geography, .5 U.S. govt. (incl. civics and AZ govt.), .5 economics	3	•	See below  1 unit arts or CTE	•	7 <sup>7</sup>	See below  1 unit arts or CTE	•	22	A.A.C. R7-2-302

<sup>1</sup> 4<sup>th</sup> unit math must be chosen from *Alabama Course of Study: Mathematics* or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses

<sup>2</sup> 3<sup>rd</sup> and 4<sup>th</sup> unit science must be chosen from *Alabama Course of Study: Science* or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent course

<sup>3</sup> Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit. Specific subject area units-of-credit requirements must be set out in each district plan and must require students to complete the 13 units specified here.

<sup>4</sup> Units shall include but not be limited to the following: reading American and other world literature, reading informational text, writing, research methods, speaking and listening skills, grammar, and vocabulary.

<sup>7</sup> Seven units of additional courses prescribed by the local school district governing board or charter school.

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			Algebra II <sup>5</sup> , 1 unit that includes significant math content <sup>6</sup>										
<b>Arkansas</b>	Standard (Smart Core)	4	4 units, with student choosing Option 1 or Option 2  Option 1 <sup>8</sup> : Incl. 1 Algebra I or Algebra A & B <sup>9</sup> , 1 Geometry or Investigating Geometry or Geometry A & B <sup>10</sup> , 1 Algebra II and 1 unit with range of options <sup>11</sup>	3, incl. 1 unit world history, 1 unit U.S. history, .5 unit civics  .5 unit economics reqd. and may meet social studies or career focus reqts.	3 units, with student choosing Option 1 or Option 2  Option 1: 3 lab units, chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics	1, incl. .5 p.e., .5 health and safety	.5 Fine Arts		6 Career Focus  .5 unit economics reqd. and may meet social studies or career focus reqts.	.5 Oral Communications		22	ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; section <a href="#">9.03.1 et seq.</a> )

<sup>5</sup> The requirement for the third credit covering Algebra II may be met by but is not limited to the following: a math course comparable to Algebra II course content; computer science, career and technical education and vocational education, economics, science and arts courses as determined by the local school district governing board or charter school.

<sup>6</sup> As determined by local school district or charter school.

<sup>8</sup> All students must take a math course in grade 11 or grade 12 and complete Algebra II.

<sup>9</sup> Grades 7-8 or 8-9

<sup>10</sup> Grades 8-9 or 9-10

<sup>11</sup> Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an AP math.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Option 2: 1 unit Computer science and 3 units from Option 1		Option 2: 1 unit Computer science and 2 units from Option 1								
<b>Arkansas</b>	Waiver (Core)	4	4 units, with student choosing Option 1 or Option 2  Option 1: Incl. 1 unit Algebra or equivalent, 1 unit Geometry or equivalent <sup>12</sup>  Option 2: 1 unit Computer Science and 3 units from Option 1	3, incl. 1 unit world history, 1 unit U.S. history, .5 unit civics  5 unit economics reqd. and may meet social studies or career focus reqts.	3 units, with student choosing Option 1 or Option 2  Option 1: Incl. 1 unit Biology or equivalent, 1 unit physical science.  Option 2: 1 unit Computer science and 2 units from Option 1	1, incl. .5 p.e., .5 health and safety	.5 arts	•	6 Career Focus  5 unit economics reqd. and may meet social studies or career focus reqts.	.5 Oral Communications	•	22	ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; section <a href="#">9.03.1 et seq.</a> )
<b>California</b>	Standard	3	2 <sup>13</sup> , incl. Algebra I	3, incl. 1 unit United States history and geography;	2, incl. biological and physical sciences	2 units p.e.	See below  1 visual or performing arts or	See below  1 visual or performing arts or	•	•	•	13	West's Ann.Cal.Educ. Code § 51225.3, 51224.5

<sup>12</sup> All math units must build on the base of algebra and geometry knowledge and skills. A two-year algebra equivalent or a two-year geometry equivalent may each be counted as 2 units of the 4 unit requirement.

<sup>13</sup> If the district requires more than 2 units math for graduation, a district may adopt a policy allowing a student to substitute a “category C” approved computer science course for a math course, per Section 51225.35.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				1 unit world history, culture, and geography; .5 unit American government and civics; .5 unit economics			foreign language	foreign language					
California	Advanced	California awards the Golden State Seal Merit Diploma to students who complete all graduation requirements and who demonstrate mastery of the curriculum in at least 6 subject areas, 4 of which must be English language arts, math, science and U.S. history, with the 2 remaining subject areas chosen by the student. Specifically: <ul style="list-style-type: none"><li>English language arts/literacy (ELA): Student must earn either:<ul style="list-style-type: none"><li>Grade of <math>\geq</math> B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li><li>Earn achievement level of <math>\geq</math> “Standard Met” for the high school Smarter Balanced Summative Assessment</li></ul></li><li>Mathematics: Students must earn either:<ul style="list-style-type: none"><li>Grade of <math>\geq</math> B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li><li>Earn achievement level of <math>\geq</math> “Standard Met” for the high school Smarter Balanced Summative Assessment</li></ul></li><li>Science: Student must earn either:<ul style="list-style-type: none"><li>Grade of <math>\geq</math> B+ (or numerical equivalent) in a single course (each semester) completed in grade 9 or 10 or 11</li><li>A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA</li></ul></li><li>Social studies: Student must earn either:<ul style="list-style-type: none"><li>A grade of <math>\geq</math> B (or numerical equivalent) upon completion of the required U.S. history course (each semester)</li><li>A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA</li></ul></li><li>Two additional subject areas—students may choose from any of the following:<ul style="list-style-type: none"><li>Any additional qualifying grade or score listed above, earned for the subject of ELA, math, science, or U.S. history not already used to meet eligibility</li><li>A grade of <math>\geq</math> B (or numerical equivalent) upon the completion of high school courses in other subjects</li><li>A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA.</li></ul></li></ul>											West's Ann.Cal.Educ. Code § 51450 – 51455; 5 CCR § 876; California Department of Education <a href="#">website</a>
Colorado	Standard	With the exception .5 unit U.S. and Colorado government, all graduation requirements set by local districts.  <b>Eff. Class of 2021:</b> All districts must adopt graduation requirements that at a minimum meet the requirements of state board-set <a href="#">Graduation Guidelines</a> . State-level menu of options identifies minimum cut scores or other metrics in English and math on the following measures: Accuplacer, ACT, ACT WorkKeys, Advanced Placement, ASVAB, Concurrent Enrollment, District Capstone, Industry Certificate, International Baccalaureate, SAT, and collaboratively developed, standards-based performance assessment.											CO Const. Art. IX, § 15; C.R.S.A. § 22-1-104; C.R.S.A. §22-2-106(1)(a.5); Colorado Department

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		Districts may make all options available or choose which choices from the menu of options to make available to students. Students select from district-determined menu of options how they will demonstrate college- and career-readiness in English language arts and math. Students may use different options to demonstrate college- and career-readiness in English and math. Districts may raise minimum scores required on an option for the standard diploma, add graduation requirements in other content areas, or adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for English learners, gifted students and students with disabilities.											of Education <a href="#">Graduation Guidelines Menu of Options</a>
Colorado	Advanced diploma and endorsement	<p><b>Postsecondary and Workforce Readiness (PWR) Diploma:</b> <a href="#">Conversations are underway</a> to identify the metrics necessary for students to earn a Postsecondary and Workforce Readiness endorsement to the high school diploma.</p> <p><b>Diploma Endorsement in STEM:</b> <a href="#">HB17-1201</a> authorizes a local education provider to grant a diploma endorsement in STEM (local education providers are not required to award the diploma endorsement in STEM) to a student who:</p> <ul style="list-style-type: none"> <li>Meets high school graduation requirements at a high level of proficiency as specified by the local education provider</li> <li>Completes with a minimum 3.5 GPA on a 4.0 scale, a coherent sequence of at least four courses in the areas of science, technology, engineering and mathematics as determined by the local education provider, which courses are in addition to minimum graduation requirements in these areas</li> <li>Demonstrate proficiency in math by achieving of the following scores: <ul style="list-style-type: none"> <li>≥ 28 on the math portion of the ACT</li> <li>≥ 600 on the math portion of the SAT</li> <li>≥ 5 on an IB math exam</li> <li>≥ 4 on an AP math exam</li> <li>≥ 100 on the Accuplacer</li> <li>≥ on the Armed Services Vocational Aptitude Battery Test (ASVAB)</li> </ul> </li> <li>Complete a final capstone project that demonstrates a high level of mastery, as set by the local education provider for each of the following competencies (additional definitions for each competency set forth in statute) <ul style="list-style-type: none"> <li>Inquiry-based learning</li> <li>Creative problem-solving</li> <li>Experimentation</li> <li>Critical thinking</li> <li>Deductive and inductive reasoning</li> <li>Understanding of engineering principles</li> <li>Effective communication skills.</li> </ul> </li> </ul> <p>Each granting local education must work with local STEM-related business and industry leaders and appropriate institutions of higher education to establish the high proficiency levels of mastery that a student must demonstrate in each of the aforementioned competencies.</p>											C.R.S. 22-7-1009 and 22-7-1017; 22-7-1009.3
Connecticut	Standard	4	3	3, incl. .5 unit civics and American govt.	2	1 unit p.e.	See below  1 unit arts or vocational education			See below  1 unit arts or vocational education		20 (14 specified in statute)	C.G.S.A. § 10-221a(b)

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Connecticut</b> (eff. Class of 2023)	Standard	Effective with the class of 2023, course requirements are not prescribed by subject area but by the following subject area groups: <ul style="list-style-type: none"> <li>• Nine units in the humanities, incl. civics and the arts</li> <li>• Nine units in science, technology, engineering and mathematics</li> <li>• One unit in physical education and wellness</li> <li>• One unit in health and safety education, as described in <a href="#">section 10-16b</a></li> <li>• One unit in world languages<sup>14</sup></li> <li>• One unit mastery-based diploma assessment.</li> </ul>										25	C.G.S.A. § 10-221a(c)
<b>Delaware</b>	Standard	4	4, incl. Algebra I, Geometry, Algebra II or equivalent <sup>15</sup>	3, incl. 1 unit U.S. History	3 lab science, incl. 1 Biology	1.5, incl. 1 unit p.e. and .5 health education	-	2 <sup>16</sup>	3.5	3 units in a Career Pathway	<sup>17</sup>	24	14 Del. Admin. Code 505 4.0
<b>District of Columbia</b>	Standard	4	4, incl. Algebra I, Geometry, Algebra II <sup>18</sup>	4, incl. World History 1 and 2, U.S. History, U.S. Government, and District of Columbia History	4, incl. 3 lab science, incl. 1 Biology	1.5 p.e. and health	1, incl. .5 art and .5 music	2	3.5	<sup>19</sup>	100 hours volunteer community service	24	5-A DCMR § 2203

<sup>14</sup> May be completed (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed 4.

<sup>15</sup> Students must earn a unit of math during the senior year.

<sup>16</sup> Earned either by (a) completing 2 units in the same world language, or (b) demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

<sup>17</sup> During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A student participating in a dual enrollment or dual credit course shall be considered to be meeting the majority of credits, as long as a credit in Mathematics is earned during the senior year.

<sup>18</sup> All students must enroll in Algebra I by the 10<sup>th</sup> grade, unless the school is approved for a waiver.

<sup>19</sup> At least 2 of the 24 Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Florida	Standard	4, incl. ELA I, II, III, IV	4, incl. 1 Algebra I and 1 Geometry <sup>20</sup>	3, incl. 1 U.S. history, 1 world history, .5 economics <sup>21</sup> , .5 U.S. govt.	3, incl. 2 lab units, incl. 1 Biology I and 2 in equally rigorous courses <sup>22</sup>	1 unit p.e.	See below  1 unit fine or performing arts, speech and debate, or practical arts <sup>23</sup>	•	8	See below  1 unit fine or performing arts, speech and debate, or practical arts <sup>24</sup>  One of the 24 units must be completed as an online course	Minimum 2.0 GPA on 4.0 scale	24 <sup>25</sup>	West's F.S.A. § 1003.4282
Florida	Endorsed	The following designations may be included on the standard high school diploma, <b>by completing the standard diploma requirements as well as the designation requirements.</b>  <b>Scholar designation:</b> <ul style="list-style-type: none"><li><b>Math:</b> Earn one credit in Algebra II and one unit in statistics or an equally rigorous course. Eff. Class of 2018, students must also pass the Geometry standardized, statewide assessment.</li></ul>											West's F.S.A. § 1003.4285

<sup>20</sup> A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.

<sup>21</sup> .5 unit economics must include financial literacy

<sup>22</sup> A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I.

<sup>23</sup> The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.

<sup>24</sup> The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.

<sup>25</sup> In lieu of completing these 24 units, students may earn a standard diploma by completing an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.

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		<ul style="list-style-type: none"> <li><b>Science:</b> Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.<sup>26</sup></li> <li><b>Social studies:</b> Pass the statewide, standardized United States History EOC assessment.<sup>27</sup></li> <li><b>Foreign language:</b> Earn two credits in the same foreign language.</li> <li><b>Electives:</b> Earn at least one credit in an AP, IB, an Advanced International Certificate of Education, or a dual enrollment course.</li> </ul> <p><b>Merit designation:</b></p> <ul style="list-style-type: none"> <li>Earn one or more industry certifications from a state approved list.</li> </ul>											
<b>Georgia</b>	Standard	4, incl. 1 American Literature/Composition and 1 Ninth-Grade Literature and Composition	4, incl. Mathematics I or GPS Algebra, or equivalent and Mathematics II or GPS Geometry, or equivalent and Mathematics III or GPS Advanced Algebra or equivalent.	3, incl. 1 U.S. History, 1 World History, .5 American Government/Civics, .5 Economics.	4, incl. 1 Biology, 1 either Physical Science or Physics, 1 unit chosen from Chemistry, Earth Systems, Environmental Science or an AP/IB course, and a 4 <sup>th</sup> unit.	1 unit Health and Physical Education	See below  3 units chosen from CTAE, Fine Arts or Modern Language/Latin	See below  3 units chosen from CTAE, Fine Arts or Modern Language/Latin <sup>28</sup>	4	See below  3 units chosen from CTAE, Fine Arts or Modern Language/Latin		23	Ga Comp. R. & Regs. 160-4-2-.48
<b>Hawaii</b>	Standard	4, incl. English Lang. Arts 1, English Lang. Arts 2,	3, incl. 1 unit Algebra I, 1 unit Geometry,	4, incl. 1 unit U.S. History and Govt., 1 unit World	3, incl. Biology and 2 units standards based	1 unit p.e. and .5 unit health <sup>29</sup>	See below  2 units chosen from world	See below  2 units chosen from world	6	.5 Personal/Transition Plan	•	24	Board of Education Policy <a href="#">102-15</a>

<sup>26</sup> A student enrolled in an AP, IB, or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets this requirement without having to take the statewide, standardized Biology I EOC assessment.

<sup>27</sup> A student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets this requirement without having to take the statewide, standardized United States History EOC assessment.

<sup>28</sup> Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

<sup>29</sup> Or proficiency-based equivalent of p.e. and/or health

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		.5 Expository Writing, 1.5 Common Core-aligned-electives or proficiency-based equivalents	1 unit Common Core-aligned math elective or proficiency-based equivalent	History and Culture, .5 unit Modern History of Hawaii, .5 unit Participation in a Democracy, 1 unit standards based social studies elective or proficiency based equivalent	science electives or proficiency-based equivalents		language, fine arts, or CTE, or proficiency-based equivalents	language, fine arts, or CTE, or proficiency-based equivalents		See below  2 units chosen from world language, fine arts, or CTE, or proficiency-based equivalent			
<b>Hawaii</b>	Advanced	<p>Students who earn a minimum cumulative 3.0 GPA and complete the standard diploma requirements may earn one or more honors recognition certificates by completing additional requirements:</p> <p><b>Academic Honors:</b> Student must complete the following:</p> <ul style="list-style-type: none"> <li>• 4 units math, including 1 Algebra II and one unit beyond Algebra II. The unit beyond Algebra II must be earned through the following course, or AP, IB or Running Start equivalent: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus.</li> <li>• 4 units science, including Biology I or AP or IB equivalent.</li> <li>• 2 units minimum of AP/IB/Running Start courses (equivalent to credits for two college courses).</li> </ul> <p><b>CTE Honors:</b> Student must complete program of study (2-3 courses in sequence plus a state-identified specific academic course requirement). In doing so, student must:</p> <ul style="list-style-type: none"> <li>• Earn at least a B in each required program of study.</li> <li>• Meet or exceed proficiency on performance-based exams for corresponding program of study.</li> </ul> <p><b>STEM Honors:</b> Student must complete the following:</p> <ul style="list-style-type: none"> <li>• 4 units math, including 1 Algebra II and one unit beyond Algebra II. The unit beyond Algebra II must be earned through the following course, or AP, IB or Running Start equivalent: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, or Calculus.</li> <li>• 4 units science, including Biology I or AP or IB equivalent.</li> <li>• <a href="#">STEM Capstone project</a> in one of the approved ACCN courses identified in the link.</li> </ul>											Hawaii State Department of Education <a href="#">Graduation Requirements webpage</a>
<b>Idaho</b>	Standard	4.5, incl. .5 communications	3, incl. 1 unit Algebra, 1 unit	2.5 units, incl. 1 unit govt., 1 unit U.S. history,	3, incl. 2 lab-based.	.5 health/	See below  1 unit humanities,	See below  1 unit humanities,	•	•	College entranc	23 (14.5 specif	<a href="#">IDAPA 08.02.03.105</a>

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			Geometry, 1 unit math of the student's choice <sup>30</sup>  AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may be counted as a math credit if the student has completed Algebra II standards. <sup>31</sup>	.5 unit economics	Up to 1 unit AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science Credit. <sup>32</sup>	wellness <sup>33</sup>	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions <sup>34</sup>	chosen from visual arts, music, theatre, dance, world language, literature, history, philosophy, architecture, or comparative world religions			exam <sup>35</sup>  Senior project <sup>36</sup>	4 (included in reg.)	

<sup>30</sup> Algebra I or Geometry may be fulfilled by courses that meet the Idaho Algebra I or Geometry Content Standards as approved by the State Department of Education. One of the required math units must be taken in the last year of high school in which the student intends to graduate. An exemption from this requirement is available to students who (a) have completed 3 units or more of high school math prior to the fall of their last year of high school, including at least 2 semesters of an Advanced Placement or dual credit calculus or higher level course, or (2) complete 4 or more high school units of math and complete Algebra II or higher level math courses. In both instances, math courses completed in middle school must count for purposes of these provisions.

<sup>31</sup> Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

<sup>32</sup> Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

<sup>33</sup> As part of the Health/Wellness course, students must receive a minimum of 1 class period on CPR training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED).

<sup>34</sup> To fulfill this requirement, visual arts, music, theatre, dance, world language course must be aligned to the Idaho content standards for those subjects; literature, history, philosophy, architecture, or comparative world religions course may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.

<sup>35</sup> Student must take the SAT or ACT before the end of grade 11. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT.

<sup>36</sup> By the end of grade 12, a student must complete a senior project, which must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.

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Illinois	Standard	4	3, incl. 1 unit Algebra I, 1 unit that incl. geometry content, and 1 unit (which may be AP CS) <sup>37</sup>	2, incl. 1 unit U.S. history (or a combination of U.S. history and U.S. govt.)  Eff. Class of 2020: .5 unit civics	2	.5 health <sup>38</sup>	See below  1 unit chosen from art, music, foreign language or CTE	See below  1 unit chosen from art, music, foreign language or CTE	•	2 writing-intensive courses <sup>39</sup>  .25 unit consumer education  See below  1 unit chosen from art, music, foreign language or CTE	-	16.75	105 ILCS 5/27-22; February 2016 <a href="#">Guidance Document, State Graduation Requirements</a>
Indiana	Standard (Core 40)	4, which must incl. a balance of literature, composition and speech	3, either Algebra I, geometry, Algebra II or Integrated Mathematics I, II, III <sup>40</sup>	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and civilization or geography and history of the world	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l unit Core 40 science courses	1.5, incl. .5 health and wellness and 1 p.e.	See below  3 units "directed electives" chosen from world languages, fine arts or CTE	See below  3 units "directed electives" chosen from world languages, fine arts or CTE	3	See below  3 units "directed electives" chosen from world languages, fine arts or CTE	•	20	511 IAC 6-7.1-5

<sup>37</sup> If student successfully completes Algebra II or an integrated mathematics course with Algebra II content.

<sup>38</sup> While not a graduation requirement, 105 ILCS 5/27-6 provides that daily physical education is a required course for students each year of high school. In addition,

<sup>39</sup> One of which must be English (and may count toward meeting 1 of the 4 required units of English) and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

<sup>40</sup> Three units math must be taken after entering high school. A student must be enrolled in a math or quantitative reasoning course each year of high school.

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Indiana	Waiver (Minimum)	4, which must incl. a balance of literature, composition and speech <sup>41</sup>	2, incl. 1 Algebra I or Integrated Mathematics I <sup>42</sup>	2, incl. 1 U.S. history, .5 U.S. govt., .5 in another social studies course, global economics, or consumer economics <sup>43</sup>	2, incl. 1 biology. The 2 units must include content from one of the major science discipline categories <sup>43</sup>	1.5, incl. .5 health and wellness <sup>44</sup> and 1 p.e.			3, plus 2.5 "flex credits" <sup>45</sup>	3 college and career pathway		20	511 IAC 6-7.1-4
Indiana	Advanced (Core 40 with Academic Honors) <sup>46</sup>	4, which must incl. a balance of literature, composition and speech	4, incl. either Algebra I, geometry, Algebra II or Integrated Mathematics	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l	1.5, incl. .5 health and wellness <sup>48</sup> and 1 p.e.	1	3 or 4 – either 3 units in Core 40 courses in a single world language,	3 or 4, depending on # of world lang. units completed	Student must earn "C" or higher in courses that count toward the diploma, and min "B" cumulative GPA in all courses.		23.5	511 IAC 6-7.1-6

<sup>41</sup> Min. 3 units must be from English language arts; 1 unit may be from business technology, family and consumer sciences, technology education or career-technical having predominantly English language arts content. If a student completes a Level III world language course, the school may waive 1 unit of the language arts requirement.

<sup>42</sup> Unless the student has completed Algebra I or Integrated Mathematics I before entering high school. A minimum of 1 unit of the math requirement must be from the mathematics area of study. One unit may be from business technology, family and consumer sciences, technology education or career-technical having predominantly math content.

2 math units must be earned after the student enters high school. A student must earn 1 unit math or quantitative reasoning during the student's junior or senior year.

<sup>43</sup> Life science, physical science, earth and space science. One unit may be from family and consumer sciences or career-technical courses having predominantly science content.

<sup>44</sup> May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

<sup>45</sup> "Flex credits" are 2.5 units in any combination of the following: (A) Additional courses to extend the college and career pathway; (B) Courses involving workplace learning [list of possible courses in regulation]; (C) Advanced career-technical education, college credit; (D) Additional courses in language arts, social studies, math, science, world languages or fine arts.

<sup>46</sup> A student who has earned an international baccalaureate diploma is eligible to receive a Core 40 diploma with academic honors.

<sup>48</sup> May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

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			cs I, II, III, and 1 add'l unit in Core 40 math courses <sup>47</sup>	civilization or geography and history of the world	unit Core 40 science courses			or 2 units in Core 40 courses in each of 2 world languages		Students encouraged to complete college and career pathway.  In addition, student must complete 1 of the following: <ul style="list-style-type: none"> <li>• 2 units in 2 or more AP courses and take corresponding AP exams</li> <li>• Dual credit courses from the priority course list resulting in six (6) verifiable transcribed college credits.</li> <li>• Combination of AP/IB/dual credit<sup>49</sup></li> <li>• SAT with composite score <math>\geq 1250</math> composite, <math>\geq 560</math> math, <math>\geq 590</math> evidence-based</li> </ul>			

<sup>47</sup> Student must earn at least 3 of the required 4 math units after entering high school. Student must be enrolled in a math or quantitative reasoning course each year of high school.

<sup>49</sup> Two of the following: (a) A minimum of 3 verifiable transcribed college credits from the priority course list; 1 unit in an AP course and take corresponding AP exam; (c) 1 unit of IB standard level course and corresponding exams.

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										<div>reading and writing section</div> <ul style="list-style-type: none"><li>• ACT with composite score of <math>\geq 26</math> and completion of written section</li><li>• 2 units in IB courses and take corresponding exams</li></ul>			
Indiana	Advanced (Core 40 with Technical Honors)	4, which must incl. a balance of literature, composition and speech	3, incl. either Algebra I, geometry, Algebra II or Integrated Mathematics I, II, III <sup>50</sup>	3, incl. 1 U.S. history, .5 U.S. govt., .5 economics, and 1 either world history and civilization, or geography and history of the world	3, incl. 1 biology, 1 chemistry, physics or integrated chemistry-physics, and 1 add'l Core 40 science course	1.5, incl. .5 health and wellness <sup>51</sup> and 1 p.e.			6	Min. 3 units in the college and career preparation courses in a state-approved college and career pathway, and earn either pathway-designated industry-based certification or credential, or pathway-designated dual credit courses from the lists of priority courses resulting in 6 verifiable transcribed college credits.  Student must earn “C” or higher in courses that count toward the diploma, and min “B”	23.5	511 IAC 6-7.1-7	

<sup>50</sup> Students must earn 3 units math after entering high school. A student must be enrolled in a math or quantitative reasoning course each year of high school.

<sup>51</sup> May be waived if student completes certain numbers of credits from certain family and consumer sciences courses or health careers education courses offered through career-technical programs.

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ATTACHMENT 1													
State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
										<p>cumulative GPA in all courses.</p> <p>Student must complete one of the following:</p> <ul style="list-style-type: none"><li>Any of the options listed for the Core 40 with Academic Honors</li><li>Min. scores on WorkKeys<sup>52</sup></li><li>Minimum scores on Accuplacer<sup>53</sup></li><li>Minimum scores on Compass<sup>54</sup></li></ul>			
Indiana	Standard (Eff. Class of 2023)	<p>Effective with the graduating Class of 2023, all students will be required to satisfy three Graduation Pathway Requirements:</p> <ul style="list-style-type: none"><li>Meet statutorily defined diploma credit and curricular requirements</li><li>Demonstrate employability skills through at least one of the following:<ul style="list-style-type: none"><li>Project-based learning experience</li><li>Service-based learning experience</li><li>Work-based learning experience</li></ul></li><li>Complete at least one postsecondary competency:<ul style="list-style-type: none"><li>Honors Diploma: Complete requirements for either academic or technical honors diploma</li><li>ACT: College-ready benchmarks</li><li>SAT: College-ready benchmarks</li><li>ASVAB: Minimum qualifying score to enter military</li><li>State- and industry-recognized credential or certification</li><li>State-, federal-, or industry-recognized apprenticeship</li><li>CTE concentrator (complete at least 3 units in career sequence with min. “C” average)</li></ul></li></ul>											<a href="#">Indiana State Board of Education Graduation Pathways</a>

<sup>52</sup> Level 6 for Reading for information and Applied mathematics, and Level 5 for Locating information.

<sup>53</sup> Writing 80, Reading 90, Math 75

<sup>54</sup> Algebra 66, Writing 70, Reading 80

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**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"> <li>o AP.IB/dual credit/Cambridge International courses or CLEP exams: Earn "C" average in at least 3 courses</li> <li>o Locally created pathway that meets the framework from and earns approval of state board</li> </ul>											
<b>Iowa</b>	Standard	4	3	3 <sup>55</sup>	3	1 unit p.e.	•	•	•	•	•	14	Iowa Admin. Code 281-12.5(5)
<b>Kansas</b>	Standard	4, incl. reading, writing, literature, communication, and grammar <sup>56</sup>	3, incl. algebraic and geometric concepts	3, incl. world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in S.B.R. 91-31-32, a course of instruction in Kansas history and govt.	3, incl. at least 1 lab. 3 units must incl. physical, biological, and earth and space science concepts	1 unit p.e. - must incl. health and may incl. safety, first aid, or physiology	1 unit, which may include art, music, dance, theatre, forensics, and other similar studies	•	6	•	•	21	K.A.R. 91-31-35(a), (b)

<sup>55</sup> The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history

<sup>56</sup> The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Kentucky</b>	Standard	4, incl. 1 unit each English I, II, III, IV <sup>57</sup>	3, incl. 1 unit each Algebra I, Geometry, Algebra II <sup>58, 59</sup>	3	3 units lab science	.5 unit p.e., .5 unit health	1 unit history and appreciation of visual and performing arts <sup>60</sup>	•	7 <sup>61</sup>	As necessary: math or language arts transitional course or intervention <sup>62</sup>	Demonstrate performance based competency in technology	22	704 Ky. Admin. Regs. 3:305, Section 2
<b>Louisiana</b>	Standard (TOPS University Diploma)	4, incl. English I, English II, English III or an alternative	4, incl. Algebra I, geometry, Algebra II (or Integrated Mathematics I, II, III)	4, incl. 1 U.S. history (or AP U.S. History or IB History of the Americas I); 1 unit chosen from civics with a section on free enterprise, government, or AP U.S. government and politics,	4, incl. Biology I, Chemistry	2, incl. 1.5 p.e. and .5 health	1 <sup>68</sup>	2 units same language	3		All students complete the FAESA	24	La. Admin Code. tit. 28, Pt CXV, § 2318

<sup>57</sup> Language arts must be taken each year of high school

<sup>58</sup> Math course must be taken each year of high school.

<sup>59</sup> An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards. Any mathematics course other than Algebra I, Geometry, or Algebra II shall be counted as an elective.

<sup>60</sup> Or another arts course that incorporates this content

<sup>61</sup> Seven units "Academic and career interest standards-based learning experiences," including 4 standards-based learning experiences in an academic or career interest based on the student's individual learning plan.

<sup>62</sup> If a student does not meet the college readiness benchmarks for math or English and language arts as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take a math or English and language arts transitional course or intervention, which is monitored to address remediation needs, before exiting high school.

<sup>68</sup> Chosen from art, music, dance, theater, speech III and IV (one unit combined), fine arts survey, drafting, media arts, photography I/II, or digital photography

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**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<sup>63</sup> and English IV or	and 4 <sup>th</sup> unit <sup>65</sup>	and 2 add'l units <sup>66</sup>	1, 2 add'l units <sup>67</sup>								

<sup>63</sup> AP English language arts and composition, IB literature, IB language and literature, IB literature and performance

<sup>65</sup> Chosen from algebra III, advanced math--functions and statistics, advanced math--pre-calculus, pre-calculus, IB math studies (math methods), calculus, AP calculus AB, IB mathematics SL, AP calculus BC, AP statistics, IB further mathematics HL, IB mathematics HL, probability and statistics, or AP computer science A.

<sup>66</sup> (a). one of:

- (i). European history;
- (ii). AP European history;
- (iii). western civilization;
- (b). one of:
  - (i). world geography;
  - (ii). AP human geography;
  - (iii). IB geography;
- (c). one of:
  - (i). world history;
  - (ii). AP world history;
  - (iii). IB history of the Americas II;
- (d). IB economics;
- (e). economics;
- (f). AP macroeconomics;
- (g). AP microeconomics;
- (h). AP psychology

<sup>67</sup> (a). Earth science;

(b). environmental science;

- (c). physical science;
- (d). agriscience II--the elective course agriscience I is a pre-requisite;
- (e). one of:
  - (i). chemistry II;
  - (ii). AP chemistry;
  - (iii). IB chemistry I;
  - (iv). IB chemistry II;
- (f). one of:
  - (i). AP environmental science;
  - (ii). IB environmental systems;

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		alternative <sup>64</sup>											
Louisiana	Standard (Career Diploma)	4, incl. English I, English II, 2 add'l units <sup>69</sup>	4, incl. algebra I, applied algebra I, or algebra I-Pt. 2 and 3 add'l units <sup>70</sup>	2, incl. 1 unit chosen from U.S. history, AP U.S. history, IB history of the Americas I, and 1 add'l unit <sup>71</sup>	2, incl. 1 biology and 1 add'l unit <sup>72</sup>	2, incl. 1.5 p.e. and .5 health education <sup>73</sup>	•	•	•	9 units in Jump Start course sequence, workplace experiences and credentials	Completion of approved industry-recognized credential  All student	23	La. Admin Code. tit. 28, Pt CXV, § 2319

(g). one of:

(i). physics I;

(ii). IB physics I;

(iii). AP physics I;

(h). one of:

(i). AP physics C: electricity and magnetism;

(ii). AP physics C: mechanics;

(iii). IB physics II;

(iv). AP physics II;

(i). one of:

(i). biology II;

(ii). AP biology;

(iii). IB biology I;

(iv). IB biology II;

<sup>64</sup> AP English literature and composition, IB literature, IB language and literature, IB literature and performance

<sup>69</sup> Chosen from technical writing, business English, English III, English IV, any AP or IB English course, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE.

<sup>70</sup> Chosen from geometry, financial literacy (formerly financial math), math essentials; algebra II; advanced math-functions and statistics; advanced math--pre-calculus, algebra III, pre-calculus, business math, probability and statistics, comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, or integrated mathematics I, II, and III may be substituted for algebra I, geometry, and algebra II and shall count as 3 math credits.

<sup>71</sup> Chosen from civics, government, AP U.S. government and politics comparative, or AP U.S. government and politics: United States.

<sup>72</sup> Chosen from chemistry I, physical science, earth science, agriscience II, environmental science, or any AP or IB science course.

<sup>73</sup> JROTC I and II may be used to meet the health education requirement

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											s complete the FAFSA		
Maine	Standard	Until the passage of <a href="#">2018 L.D. 1666</a> in July 2018, Maine statute required districts, effective with students graduating in 2020-21, to phase in the following graduation requirements in which awarding of a diploma was contingent on student demonstration of proficiency in the state standards in the following content areas (state standards have been developed in 8 content areas: career and education development, English language arts, health and physical education, mathematics, science and technology, social studies, visual and performing arts, and world languages. <ul style="list-style-type: none"><li>2020-2021: Student demonstrates proficiency in meeting state standards in English language arts, math, science and technology, and social studies.</li><li>2021-2022: Above plus meets state standards in <b>one additional content area</b> of the student’s choice</li><li>2022-2023: Above plus meets state standards in <b>two additional content areas</b> of the student’s choice</li><li>2023-2024: Above plus meets state standards in <b>three additional content areas</b> of the student’s choice</li><li>2024-2025: Student demonstrates proficiency in meeting the state standards in <b>all content areas</b>.</li></ul> With the passage of L.D. 1666, districts may choose whether to award diplomas based on proficiency-based or credit-based standards.  State-determined credit requirements that must be adopted by districts declining the proficiency-based diploma option do not appear to have been determined as of August 2018.											20-A M.R.S.A. § 4722-A
Maryland	Standard	4 <sup>74</sup>	3, incl. 1 with algebra instruction, or 1 or more units in subsequent math courses for which	3, incl. 1 unit U.S. history, 1 unit world history, 1 unit	3 units, incl. 1 lab <sup>76</sup>	5 unit p.e., .5 unit health	1 unit visual arts, music, theater, or dance, or a combination thereof	See below  2 units chosen from world language or advanced technology education, or successful completion		1 unit technology education <sup>77</sup>  Students complete a locally designed, state approved high	75 hours student service <sup>78</sup>	21 (18 specified in regs)	COMAR 13A.03.02.03, COMAR 13A.03.02.05

<sup>74</sup> Four units of organized instruction in comprehension of literary and informational text, writing, speaking and listening, language, and literacy

<sup>76</sup> Three credits of organized instruction which includes a laboratory component engaging in the application of the science and engineering practices, the crosscutting concepts, and disciplinary core ideas including Earth/space science, life science, physical science (chemistry and physics), engineering, and technology, aligned to the Maryland High School Assessment for science;

<sup>77</sup> Includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities

<sup>78</sup> Students complete either (a) 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades, or (b) A locally designed program in student service that has been approved by the State Superintendent of Schools.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			algebra is a prereq. <sup>75</sup>					of a state-approved career and technology program		school program of environmental literacy			
<b>Massachusetts</b>	Standard	Graduation requirements are generally established by local boards. "Physical education shall be taught as a required subject in all grades for all students."											M.G.L.A. 69 § 1D, M.G.L.A. 71 § 3
<b>Massachusetts</b>	Recommended (MassCore)	4	4, incl. Algebra II or integrated equivalent <sup>79</sup>	3, incl. U.S. history and world history	3 lab-based <sup>80</sup>	As req'd by law	1 <sup>81</sup>	2 units same language <sup>82</sup>	5 units add'l core courses, which may include CTE	Students encouraged to complete as many as possible: Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.		22	<a href="#">Adopted</a> by state board 2007
<b>Michigan</b>	Standard	4	4 units, incl. Algebra I, Geometry, Algebra II or integrated equivalent,	3, incl. 1 unit U.S. history and geography, 1 unit world history and geography, .5 unit	3 units, incl. at least biology and either chemistry, physics, anatomy, or	1 unit covering p.e. and health	1 unit visual arts, performing arts, or applied arts	2 units same foreign language completed in any grades K-12 <sup>86</sup>		Complete an online course or learning experience			M.C.L.A. 380.1278a, M.C.L.A. 380.1278b, M.C.L.A. 380.1166

<sup>75</sup> Each student shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement.

<sup>79</sup> Students recommended to take math their senior year of high school.

<sup>80</sup> Technology/engineering coursework may count for MassCore science credit

<sup>81</sup> Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.

<sup>82</sup> Students enrolled in a CTE program of study may opt out of foreign language and art and still complete MassCore.

<sup>86</sup> Or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. For the graduating classes of 2016 through 2024, a student may partially or fully complete 1 unit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction (that is in addition to the 1 unit arts required for all students).

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			and 4 <sup>th</sup> math unit <sup>83</sup>	economics <sup>84</sup> and .5 unit civics	agricultural science <sup>85</sup>								
<b>Minnesota</b>	Standard	4	3, incl. 1 unit Algebra II, and 1 unit Algebra I by end of 8 <sup>th</sup> grade <sup>87</sup>	3.5, incl. U.S. history, geography, government and citizenship, world	3, incl. 1 biology, 1 chemistry or physics <sup>89</sup>	•	1 unit arts <sup>90</sup>	•	7	•	•	21.5	M.S.A. § 120B.024

<sup>83</sup> 4<sup>th</sup> unit such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, or a course in financial literacy. A student may complete algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded for the purposes of these provisions.

A pupil also may partially or fully fulfill the algebra II requirement by completing a department-approved formal career and technical education program or curriculum, such as a program or curriculum in electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the algebra II benchmarks assessed on the department-prescribed state high school assessment, as determined by the department.

Each pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment.

<sup>84</sup> The ½ -credit economics requirement may be satisfied by completion of at least a ½ -credit course in personal economics that includes a financial literacy component as described in section 1165, if that course covers the subject area content expectations for economics developed by the department and approved by the state board.

<sup>85</sup> Or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks, as determined by the department. A student may fulfill the requirement for the third science credit by completing a department-approved computer science program or curriculum or formal career and technical education program or curriculum. The legislature strongly encourages pupils to complete a fourth credit in science, such as forensics, astronomy, Earth science, agricultural science, environmental science, geology, physics, chemistry, physiology, or microbiology.

<sup>87</sup> A CTE credit may fulfill a math credit requirement. A computer science credit or Project Lead the Way credit may fulfill a math credit requirement if the credit meets state academic standards in math.

<sup>89</sup> An agriculture science or CTE credit may fulfill the elective science credit if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the district. An agriculture or CTE credit may fulfill the credit in chemistry or physics if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or CTE credit may not fulfill the required biology credit.

A Project Lead the Way credit may fulfill a science credit requirement if the credit meets the state academic standards in science.

<sup>90</sup> A CTE credit may fulfill the arts credit requirement

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**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
				history, and economics <sup>88</sup>									
<b>Mississippi</b>	Standard (no longer avail. eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I	4, incl. 1 world history, 1 U.S. history, .5 geography, .5 U.S. govt., .5 economics, .5 Mississippi Studies	4, incl. 1 Biology	1, incl. .5 Contemporary Health and .5 p.e.	1 arts	•	5	1 Technology or Computer Science	•	24	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-2
<b>Mississippi</b>	Waiver (District Option; not required to be offered) (no longer avail. eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I	3, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 Mississippi Studies	3, incl. Biology I	.5 Contemporary Health	1 arts	-	4.5	1 Technology or Computer Science	•	21	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-1
<b>Mississippi</b>	Career Pathway Diploma (no longer avail. eff. Class of 2020)	4, incl. English I, English II	3, incl. Algebra I	3, incl. 1 U.S. history, .5 U.S. govt., .5 Mississippi Studies	3, incl. Biology I	.5, either Contemporary Health or p.e.	•	-	2.5 units selected from the student's approved program of study	5, incl. 4 units career and technical in student's program of study, and 1 Technology or Computer Science	•	21	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-3

<sup>88</sup> A .5 unit of economics taught in a school's agriculture education or business department may fulfill a .5 unit in social studies if the credit is sufficient to satisfy all of the academic standards in economics.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Mississippi</b>	Early Exit Diploma (no longer avail. eff. Class of 2022)	2, incl. English II (equivalent course)	3, incl. Algebra I (equivalent course)	2.5, incl. 1 world history, 1 U.S. history (equivalent course), .5 Mississippi Studies	2, incl. Biology I (equivalent course)	1 any combination p.e. and health	1 arts	•	5 <sup>91</sup>	1 Technology or Computer Science	-	17.5	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-4
<b>Mississippi</b>	Standard (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I <sup>92</sup>	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	5.5	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness		24	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-6
<b>Mississippi</b>	Career and Technical Endorsement (eff. Class of 2022)	4, incl. English I, English II	4, incl. Algebra I <sup>93</sup>	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	3.5	6, incl. 4 career and technical, 1 Technology or Computer Science and 1 College and Career Readiness	Overall GPA of ≥ 2.5, ≥ Silver level on WorkKeys, successfully complete either a CTE dual credit, a career pathway experience, or	26	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-7

<sup>91</sup> Should focus on college admission or national certification requirements

<sup>92</sup> Student should take a math or math equivalency senior year

<sup>93</sup> Student should take a math or math equivalency senior year

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**ATTACHMENT 4**

State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											earn state board of ed. approved national credential		
<b>Mississippi</b>	Academic Endorsement (eff. Class of 2022)	4, incl. English I, English II, and 2 units above English II	4, incl. Algebra I and 2 math courses above Algebra I <sup>94</sup>	3.5, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	3, incl. Biology I and 2 add'l courses above Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	7.5, incl. 2 advanced electives of the College Preparatory curriculum reqts.	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness	Overall GPA of ≥ 2.5, courses must meet MS IHL college prep. curriculum (CPC) reqts., Earn MS college readiness benchmarks (ACT subscores of 17 in English and 19 in Math or completion of	26	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-8

<sup>94</sup> Student should take a math or math equivalency senior year

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											appropriate Essentials of College Math or Essentials of College Literacy with an 80 or above (in senior year) or on the SAT as defined by IHL, complete one add'l reqt. <sup>95</sup>		
<b>Mississippi</b>	Distinguished Academic Endorsement	4, incl. English I, English II and 2 units above English II	4, incl. Algebra I and 2 math courses above Algebra I <sup>96</sup>	4, incl. 1 world history, 1 U.S. history, .5 U.S. govt., .5 economics, .5 Mississippi Studies	4, incl. Biology I and 2 add'l courses above Biology I	1, incl. .5 p.e., .5 Contemporary Health	1 arts	•	8, incl. 2 IHL advanced electives and meet College Preparatory Curriculum	2, incl. 1 Technology or Computer Science and 1 College and Career Readiness	Earn overall GPA of ≥ 3.0, courses must meet MS IHL CPC recommended	28	<a href="#">Mississippi Public School Accountability Standards 2018</a> , Appendix A-9

<sup>95</sup> Complete either (a) AP course with ≥ C and take appropriate AP exam, (b) Diploma Program IB Course with ≥ C and take appropriate IB exam, (c) One dual credit course and earn ≥ C in the course.

<sup>96</sup> Student should take a math or math equivalency senior year

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
											requirements, Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or on the SAT as defined by IHL, meet one add'l reqt. <sup>97</sup>		
<b>Missouri</b>	Standard	4 "Communication Arts"	3	3	3	1 p.e. and .5 health ed.	1 fine art	•	7	1 unit practical arts, .5 personal finance	•	24	5 Mo. Code of State Regulations 20-100.190
<b>Montana</b>	Standard	4	2	2	2	1 unit health enhancement <sup>98</sup>	1 unit arts	•	•	1 unit CTE	•	20 (13 specified in reg.)	Mont. Admin. R. 10.55.905

<sup>97</sup> Complete: (a) One AP course with  $\geq$  B and take appropriate AP exam, (b) Diploma Program IB course with  $\geq$  B and take the appropriate IB exam, (c) One dual credit course and earn  $\geq$  B in the course.

<sup>98</sup> .5 unit each year for 2 years

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<b>Nebraska</b>	Standard	4	3, with course content that incl. algebraic, geometric, data analysis, and probability concepts	3, with course content that includes civics/government, geography, United States and world history, and economic concepts	3, with course content that incl. biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.	•	•	•	•	•	•	20 (13 specified in reg.)	Neb. Admin. R. & Regs. Tit. 92, Ch. 10, §003.05
<b>Nevada</b>	Standard	4, incl. reading, composition and writing	3	2, incl. 1 American govt., 1 American history	2	2.5, incl. 2 p.e. and .5 health	See below 1 arts and humanities, JROTC (Level III or IV), or CTE		7.5	.5 use of computers  See below  1 arts and humanities, JROTC (Level III or IV), or CTE  Eff. Class of 2022: College and career ready flex credit <sup>99</sup>		22.5	NAC 389.664
<b>Nevada</b>	Advanced	4, incl. reading, composition and writing	4, incl. Algebra II or higher	3, incl. 1 American govt., 1 American history, 1	3	2.5, incl. 2 p.e. and .5 health			6	.5 use of computers  See below	Min. 3.25 GPA on 4.0 grading	24	NAC 389.663

<sup>99</sup> May be completed by any of the following: (a) Level II or Level III course of study in a CTE program area prescribed pursuant to NAC 389.803, (b) 4<sup>th</sup> year of mathematics, which must include Algebra II or another course which follows such a course of study, (c) Third year of social studies, or (d) Third year of science.

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				social studies						1 arts and humanities , JROTC (Level III or IV), or CTE	scale (weighted or unweighted) for all credits applicable toward graduation		
<b>Nevada</b>	College and Career Ready Diploma	<p>To receive a college- and career-ready diploma, a student must:</p> <ul style="list-style-type: none"> <li>Successfully complete the requirements to receive an advanced diploma</li> <li>Demonstrate proficiency in speaking no less than two languages, or have earned not less than two of the credits used to complete the advanced diploma requirements in: <ul style="list-style-type: none"> <li>AP courses</li> <li>IB courses</li> <li>Dual credit or dual enrollment courses</li> <li>CTE courses</li> <li>Work-based learning courses</li> <li>A world language course</li> </ul> </li> <li>Obtain a college-ready endorsement or a career-ready endorsement.</li> </ul> <p><b>College-ready endorsement:</b> To earn a college-ready endorsement, a student must:</p> <ul style="list-style-type: none"> <li>Complete a college readiness assessment prescribed in the Nevada Board of Regents Handbook, and</li> <li>Receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed in the Nevada Board of Regents Handbook</li> </ul> <p><b>Career-ready endorsement:</b> To earn a college-ready endorsement, a student must:</p> <ul style="list-style-type: none"> <li>Receive not less than the minimum score prescribed by the State Board of Education on a career readiness assessment prescribed by the State Board</li> <li>Either: <ul style="list-style-type: none"> <li>Satisfy the requirements for the issuance of a certificate pursuant to subsection 4 of <a href="#">NAC 389.800</a>; or</li> <li>Obtain an industry-recognized credential identified by the Executive Director of the Office of Workforce Innovation in the Office of the Governor</li> </ul> </li> </ul>										24	N.R.S. 390.605; text of regulation adopted but not yet codified

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<b>New Hampshire</b> 100	Standard	4 <sup>101</sup>	3, incl. algebra credit that may be earned through a sequential, integrated or applied program <sup>102</sup>	2.5, incl. 1 US and NH history, .5 US and NH govt./civics, .5 economics (incl. personal finance), .5 world history, global studies or geography	2, incl. 1 physical sciences and 1 biological sciences	1.5, incl. 1 p.e. and .5 health education	.5 arts	•	6	.5 information and communications technologies	•	20	N.H. Code Admin. R. 306.27
<b>New Jersey</b>	Standard	4	3, incl. Algebra I or equivalent, Geometry or equivalent, and a third year of mathematics that builds on the concepts and skills of	3, incl. 2-year course in U.S. and NJ history, 1 world history, and the integration of civics, economics, geography and global content in	3 lab units, incl. 1 lab biology/life science or equivalent, 1 chosen from chemistry, environmental science, or physics, and a 3 <sup>rd</sup>	3 units health, safety, and p.e., to be taken as .75 unit each year of enrollment	1 visual and performing arts	1 world languages or demonstration of proficiency	•	.5 financial, economic, business, and entrepreneurial literacy  1 unit either 21st century life and	Technological literacy integrated throughout the curriculum	24 (19.5 specified in reg.)	N.J.A.C. 6A:8-5.1; N.J.S.A. 18A:35-1

<sup>100</sup> Regulations provide for “required credits for graduation and graduation competencies” but clarify: “Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.”

<sup>101</sup> Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts.

<sup>102</sup> Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts.

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			algebra and geometry and that prepares students for college and 21st century careers	all course offerings	lab/inquiry-based unit					careers, or CTE			
<b>New Mexico</b>	Standard	4, with major emphasis on grammar, nonfiction writing and literature	4, incl. 1 unit equal to or higher than Algebra II <sup>103</sup>	3.5, incl. U.S. history and geography, world history and geography, government and economics, and .5 New Mexico history	3, incl. 2 lab	1 p.e. Student s must also complete a course in health education in middle or HS	•	See below  1 unit chosen from a career cluster course, workplace readiness or a language other than English	7.5	See below  1 unit chosen from a career cluster course, workplace readiness or a language other than English  At least one unit reqd. for graduation must be earned as an AP, honors, dual credit or distance learning course	•	24	N. M. S. A. § 22-13-1.1

<sup>103</sup> Algebra II is a requirement unless a parent submits written, signed permission for the student to complete a lesser math unit

A financial literacy course that meets state math academic content and performance standards shall qualify as one of the four required math units.

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New York	Standard (Regents Diploma)	4	3, incl. either Integrated Algebra, Geometry, and Algebra 2/Trigonometry or Mathematics A and Mathematics B	4, incl. 1 American history, .5 economics and .5 participation in govt. (or the equivalent of these three courses)  Eff. Class of 2020: 1 American history, 2 units global history and geography, .5 economics and .5 participation in govt. (or the equivalent of these courses)	3	2.5, incl. 2 p.e. and .5 health	1 units arts	1	•	The learning standards for technology may be met either through a course in technology education or through an integrated course combining technology with mathematics and/or science.  The learning standards for parenting may be met either through a separate course in parenting or through integration in a course in health or family and consumer sciences.		22 (18.5 specified in regulation)	8 NYCCR 100.5

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New York	Regents Diploma with Honors	A local school district may award a student a Regents diploma with honors or a Regents diploma with advanced designation with honors to a student who achieves an average of 90% in all Regents examinations required for the diploma. Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined. Averages below 90.0 percent shall not be rounded upward to 90 percent.  A district may award a Regents diploma with honors or a Regents diploma with advanced designation with honors to a student who has substituted no more than two approved alternative assessments for a Regents examination required for the diploma. In such instance, the student's score on any substituted alternative assessments shall not be considered in the calculation to determine whether such student has achieved an average of 90 percent.											8 NYCRR 100.5
New York	Regents Diploma with Advanced Designation	To earn a Regents diploma with an advanced designation a student must complete, in addition to the requirements for a Regents diploma: <ul style="list-style-type: none"><li>Additional Regents exams in math: Students must pass two or three commencement level Regents exams in math through one of the following combinations:<ul style="list-style-type: none"><li>Two exam combination. A student must pass:<ul style="list-style-type: none"><li>Mathematics A and Mathematics B</li><li>Mathematics A and Algebra 2/Trigonometry; or</li><li>Mathematics B and Integrated Algebra.</li></ul></li><li>Three exam combination: A student must pass:<ul style="list-style-type: none"><li>Mathematics A or Integrated Algebra or Algebra I (common core); and</li><li>(B) Geometry or Geometry (common core); and</li><li>(C) Mathematics B or Algebra 2/Trigonometry or Algebra II (common core); and</li></ul></li><li>For students who elect to meet the requirements for a Regents diploma through the mathematics pathway assessment, such students must also pass one additional assessment in mathematics in a different course selected from the list of department approved alternatives</li></ul></li><li>One additional Regents exam in science or a department-approved alternative, for a total of two Regents exams, with at least one in life science and at least one in physical science<ul style="list-style-type: none"><li>For students who elect to meet the requirements for a Regents diploma through the science pathway assessment, such students must also pass one additional Regents exam in science or a department-approved alternative, for a total of three Regents exams, provided that the total number of science examinations passed include at least one in life science and at least one in physical science</li></ul></li><li>Two additional units in a language other than English for a total of three units and the Regents comprehensive assessment in that language when available. In those languages for which no Regents comprehensive assessment is available, a locally developed test, which is aligned to the checkpoint B learning standards for languages other than English, may be administered.</li></ul> Students completing a five-unit sequence in CTE or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.											8 NYCRR 100.5
North Carolina	Standard (Future	4: English I, II, III, IV	4, incl. NC Math 1, 2, and 3 and a	4, incl. 1 American History:	3, incl. 1 physical science, 1	1 Health and	See below	See below	4 <sup>105</sup> , chosen from CTE.	See below	•	22	<a href="#">North Carolina State Board of</a>

<sup>105</sup> Four-course concentration recommended

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	Ready Core)		fourth mathematics course to be aligned with the student's post high school plans <sup>104</sup>	Founding Principles, Civics and Economics; 1 American History I, 1 American History II; and 1 World History	Biology, 1 earth/environmental science	Physical Education	2 units chosen from CTE, arts, or world language	2 units chosen from CTE, arts, or world language	ROTC, arts, or any other subject area or cross-disciplinary courses (e.g., math, science, social studies, English and dual enrollment courses	2 units chosen from CTE, arts, or world language			<a href="#">Education Policy GRAD-004</a>
<b>North Carolina</b>	Endorsements	The North Carolina State Board of Education Policy Manual sets forth the requirements for students to earn a: <ul style="list-style-type: none"> <li>• Career Endorsement</li> <li>• College Endorsement</li> <li>• College/UNC Endorsement</li> <li>• North Carolina Academic Scholars Endorsement</li> <li>• Global Languages Endorsement</li> </ul>											<a href="#">North Carolina State Board of Education Policy GRAD-007</a>
<b>North Dakota</b>	Standard	4, from a sequence that includes literature, composition, and speech	3, which may incl. 1 unit computer science	3, incl. 1 U.S. history, and either .5 U.S. govt. and .5 economics, or 1 problems of democracy	3, consisting of either:  1 biology, 1 chemistry, 1 physics, or  1 biology, 1 physical science, 1 unit or two	1, either 1 unit p.e. or .5 p.e. and .5 health	See below  3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	See below  3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	5	See below  3 units chosen from foreign languages, Native American languages, fine arts or CTE courses	•	22	NDCC, 15.1-21-02.2

<sup>104</sup> In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart. Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

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				And One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history	.5 units any other science.								
<b>North Dakota</b>	Waiver (Optional High School Curriculum) <sup>106</sup>	4, from a sequence that includes literature, composition, and speech	2	3, which may include up to one-half unit of North Dakota studies and one-half unit of multicultural studies	2	1, either 1 unit p.e. or .5 p.e. and .5 health	See below  2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	See below  2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	7	See below  2 units chosen from foreign languages, Native American languages, fine arts or CTE courses	•	21	NDCC, 15.1-21-02.3

<sup>106</sup> If after completing at least two years of high school a student has failed to pass at least one-half unit from three subsections in section 15.1-21-02.1 or has a GPA at or below the twenty-fifth percentile of other students in the district who are enrolled in the same grade, the student may request that the student's career advisor, guidance counselor, or principal meet with the student and the student's parent to determine if the student should be permitted to pursue an optional high school curriculum, in place of the requirements set forth in section 15.1-21-02.1. If a student's parent consents in writing to the student pursuing the optional high school curriculum, the student is eligible to receive a high school diploma upon completing the following requirements:

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Ohio	Standard	4	4, incl. either 1 Algebra II or equivalent, or 1 advanced computer science <sup>107</sup>	3, incl. .5 American history, .5 American govt., 2 social studies <sup>108</sup>  Eff. Class of 2021: 2 units social studies must incl. .5 world history and civilizations	3 lab science, incl. 1 physical science, 1 life science, 1 unit advanced study <sup>109</sup> , <sup>110</sup>	1, incl. .5 p.e. and .5 health	•	•	5	•	<sup>111</sup>	20	R.C. § 3313.603(C)
Ohio	Honors	<p>Until Class of 2021: For the academic honors diploma, the international baccalaureate diploma, and the career tech honors diploma, students may choose to pursue the diploma by meeting the requirements of the former rule or by meeting the requirements below.</p> <p>For any honors diploma, a student must:</p> <ul style="list-style-type: none"> <li>• Maintain an overall GPA of at least 3.5 on a 4.0 scale up to the last grading period of the senior year</li> <li>• Earn a composite score of 27 on the 2016 ACT assessment (excluding the optional writing test) or a combined score of 1280 on the 2016 SAT math and evidence-based reading and writing sections, or an equivalent score on future ACT or SAT assessments.</li> </ul> <p>Eff. Class of 2021:</p> <p><b>Academic honors diploma:</b></p> <ul style="list-style-type: none"> <li>• At least four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher level course, or a four course sequence that contains equivalent or higher content</li> <li>• At least four units of science including two units of advanced science</li> </ul>											OAC 3301-16-02

<sup>107</sup> Students in Class of 2019 and beyond pursuing a career-technical instructional track shall not be required to take algebra II or advanced computer science, and instead may complete a career-based pathway mathematics course approved by the department of education as an alternative.

<sup>108</sup> Each school shall integrate the study of economics and financial literacy, as expressed in the social studies academic content standards adopted by the state board of education and the academic content standards for financial literacy and entrepreneurship adopted under division (A)(2) of that section, into one or more existing required social studies credits or into the content of another class.

<sup>109</sup> Chosen from (a) Chemistry, physics, or other physical science, (b) Advanced biology or other life science, (c) Astronomy, physical geology, or other earth or space science, (d) Computer science

<sup>110</sup> No student shall substitute a computer science course for a life sciences or biology course

<sup>111</sup> All students must achieve one of the following: (a) [Earn at least 18 points on seven end-of-course tests](#), (b) [Earn an industry-recognized credential and score of at least 13 on ACT WorkKeys](#), (c) [Earn “remediation-free” scores on ACT or SAT](#).

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		<ul style="list-style-type: none"><li>• Four units of social studies</li><li>• Either three units of one world language or no less than two units of each of two world languages studied</li><li>• One unit of fine arts.</li></ul> <p><b>International Baccalaureate Honors Diploma:</b> Complete all requirements established by the International Baccalaureate Organization for the International Baccalaureate Diploma Programme, and:</p> <ul style="list-style-type: none"><li>• Earn four units of mathematics including algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or complete a four course sequence that contains equivalent or higher content</li><li>• Earn four units of science including biology, chemistry, and at least one unit of advanced science</li><li>• Earn four units of social studies</li><li>• Earn four units of world languages (with at least two units for each language studied)</li><li>• Earn one unit of fine arts</li><li>• Complete a field experience and document the experience in a portfolio specific to the student's international baccalaureate area of focus</li><li>• Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's international baccalaureate area of focus that is reviewed and validated by external experts.</li></ul> <p><b>Career technical honors diploma:</b></p> <ul style="list-style-type: none"><li>• At least four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher level course, or a four course sequence that contains equivalent or higher content</li><li>• At least four units of science including two units of advanced science</li><li>• Four units of social studies</li><li>• Four units in a career-technical education program that leads to an industry recognized credential, results in an apprenticeship, or is part of an articulated career pathway which can lead to post-secondary credit. If the student's program design does not provide for any of these outcomes, then the student must achieve the proficiency benchmark established for the applicable Ohio career-technical competency assessment or the equivalent</li><li>• Achieve the proficiency benchmark established for the Ohio career-technical competency assessment available at <a href="http://webxam.org">webxam.org</a> (additional content available at <a href="http://education.ohio.gov">education.ohio.gov</a>) or an equivalent assessment aligned with state-approved and industry validated technical standards</li><li>• Two units of one world language</li><li>• Complete a field experience and document the experience in a portfolio specific to the student's career technical area of focus</li><li>• Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's career technical area of focus that is reviewed and validated by external experts</li><li>• A score of least six on the ACT WorkKeys reading for information assessment section and a score of at least six on the ACT WorkKeys applied mathematics section satisfies the requirement.</li></ul> <p><b>STEM honors diploma:</b></p>											

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
		<ul style="list-style-type: none"><li>Five units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or a four course sequence that contains equivalent or higher content</li><li>Five units of science including two units of advanced science. One single course may fulfill the fifth required credit in both science and mathematics for the STEM honors diploma.</li><li>Either three units of one world language or no less than two units of each of two world languages studied</li><li>One unit of fine arts</li><li>Two units of electives with a focus in STEM coursework</li><li>Complete a field experience and document the experience in a portfolio specific to the student's STEM area of focus</li><li>Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's STEM area of focus that is reviewed and validated by external experts.</li></ul> <p><b>Arts honors diploma:</b></p> <ul style="list-style-type: none"><li>Four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course or a four course sequence that contains equivalent or higher content</li><li>Three units of science including one unit of advanced science</li><li>Either three units of one world language or no less than two units of each of two world languages studied</li><li>Four units of fine arts</li><li>Two units of electives with a focus in fine arts coursework</li><li>Complete a field experience and document the experience in a portfolio specific to the student's art area of focus</li><li>Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's art area of focus that is reviewed and validated by external experts.</li></ul> <p><b>Social science and civic engagement honors diploma:</b></p> <ul style="list-style-type: none"><li>Four units of mathematics which shall include algebra I, geometry, algebra II (or equivalent), and one other higher-level course, or a four course sequence which contains equivalent or higher content</li><li>Three units of science including one unit of advanced science</li><li>Five units of social studies</li><li>Either three units of one world language or no less than two units of each of two world languages studied</li><li>One unit of fine arts</li><li>Three units of electives with a focus in social science and/or civics coursework</li><li>Complete a field experience and document the experience in a portfolio specific to the student's social studies area of focus</li><li>Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's social studies area of focus that is reviewed and validated by external experts.</li></ul>											

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
<b>Oklahoma</b> <sup>112</sup>	Standard	4, incl. Grammar, Composition, Literature, or any English course approved for college admission reqts	3, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission reqts.	3, incl. 1 American history, .5 Oklahoma history, .5 U.S. govt, and 1 add'l unit <sup>113</sup>	3 lab science, including one unit or set of competencies of life science, meeting the standards for Biology I; one unit or set of competencies of physical science, meeting the standards for Physical Science, Chemistry or Physics; and one unit or set of competencies from the domains of physical science, life science or earth and	-	See below  1 unit or set of competencies in fine arts or speech	See below  2 units same foreign language or two computer technology approved for college admission reqts	1 <sup>114</sup>	See below  2 units same foreign language or two computer technology approved for college admission reqts  See below  1 unit or set of competencies in fine arts or speech	<sup>115</sup>	17	70 Okla.St. Ann. § 11-103.6(B)

<sup>112</sup> All requirements are framed as “units or sets of competencies”

<sup>113</sup> From the subjects of History, Government, Geography, Economics, Civics, or non-Western culture and approved for college admission requirements

<sup>114</sup> Unit or set of competencies in English, math, lab science, history and citizenship skills, foreign language or computer technology, or career and technology education courses, concurrently enrolled courses, AP courses or IB courses approved for college admission requirements

<sup>115</sup> Complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
					space science such that the content and rigor is above Biology I or Physical Science								
<b>Oklahoma</b> <sup>116</sup>	Waiver	4, incl. 1 grammar and composition <sup>117</sup>	3, incl. Algebra I which may be taught in contextual methodology	3, incl. 1 U.S. history, .5 to 1 U.S. govt., .5 Oklahoma history, .5 to 1 other social studies <sup>118</sup>	3, incl. Biology I or Biology I taught in a contextual methodology, 2 units or sets of competencies in the areas of life, physical, or earth science or technology	-	1 arts	See below  1 computer education or world language	-	See below  1 computer education or world language	<sup>119</sup>	15	70 Okl. St. Ann. § 11-103.6(C)
<b>Oregon</b>	Standard	4, incl. equivalent of 1 unit Written Composition	3, incl. 1 Algebra I and 2 units at a level higher than Algebra I	3, incl. history, civics, geography and economics (including personal finance)	3	2, incl. 1 p.e. and 1 health	See below  3 units chosen from CTE, the arts or world languages	See below  3 units chosen from CTE, the arts or world languages	•	See below  3 units chosen from CTE, the arts or world languages	Demonstrate proficiency in Essential Skills	24 (18 specified in reg)	OAR 581-022-2000(6)

<sup>116</sup> Requirements framed as “units or sets of competencies”

<sup>117</sup> 3 remaining units may include, but are not limited to American Literature, English Literature, World Literature, Advanced English Courses, other English courses with content and/or rigor equal to or above grammar and composition

<sup>118</sup> May include, but are not limited to World History, Geography, Economics, Anthropology, or other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History.

<sup>119</sup> Complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act

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<b>Pennsylvania</b>	Standard	Unit requirements set by local districts.  Other high school graduation requirements must include: <ul style="list-style-type: none"> <li>• Course completion and grades</li> <li>• Demonstration of proficiency as determined by the school district, charter school (including a cyber charter school) or AVTS, if applicable, in each of the State academic standards not assessed by a State assessment</li> <li>• Demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics (Appendix A-2); Science and Technology and Environment and Ecology (Appendix B), as determined by:               <ul style="list-style-type: none"> <li>○ Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if applicable</li> <li>○ Locally approved and administered assessments</li> <li>○ Completion of an AP or IB exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.</li> </ul> </li> </ul>											22 Pa. Code § 4.24
<b>Rhode Island</b>	Standard	4	4	3	3	“Pursuant to LEA policies and applicable state law, the additional six required courses are presumed to include, but not limited to world languages, the arts, technology, physical education, and health.”					<sup>120</sup>	20	200-RICR-20-10-2.3.1
<b>South Carolina</b>	Standard	4	4	3, incl. 1 U.S. History and Constitution, .5 economics, .5 U.S. govt., 1 other social studies	3	1 p.e. or junior ROTC	•	See below  1 foreign language or career and technology education	7	1 computer science  See below  1 foreign language or career and technology education	•	24	S.C. Code of Regulations R. 43-234
<b>South Dakota</b>	Standard	4, incl. 1.5 writing, 1.5 literature, (incl. .5 American lit.), .5 speech or debate, .5	3, incl. 1 Algebra I, 1 geometry, 1 Algebra II	3.5, incl. 1 U.S. history, .5 U.S. govt., .5 geography, .5 world history, .5 personal	3 lab science, incl. 1 biology, 1 physical science, 1 chemistry or physics	1, incl. .5 p.e. and .5 health or health integration	1 fine arts	See below  1 unit in any combination CTE, capstone experience or service	•	•	•	22 (16.5 specified in reg.)	ARSD 24:43:11:01, :02

<sup>120</sup> Eff. Class of 2021 (?), students must also successfully complete a performance-based diploma assessment, defined in regulation as “multifaceted assignments that serve as a culminating demonstration of a student’s applied learning skills and knowledge of one or more content areas.”

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		language arts elective		finance or economics				learning, or world language					
<b>Tennessee</b>	Standard	4, incl. English I, English II, English III, and English IV	4, incl.. Algebra I, Geometry, Algebra II or the equivalent Integrated Math I, II, III, and another math course beyond Algebra I or Integrated Math I. <sup>121</sup>	3, incl. United States History and Geography, World History and Geography, Economics, and United States Government and Civics.	3 lab science, incl. Biology, Chemistry or Physics, and a third lab science	1.5, incl. .5 p.e. and 1 wellness	1	2	3	.5 personal finance <sup>122</sup>	Students must complete ACT or SAT, complete 1 year of computer education, and have a satisfactory record of attendance and discipline	22	Tenn. Comp. R. & Regs. 0520-01-03-.06; T. C. A. § 49-6-1010
<b>Tennessee</b>	Endorsed (State Distinction)												Tenn. Comp. R. & Regs. 0520-01-03-.06(c)(3)
<b>Texas</b>	Standard (Foundation)	4, incl. English I, English II, English III (or AP or IB),	3, incl. 1 Algebra I, 1 geometry, 1 advanced math	3, incl. 1 U.S. History Studies Since 1877, .5 U.S. Govt., .5	3, incl. 1 Biology, 1 unit chosen from lab-based	1 p.e.	1 fine arts	2 units same language or 2 units computer programming	5	•	<sup>125</sup>	22	V.T.C.A. Ed. Code § 28.025(b-1); 19 TAC § 74.11, 74.12

<sup>121</sup> Students must be enrolled in a mathematics course each year of high school.

<sup>122</sup> Three years of JROTC may be substituted for one-half (½) credit of Personal Finance if the JROTC instructor attends the Personal Finance training.

<sup>125</sup> Demonstrated proficiency, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

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		and an advanced English course selected from specified courses	selected from specified courses	Economics with Emphasis on the Free Enterprise System and Its Benefits, 1 world history or world geography	courses <sup>123</sup> , and 1 lab science chosen from specified courses			ng languages, incl. computer coding <sup>124</sup>					
<b>Texas</b>	Endorsements and performance acknowledgements	<p>Students are expected to earn 1 or more endorsements in addition to the credit requirements for the Foundation High School Program, unless the student's parent or person in loco parentis, after being advised by the school's counselor of the benefits of graduating from high school with one or more endorsements, files written permission on a Texas Education Agency-adopted form, allowing the student to graduate without earning an endorsement.</p> <p>To earn any endorsement, a student must:</p> <ul style="list-style-type: none"> <li>• Complete 26 units</li> <li>• Complete a 4<sup>th</sup> unit math chosen from specified courses</li> <li>• Complete an additional unit science chosen from specified courses (alternatives available for student pursuing an arts and humanities endorsement)</li> <li>• Two additional elective credits that may be selected from the list of courses specified in <a href="#">§74.11(g)</a> or (h).</li> </ul> <p>Regulations set forth the additional requirements necessary to earn the following endorsements:</p> <ul style="list-style-type: none"> <li>• Science, technology, engineering, and mathematics (STEM)</li> <li>• Business and industry</li> <li>• Public services</li> <li>• Arts and humanities</li> <li>• Multidisciplinary studies</li> </ul> <p>In addition, regulation defines how students may earn performance acknowledgements on the student's transcript for outstanding performance on various measures.</p>											19 TAC § 74.12
<b>Utah</b>	Standard	4	3, incl. Secondary	3, incl. 1 U.S. history, .5	3, incl. 2 units from two of the	2 units physical and	1.5 arts	-	5.5	2, incl. 1 CTE course from menu	-	24	U.A.C. R277-700-6

<sup>123</sup> Integrated Physics and Chemistry; Chemistry; Physics; Principles of Technology; or a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.

<sup>124</sup> To be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.

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			Mathematics I, II, III <sup>126</sup>	Geography for Life, .5 World Civilizations, .5 U.S Govt. and Citizenship, and .5 Social studies	following five science foundation areas: earth science, biological science, chemistry, physics, computer science, plus 1 unit from an approved list	health education from a menu of options				of options, .5 Digital Studies, .5 General Financial Literacy			
<b>Vermont</b>	Standard	<p>Vermont is implementing proficiency-based graduation requirements. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in the curriculum below, and completion of any other requirements specified by the student's local board.</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematical content and practices</li> <li>• Scientific inquiry and content knowledge</li> <li>• Global citizenship</li> <li>• Physical education and health education</li> <li>• Artistic expression</li> <li>• Transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology)</li> </ul>											<a href="#">Vermont State Board of Education Series 2000 – Education Standards</a> , rule 2120.7
<b>Virginia</b>	Standard	4	3, incl. at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data	3, plus 1 economics and personal finance. Social studies courses must include U.S. and Virginia History, U.S.	3 lab science, incl. include course selections from at least two different science disciplines: earth	2 health and physical education	See below  2 world language, fine arts, or CTE  Eff. Class of 2022: Credits earned for this	See below  2 world language, fine arts, or CTE  Eff. Class of 2022: Credits earned for this	4, incl. at least 2 sequential electives	See below  2 world language, fine arts, or CTE  Eff. Class of 2022: Credits earned for this	Virtual course  CTE credential [eff. Class of 2022: or AP/IB/honors course]	22	8 VAC 20-131-50, -51

<sup>126</sup> Opt-out provisions from Secondary Mathematics III. In addition, a student who successfully completes a Calculus course with a “C” grade or higher has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			Analysis, Algebra II, [pre-Class of 2022: or other math courses above the level of Algebra II] [eff. Class of 2022: or other math courses approved by the board] <sup>127</sup>	and Virginia Government, and one course in either world history or geography or both.	sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the IB Diploma <sup>128</sup>  Eff. Class of 2022: Credit reqts. may be fulfilled by interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas.		requirement shall include one credit in fine or performing arts or CTE	requirement shall include one credit in fine or performing arts or CTE		requirement shall include one credit in fine or performing arts or CTE	Eff. Class of 2022: 5 "C"s <sup>129</sup>		
<b>Virginia</b>	Advanced Studies (Recommended)	4	4, incl. at least three different courses	4, plus 1 economics and personal	4, incl. at least three different science	2 health and physical	See below  1 fine arts or CTE	3, incl. 3 years one language or two years	3	See below  1 fine arts or CTE	Virtual course	26	8 VAC 20-131-50, 51

<sup>127</sup> Computer science may be considered a math credit

<sup>128</sup> Computer science may be considered a science credit

<sup>129</sup> Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the [Profile of a Virginia Graduate](#) approved by the board.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
			selections from among: Algebra I, Geometry, Algebra II, or other math courses above the level of Algebra II <sup>130</sup>	finance. Social studies courses must include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both	disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the IB Diploma <sup>131</sup>  Eff. Class of 2022: Credit reqts. may be fulfilled by interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas.	education		two languages			CTE credential [eff. Class of 2022: or AP/IB/honors course]  Eff. Class of 2022: 5 "C"s <sup>132</sup>		

<sup>130</sup> Computer science may be considered a math credit

<sup>131</sup> Computer science may be considered a science credit

<sup>132</sup> Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the [Profile of a Virginia Graduate](#) approved by the board.

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State	Diploma Type	English	Math	Social Studies	Science	P.E./ Health	Arts	Foreign Lang.	Electives	Other course reqts.	Non-course reqts.	Total # units	Citation
Virginia	Awards for Exemplary Performance	<p><b>Governor's Seal:</b> Shall be awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in AP, IB, Cambridge, or dual enrollment courses.</p> <p><b>Board of Education Seal:</b> Shall be awarded to students who complete the requirements for a Standard Diploma or an Advanced Studies Diploma with an average grade of "A".</p> <p><b>Board of Education's Career and Technical Education Seal:</b> Shall be awarded to students who earn a Standard Diploma or an Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The board shall approve all professional licenses and examinations used to satisfy these requirements.</p> <p><b>Board of Education's Seal of Advanced Mathematics and Technology:</b> Shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, trade, or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The board shall approve all professional licenses and examinations used to satisfy these requirements.</p> <p><b>Board of Education's Seal for Excellence in Civics Education:</b> Shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (i) complete Virginia and United States history and Virginia and United States government courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary infractions as determined by local school board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation shall be deemed to have met this community service requirement.</p>											8 VAC 20-131-50
Washington	Standard	4	3, incl. 1 Algebra I or Integrated Mathematics I, 1 Geometry or Integrated Mathematics II, and 1 unit aligned with the	3, incl. 1 U.S. history, 1 contemporary world history, geography, and problems, .5 civics, .5 social studies elective and	3, incl. 2 lab science and 1 unit aligned with the student's interests and High School and Beyond Plan	2, incl. 1.5 fitness and .5 health	2 arts	See below  2 world languages or personalized pathway reqts.	4	1 CTE  See below  2 world languages or personalized pathway reqts.	-	24	WAC 180-51-068

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			student's interests and High School and Beyond Plan	Successful completion of Washington state history and government									
<b>West Virginia</b>	Standard	4, incl. English 9, 10, 11, 12 or English 12 CR or Transition English Language Arts for Seniors	4, incl. Math I or Algebra I, Math II or Geometry, Math III STEM or Math III LA or Math III TR or Algebra II, Math IV or other options	4, incl. 1 unit from World Studies or an AP social studies course, 1 unit from United States Studies or United States Studies—Comprehensive or AP U.S History, 1 civics, 1 add'l social studies course	3, incl. 1 Earth and Space Science, 1 Biology or AP Biology, and 1 add'l course or AP science course	2, incl. 1 p.e. and 1 health	1 arts	-	4 Personalized Education Plan	-	-	22	<a href="http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=50144&amp;Format=PDF">http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=50144&amp;Format=PDF</a>

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Wisconsin	Standard	4, incl. writing composition	3 <sup>133</sup>	3, incl. state and local govt.	3 <sup>134</sup>	2, incl. 1.5 p.e. and .5 health <sup>135</sup>	•	•	•	•	<sup>136</sup>	15 <sup>137</sup>	W.S.A. 118.33 (1)(a), (am), (b)
Wisconsin	CTE diploma	<p>A school board may grant a technical education high school diploma to a pupil who does all of the following:</p> <ul style="list-style-type: none"> <li>• Satisfies the requirements for a standard diploma</li> <li>• Earns in the high school grades the same total number of credits that the school board requires of other pupils for high school graduation</li> <li>• Successfully completes a technical education program, established by the school board, in a subject or subjects.</li> <li>• Satisfies the civics exam requirement established for all students.</li> </ul> <p>In establishing a technical education program, the school board may incorporate standards for industry-recognized certifications. Annually, the department shall provide to each school board operating high school grades a list of such certifications. The school board shall indicate on a pupil's technical education high school diploma the certifications attained by the pupil.</p>											W.S.A. 118.33(g)
Wyoming	Standard	4	3	3, incl. history, American govt. and economic systems and institutions	3 <sup>138</sup>								W.S. § 21-2-304(a)(iii)

<sup>133</sup> A student may earn up to 1 unit math upon completing a computer science that the department has determined qualifies as computer sciences according to criteria established by the department, or upon completing a CTE course that the local board determines satisfies a math requirement. A single CTE course may not substitute for both a math and science credit.

<sup>134</sup> A student may earn a unit of science upon completing each course in agriculture that the department has determined qualifies as science according to criteria established by the department, or up to 1 unit science on completing a CTE course that the local board determines satisfies a science requirement. A single CTE course may not substitute for both a math and science credit.

<sup>135</sup> Health may be completed in grades 7-12

<sup>136</sup> Except as otherwise provided, a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program.

<sup>137</sup> The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

<sup>138</sup> 1 year of which may be satisfied by 1 year computer science.

Education Commission of the States strives to respond to information requests within 24 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.