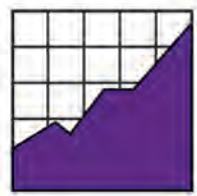




Graduation Policies for Students with Disabilities Who Participate in States' General Assessments



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Synthesis Report 98

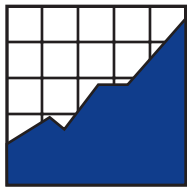
Graduation Policies for Students with Disabilities Who Participate in States' General Assessments

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July 2015

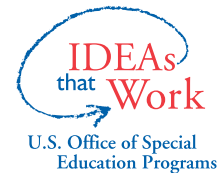
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Thurlow, M. L., Albus, D. A., & Lazarus, S. S. (2015). *Graduation policies for students with disabilities who participate in states' general assessments* (Synthesis Report 98). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.



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The Center is supported through a Cooperative Agreement (#H326G110002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. The contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education, but does not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government.



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Acknowledgments

Special thanks are extended to Miong Vang, formerly with the National Center on Educational Outcomes, for her contributions to the collection of web-based information on graduation requirements.

This report is based on our findings from carefully searching state websites for information on graduation requirements for those students who participate in states' general assessments. Although we verified the information with states, in some cases, our interpretation of the written policies that appeared on websites were different from those of the states.

Executive Summary

Graduation requirements and diploma options for students with disabilities who participate in the general assessment has been a topic of interest for many years. The recent push for all students, including those with disabilities, to leave school ready for college and career has heightened the importance of understanding what states are requiring of students with disabilities to earn a regular diploma. This investigation explored states' 2014-15 requirements for those students with disabilities who participate in the general assessment to earn a regular diploma, and compared the requirements held for them to the requirements held for their peers. We examined both the course requirements and, in those states that had them, the exit assessment requirements.

Overall, we found that only 14 states held the same graduation requirements for their students with disabilities and their peers. Nine of these states had only course requirements for graduation with a regular diploma and five of them had both course requirements and exit assessment requirements. When looking at course requirements only, 30 of the 51 states had requirements for their students with disabilities that were not the same as those for their peers. When looking at exit assessment requirements only, 19 of the 27 states held less rigorous requirements for their students with disabilities compared to their peers.

Continued attention needs to be given to the graduation requirements for all students, but particularly those students with disabilities who participate in states' general assessments. This attention also must address meeting their instructional needs, and providing appropriate access and accommodations.

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Overview

Graduation from high school with a regular diploma has been given increased attention as states focus on ensuring that their students are college and career ready when they leave school with a diploma. Graduation from high school with a regular or advanced diploma is viewed as the path to post-high school success (e.g., Achieve, 2013; Alliance for Excellent Education, 2009; Cortiella, 2013; Hall, 2007). Considerable attention has been paid to documenting the high school requirements in current state policies (e.g., Education Commission of the States, 2006, 2012) and recommending what high school requirements should ensure college and career readiness (e.g., Achieve, 2004, 2015).

Previous research has documented the considerable variability that existed in states' graduation requirements and diploma options for those students with disabilities who participate in their states' general assessments of English language arts and mathematics (Guy, Shin, Lee, & Thurlow, 1999; Johnson & Thurlow, 2003; Johnson, Thurlow, & Schuelka, 2012; Johnson, Thurlow, & Stout, 2007; Thurlow, Cormier, & Vang, 2009). This report extends and updates previous research on graduation policies for students with disabilities who participate in states' general assessments.

Examination of the ways in which students who participate in their states' general assessments qualify to earn a regular diploma is important, in part, because of the federal reliance on the adjusted cohort graduation rate (ACGR) as a measure of states' success in ensuring that all students are college- and career-ready when they leave high school with a regular or advanced diploma. The ACGR is defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusted for transfers, émigrés, and those who died). This rate is quite different from other rates (Urban Institute, 2014), including the one-year rate that many states used in the past, and the exiting rate used by the Office of Special Education Programs (OSEP).

OSEP requires that states report a Leaver Rate (IDEA Section 618), which for graduation with a regular diploma involves dividing the number of students with disabilities ages 14 and older earning a regular high school diploma by the number of students with disabilities ages 14 and older leaving school either by earning a diploma, a certificate, or other document, or by dropping out (adjusted for those students who had reached maximum age and those who had died). For this Leaver Rate, a regular diploma is defined as the same diploma available to all students.

Regardless of the measure used, graduation rates for students with disabilities historically have lagged behind those for students without disabilities. For example, in 2010, the U.S. Department of Education estimated that the graduation rate for students receiving special education services was about 50%, compared to a national graduation rate of 75% (Stillwell, Sable, & Plotts, 2011).

These data were based on still another calculation method—the averaged freshman graduation rate (AFGR). AFGR is used by the National Center for Education Statistics to estimate, without having individual student data, the proportion of high school freshmen who graduate with a regular diploma four years after starting ninth grade (Balfanz, Bridgeland, Bruce, & Fox, 2013).

The ACGR data, which are based on individual student data files, nevertheless are quite discouraging for students with disabilities who receive special education services. For example, for the 2010-11 school year, ACGR for students with disabilities ranged from 23% (Mississippi and Nevada) to 84% (South Dakota), and gaps between all students and students with disabilities were as high as a 52-percentage point difference (Cortiella, 2013). For 2011-12, the ACGR for students with disabilities ranged from 24% (Nevada) to 81% (Montana); the gaps between all students and students with disabilities were as high as 43% in 2011-12 (Stetser & Stillwell, 2014). These data were based on all students with disabilities who received special education services, including those students with significant cognitive disabilities. Previous research has documented the considerable variability in states' policies about whether students with significant cognitive disabilities can earn a regular diploma and the criteria that they must meet to do so (Thurlow, Albus, Lazarus, & Vang, 2015).

The National Center on Educational Outcomes (NCEO) has conducted several surveys of states to learn more about diploma options, graduation requirements, and exit exams for youth with disabilities (Johnson, Thurlow, & Schuelka, 2012; Thurlow, Cormier, & Vang, 2009). Surveys can provide a picture of the ways in which students can earn a regular diploma. Still, survey data are sometimes difficult to interpret, so there is a need for the analysis of states' written policies on graduation requirements. States' written policies provide documentation of current policies and practices for students with disabilities who participate in their states' general assessments. This view is particularly important to obtain because of the increasing emphasis on college and career readiness for all students, including those with disabilities.

The purpose of this analysis of states' graduation policies for students with disabilities who participate in the general assessment was to address four questions:

1. Are the course requirements to earn a regular diploma different for students with disabilities compared to their peers without disabilities?
2. What are the course requirements for students with disabilities when they are different from those of their peers without disabilities?
3. Are the assessment requirements to earn a regular diploma different for students with disabilities compared to their peers without disabilities?

4. What are the assessment requirements for students with disabilities when they are different from those of their peers without disabilities?

Method

Four NCEO staff members searched state department of education websites for information on graduation requirements for students with disabilities who participate in the general state assessment. We specifically looked for information on: (a) course requirements, and (b) assessment requirements.

Prior to starting our search of websites and our analysis of findings, we identified the specific documents that counted as a regular diploma in each of the 50 states and the District of Columbia. These included only those diplomas that counted for the Adjusted Cohort Graduation Rate. In other words, they included what states considered to be their regular diploma as well as any “advanced” diplomas that the states provided to students meeting the criteria for them. This is consistent with the federal definition of a “regular high school diploma” used by the U.S. Department of Education:

The standard high school diploma awarded to students in a state that is fully aligned with the state’s academic content standards and does not include a high school equivalency credential, certificate of attendance, or any alternative award. The term also includes a “high diploma” that is awarded to students who complete requirements above and beyond what is required for a regular diploma (34 C.F.R. §200.19(b)(1)(iv))

The names of the diplomas that counted as “regular” for each of the 50 states are presented in Table 1.

Table 1. Names of Regular Diplomas

State	Names of Diplomas Counted as “Regular” Diplomas
Alabama	Alabama High School Diploma; Alabama High School Diploma with Advanced Academic Endorsement (First Choice)
Alaska	High School Diploma
Arizona	High School Diploma
Arkansas	High School Diploma
California	Standard High School Diploma
Colorado	High School Diploma
Connecticut	High School Diploma
Delaware	High School Diploma
Florida	Standard Diploma
Georgia	High School Diploma; High School Diploma with Seal

Table 1. Names of Regular Diplomas (continued)

State	Names of Diplomas Counted as “Regular” Diplomas
Hawaii	High School Diploma
Idaho	High School Diploma
Illinois	High School Diploma
Indiana	Core 40 Diploma; General Diploma
Iowa	High School Diploma
Kansas	High School Diploma
Kentucky	Regular High School Diploma
Louisiana	College and Career; Career
Maine	Regular High School Diploma
Maryland	High School Diploma
Massachusetts	High School Diploma Certificate of Mastery; Certificate of Mastery with Distinction
Michigan	High School Diploma
Minnesota	High School Diploma
Mississippi	Regular High School Diploma
Missouri	Regular High School Diploma
Montana	Regular High School Diploma
Nebraska	High School Diploma
Nevada	Standard High School Diploma; Advanced High School Diploma
New Hampshire	Regular High School Diploma
New Jersey	State-endorsed High School Diploma
New Mexico	New Mexico Diploma of Excellence
New York	Regents Diploma; Regents Diploma with Advanced Designation; Local Diploma
North Carolina	Standard Diploma
North Dakota	North Dakota High School Diploma
Ohio	High School Diploma; Diploma with Honors
Oklahoma	Standard Diploma Standard; Diploma with Certificate of Distinction
Oregon ¹	Oregon Diploma; Oregon Modified Diploma
Pennsylvania	High School Diploma
Rhode Island	Rhode Island High School Diploma
South Carolina	State High School Diploma; State High School Diploma with Academic Honors Award
South Dakota	Regular High School Diploma (Standard Diploma)
Tennessee	Standard High School Diploma
Texas	High School Diploma (Minimum, Recommended, Distinguished Achievement)
Utah	High School Diploma
Vermont	High School Diploma
Virginia	Standard Diploma; Advanced Studies Diploma
Washington	High School Diploma

Table 1. Names of Regular Diplomas (continued)

State	Names of Diplomas Counted as “Regular” Diplomas
West Virginia	High School Diploma
Wisconsin	High School Diploma
Wyoming	High School Diploma

¹ Oregon counts the Modified Diploma for its calculation of ACGR, starting in 2014-15 (see Oregon Department of Education, 2015).

Using the diplomas listed in Table 1 as the starting point, information was gathered from states’ websites on the course and assessment criteria associated with earning those diplomas.

After all information had been collected, we compared the requirements for students with disabilities to those for students without disabilities. We did this by examining the language related to students with disabilities and determining whether they were the same or different from those for their peers. This document analysis was specifically focused on students with IEPs who participated in the general assessment. If the language applied only to students with disabilities who participated in the alternate assessment based on alternate achievement standards (AA-AAS), it was not included in this analysis.

When the requirements for students with disabilities were determined to be different from those for their peers without disabilities, we judged the extent of the difference. We identified the difference as being *close to* or *far from* the requirements for students without disabilities, using the following definitions:

***Close to** – the general requirements are similar, but some limitations or adjustments can be made. For example, although the same number of credits may be required, the specific courses needed to earn those credits may be different for students with disabilities. Or, another test may be used that is at a lower grade level than the assessments used for peers.*

***Far from** – authority for the requirements to graduate are turned over to the IEP team. For example, the IEP team may decide the specific requirements that the students must meet, or the IEP team may just decide that a student can be exempt from the requirements held for students without disabilities.*

Following the documentation of information from states’ websites, we summarized what we found, including the source websites and documents (see Appendix A). An example of a completed form for one state is provided in Appendix B. After the information was compiled, each state director of special education was sent the form for his or her state to use for verification of our findings. The verification procedure took place from November, 2014 to January, 2015. Overall, 33 of the 51 states and District of Columbia responded to the verification requests, for a response rate of 64.7%.

During the verification process, we often received information about policies that we were not able to find on states’ websites. In these and other cases, state personnel provided to us their understanding of the policy. We accepted only information that could be documented via written products or the states’ websites.

Results

Results are presented here by the four research questions.

Course Requirements to Earn a Regular Diploma for Students with Disabilities Compared to Their Peers Without Disabilities (Research Question 1)

Table 2 shows the comparison rating assigned to each state’s course requirements for students with disabilities compared to their peers: *Same*, *Close To*, or *Far From*. The information collected from state websites on course requirements for students with disabilities and their peers is provided in Appendix C. Overall, with *Close To* and *Far From* both reflecting requirements that were different for students with disabilities compared to those of their peers, a total of 30 states had **different** requirements for students with disabilities compared to their peers without disabilities, and 21 states had exactly the **same** requirements. Of the states with different requirements, eight states had course requirements for students with disabilities that were judged to be *Close To* those for their peers and 22 had course requirements for students with disabilities that were *Far From* those for their peers.

Table 2. Comparison Rating of States’ Course Requirements

State	Same	Close To	Far From
Alabama*		X	
Alaska	X		
Arizona			X
Arkansas*			X
California	X		
Colorado	X		
Connecticut			X
Delaware	X		
District of Columbia	X		
Florida	X		
Georgia*		X	
Hawaii	X		
Idaho*			X
Illinois			X
Indiana	X		

Table 2. Comparison Rating of States' Course Requirements (continued)

State	Same	Close To	Far From
Iowa			X
Kansas	X		
Kentucky*		X	
Louisiana	X		
Maine*			X
Maryland	X		
Massachusetts	X		
Michigan			X
Minnesota			X
Mississippi	X		
Missouri			X
Montana		X	
Nebraska			X
Nevada			X
New Hampshire*			X
New Jersey		X	
New Mexico			X
New York*		X	
North Carolina	X		
North Dakota			X
Ohio			X
Oklahoma	X		
Oregon	X		
Pennsylvania			X
Rhode Island	X		
South Carolina	X		
South Dakota			X
Tennessee*		X	
Texas			X
Utah			X
Vermont*			X
Virginia		X	
Washington	X		
West Virginia	X		
Wisconsin			X
Wyoming	X		
Total	21	8	22

* During verification, the state indicated that its course requirements were the same for students with disabilities as for students without disabilities.

The 21 states in which the course requirements were the same for students with disabilities as for their peers without disabilities clearly confirmed this expectation, as shown in the following examples:

Mississippi: Students who began 9th grade in 2003-2004 and each year thereafter must pass all required Subject Area Tests in U.S. History, English II, Biology I, and Algebra I. (Mississippi Department of Education, 2012, Code 3803)

Oklahoma: The Achieving Classroom Excellence (ACE) law states that: Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma.... Once your child has completed coursework in the above listed subjects, an EOI is administered.... (Oklahoma State Department of Education, 2013)

Oregon: Districts may award credit for proficiency as an option described by the OAR below, adopted by the State Board of Education January 23, 2003. Credit Options (581-022-1131)

(1) A school district shall grant credit for work satisfactorily completed in any district school, including an alternative education program as defined in ORS 336.615 and ORS 336.625, provided the method for accruing credit is described in the student's personal education plan and the student either:

(a) Successfully completes classroom or equivalent work (e.g., required and elective courses, supervised independent study, career-related learning experiences, project based learning) in a course of at least 130 clock hours in accordance with OAR 581-022-0102;

(b) Successfully completes a unit of credit where performance-based criteria acceptable to the school district are identified; or

(c) Demonstrates competency or mastery of subject as defined by the school district by any one or more of the following as approved by the district:

(A) Successfully passes an appropriate exam;

(B) Provides sample of work or other evidence which demonstrates equivalent knowledge or skill; and

(C) Provides documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.) or;

(d) Successfully completes a combination of the requirements set out in subsections (1) (a-c) of this section.” (Oregon State Board of Education, 2012, p.1)

Course Requirements When Different for Students with Disabilities Compared to Their Peers without Disabilities (Research Question 2)

We examined the nature of the course requirements in those states that had different course requirements for students with disabilities compared to their peers without disabilities. We report the nature of these differences here by examining first those states that had course requirements that were *Close To* and then those states that had course requirements that were *Far From* for students with disabilities compared to their peers without disabilities.

Close To. Table 3 shows the *Close To* states and the nature of their approaches to course requirements. The states with course requirements for students with disabilities that were close to those for the course requirements held for their peers most often involved the state defining the alternative courses or the ways in which courses could be adjusted for students with disabilities (N=5). Less often, the student’s district defined the coursework criteria (N=3).

Table 3. Course Requirements for Students with Disabilities in States Where Requirements Were Rated as *Close To* Those for Their Peers

State	State Defines Alternative Coursework	District Defines Alternative Coursework
Alabama	X	
Georgia	X	
Kentucky		X
Montana		X
New Jersey		X
New York	X	
Tennessee	X	
Virginia	X	
Total	5	3

Examples of the requirements for students with disabilities in states that indicated the state defined the alternative coursework include the following:

Alabama: Students with disabilities have specific alternative courses that can be taken to meet the course requirements (e.g., English Essential 9, 10, 11, 12 or AAS English 9, 10, 11, 12 for English 9, 10, 11, 12; Algebraic Essentials A & B and Geometry Essentials A & B or AAS Mathematics 9, 10, 11, 12 for Algebra, Geometry, and Algebra II with Trig or Alg II or equivalent). (Alabama State Department of Education, n.d.)

Georgia: Students with Disabilities who earn credit in Mathematics I or GPS Algebra and the associated mathematics support course, and mathematics II or GPS Geometry and the associated mathematics support course, may upon determination through the

Individualized Education Program Team meet mathematics diploma requirements by completing Mathematics III or GPS Advanced Algebra for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System or Georgia Institution or other post-secondary institution without additional coursework. (Georgia Department of Education, 2011, p. 4)

An example of the requirements for students with disabilities in states that indicated that the district could define the alternative coursework is the following:

New Jersey: Through the IEP process and pursuant to N.J.A.C. 6A:14-4.11, district boards of education may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3. (New Jersey Department of Education, n.d., p. 34)

Far From. Table 4 shows the *Far From* states and the nature of their course requirements. Although completion of IEP requirements was most frequent in these states, six of them included language or guidance about the rigor of the IEP-defined requirements. In contrast, 14 states simply required the completion of IEP requirements without language or guidance about the rigor of the IEP-defined requirements. Three states indicated that the IEP could allow for the student to be exempted from the course requirements to receive a regular diploma.

Table 4. Course Requirements for Students with Disabilities in States Where Requirements Were Rated as *Far From* Those for Their Peers

State	Complete Requirements in IEP (with Rigor)	Complete Requirements in IEP (without Rigor)	Allowance for Exemption from Course Requirements
Arizona		X	
Arkansas		X	
Connecticut	X		
Idaho	X		
Illinois		X	
Iowa		X	
Maine		X	
Michigan	X		
Minnesota		X	
Missouri		X	
Nebraska		X	
Nevada ¹		X	
New Hampshire		X	
New Mexico	X		

Table 4. Course Requirements for Students with Disabilities in States Where Requirements Were Rated as *Far From Those* for Their Peers (continued)

State	Complete Requirements in IEP (with Rigor)	Complete Requirements in IEP (without Rigor)	Allowance for Exemption from Course Requirements
North Dakota			X
Ohio			X
Pennsylvania		X	
South Dakota		X	
Texas		X	
Utah			X
Vermont	X		
Wisconsin		X	
Total	5	14	3

¹ Nevada, although in the Complete Requirements of IEP (Without Rigor) column, did cite other state and district investigations addressing rigor of IEP decisions about placement and credit decisions. Nevertheless, it does not have guidance or language about rigor.

Examples of statements about requirements for students with disabilities in states that indicated that the IEP determined the requirements to be completed, **with guidance about rigor**, include the following:

Connecticut: Students with a mild or moderate learning disability, who receive the additional support of an Individual Education Plan (IEP), are expected to meet the graduation requirements as stated in this plan. The Planning and Placement Team (PPT) must work closely with the mentor/advisor of the Student Success Plan for each special education student to ensure that every student meets the middle and high school expectations described. There may be some modifications in the curriculum or in the assessment environment for this student, but the basic expectations are the same as for non-special education students. (Connecticut Department of Education, n.d., p. 4)

New Mexico: Departures from the standard program of study for students receiving special education services and supports shall be considered in the order of the options listed in Subparagraph (b) of Paragraph (13) of Subsection J of 6.29.1.9 NMAC. [These options, which must be submitted in a *prior written notice of proposed action*, include: standard program of study; and a career readiness alternative program of study; plus an option for student in the AA-AAS.] Any modified program of study may depart from a standard program of study only so far as is necessary to meet an individual student’s educational needs as determined by the IEP Team. Districts and charter schools are obligated to meet the requirements IDEA to provide students with IEPs on any one of the three programs of study, and access to the general curriculum in the least restrictive

environment. When an alternative program of study is developed, a building administrator or designee who has knowledge about the student shall be a member of the IEP team. (New Mexico Public Education Department, 2014, p. 22)

Examples of statements about requirements for students with disabilities in states that indicated that the IEP determined the requirements to be completed, **without guidance about rigor** include the following:

Arkansas: For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school. (Arkansas Department of Education, 2009, p. 20)

Minnesota: For some students, the IEP team may decide that attainment of individualized objectives is a more appropriate determining factor, with respect to receipt of a high school diploma, than is attainment of required examinations or other requirements. The IEP team, because of its unique knowledge of and work with the student, is best suited to make this determination. The student's parent must consent to the proposed change of placement prior to exiting the student. (Minnesota Department of Education, n.d.)

Nebraska: Consider graduation requirements and IEP annual goals: Neither Rule 51 nor IDEA includes a requirement that an IEP contain specifically identified graduation criteria or a graduation plan; however, it is recognized that many districts document the graduation requirements in the student's IEP. Deciding to document discussions about the student's graduation plans either in the IEP or in IEP meeting notes may assist the IEP Team with documenting meaningful opportunities the parent was offered during the development, review, or revision of their child's IEP. State law—not the IDEA—dictates the substantive standards for graduation. 92 NAC Rule 10-003.05 provides graduation requirements for each NE high school from grades nine through twelve. Additionally, Neb. Rev. Stat. §79-729 states that the graduation requirements prescribed in the statute do not apply to high school students whose individualized education plans prescribe a different course of instruction. Therefore, the IEP Team is responsible for determining the student's course of instruction; considering the district's graduation requirements and the student's progress on meeting annual goals. (Nebraska Department of Education, n.d.)

An example of a statement about requirements for students with disabilities in states that indicated that the IEP could allow for exemption from course requirements to earn a regular diploma includes the following:

Ohio: The consent should also acknowledge that 1) one consequence of not completing the Ohio core curriculum is ineligibility to enroll in most state universities without further coursework and 2) the student must complete the alternative curriculum established by

the school that includes at a minimum the curriculum required in ORC §3313.603(B). ...Students who earn a high school diploma under the Opt-Out provision will be prohibited from attending most state universities in Ohio without further coursework. ... The Opt-Out was designed to be temporary and yet provide some students with a period of transition to the more rigorous curriculum requirements of the Ohio core. Some students may not feel adequately prepared for the more rigorous requirements; specifically four units of mathematics that must include Algebra II or its equivalent and a unit of advanced science in addition to a unit of physical science and a unit of life science. Other students may feel that their career or college goals might not require the more rigorous curriculum of the Ohio core. ...Four cohorts of entering ninth graders will be eligible to pursue the Opt-Out provision. Unless the provision is extended by legislative action, it will end with students who enter ninth grade for the first time on or after July 1, 2014. (Ohio Department of Education, 2012, pp. 1-2)

Assessment Requirements to Earn a Regular Diploma for Students with Disabilities Compared to Their Peers Without Disabilities (Research Question 3)

Not all states require that students take an exit assessment to receive a regular diploma. Table 5 shows those states with an assessment requirement for graduation with a regular diploma from high school.

Table 5. States with Exit Assessment Requirements for a Regular Diploma in 2014-15

Arizona	Maryland	North Carolina
California	Massachusetts	Ohio
Connecticut	Minnesota	Oklahoma
Florida	Mississippi	Oregon
Georgia	Missouri	Pennsylvania
Hawaii	Nevada	Tennessee
Idaho	New Jersey	Texas
Indiana	New Mexico	Virginia
Louisiana	New York	Washington

Note: Some states that had exit exams in the past no longer were using them for 2014-15. For example, the exit exam was eliminated as a graduation requirement to receive a South Carolina High School Diploma beginning with the graduating class of 2015 (South Carolina Department of Education, n.d., p. 1).

Table 6 shows the comparison rating assigned to each state’s exit assessment requirements for students with disabilities compared to their peers: *Same*, *Close To*, or *Far From*. The information collected for exit assessment requirements for students with disabilities and their peers is provided in Appendix D. Overall, with *Close To* and *Far From* both reflecting assessment requirements that were different for students with disabilities compared to those of their peers, a total of 19 states had **different** exit assessment requirements for students with disabilities compared to their peers without disabilities, and 8 states had exactly the **same** requirements. Of the states with different requirements, 10 had exit assessment requirements for students with disabilities that

were judged to be *Close To* those for their peers, and 9 states had exit assessment requirements for students with disabilities that were *Far From* those for their peers.

Table 6. Comparison Rating of States' Exit Assessment Requirements

State	Same	Close To	Far From
Alabama			
Alaska			
Arizona			X
Arkansas			
California			X
Colorado			
Connecticut		X	
Delaware			
District of Columbia			
Florida			X
Georgia*		X	
Hawaii	X		
Idaho*		X	
Illinois			
Indiana	X		
Iowa			
Kansas			
Kentucky			
Louisiana*		X	
Maine			
Maryland	X		
Massachusetts	X		
Michigan			
Minnesota			X
Mississippi*		X	
Missouri			X
Montana			
Nebraska			
Nevada	X		
New Hampshire			
New Jersey		X	
New Mexico	X		
New York*		X	
North Carolina	X		
North Dakota			

Table 6. Comparison Rating of States' Exit Assessment Requirements (continued)

State	Same	Close To	Far From
Ohio			X
Oklahoma			X
Oregon		X	
Pennsylvania*			X
Rhode Island			
South Carolina			
South Dakota			
Tennessee*		X	
Texas			X
Utah			
Vermont			
Virginia	X		
Washington		X	
West Virginia			
Wisconsin			
Wyoming			
Total	8	10	9

Note: Shaded states do not have exit assessment requirements.

* During verification, the states indicated that its exit assessment requirements were the same for students with disabilities as for students without disabilities.

The eight states in which the exit assessment requirements were the same for students with disabilities as for their peers without disabilities clearly confirmed this expectation, as shown in the following examples:

Hawaii: The High School Diploma shall be issued to students who have met all graduation requirements by demonstrating proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses. (Hawaii Department of Education, n.d., p. 5)

Maryland: ...and he or she must take and pass the Maryland High School Assessments as appropriate to the date of entry into grade 9 or satisfy the HSA graduation requirement by achieving the required combined score or successfully complete the Bridge Plan for Academic Validation (see section on High School Assessments). (Maryland Department of Education, 2013, p. 2)

Nevada: In addition to earning 22.5 credits students, must pass the Nevada High School Proficiency Exam (HSPE) in reading, math, and writing. Beginning with the class of 2010, students must also pass the HSPE in science. (Nevada Department of Education, n.d., p. 1)

Exit Assessment Requirements When Different for Students with Disabilities Compared to Their Peers without Disabilities (Research Question 4)

We examined the nature of the exit assessment requirements in those states that had different exit assessment requirements for students with disabilities compared to their peers without disabilities. We report the nature of these differences here by examining first those states that had exit assessment requirements that were *Close To* and then those states that had exit assessment requirements that were *Far From* for students with disabilities compared to their peers without disabilities.

Close To. Table 7 shows the *Close To* states and the nature of their approaches to exit assessment requirements. The most common approaches that states used are included in this table: Other Assessment, Meet Local Criteria, and Waiver.

Table 7. Exit Assessment Requirements for Students with Disabilities in States (N = 10) Where Requirements Were Rates as *Close To* Those for Their Peers

State	Other Assessment	Meet Local Criteria	Waiver
Connecticut	X		
Georgia			X
Idaho		X	
Louisiana	X		
Mississippi	X		
New Jersey	X		
New York	X		
Oregon	X		
Tennessee	X		
Washington	X		
Total	8	1	1

The states with exit assessment requirements for students with disabilities that were close to those for the exit assessment requirements held for their peers most often involved requiring that the student participate in a different assessment (N=8). In only one state each did the state allow for the student to meet local criteria or for the student to have a waiver from the exit assessment requirement.

Examples of the requirements for students with disabilities in states that indicated another assessment could be used to meet the requirement to earn a regular diploma are the following:

Connecticut: If a student has been identified as having serious learning or other disabilities that significantly impact the student's ability to meet standard graduation expectations, as indicated in the IEP, then he or she may receive specific... assessments required for graduation. For example, the goal score on the Modified CAPT Assessment is the requirement parallel to the student's making goal on the standard CAPT. (Connecticut Department of Education, n.d., pp. 4-5)

Tennessee: Students with disabilities must participate in the state End of Course (EOC) assessment. These students must receive appropriate support and accommodations with the goal of mastering course content and passing the EOC assessment. However, a student on an active IEP whose disability interferes with performance on the EOC assessment may demonstrate mastery of core knowledge and skills for that course through the approved alternative performance based assessment. (Tennessee Department of Education, n.d.)

Idaho referred to a local process for those students who did not attain a proficient score on the state assessment:

Idaho: A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information... Before entering an alternate measure, the student must be: 1. Enrolled in a special education program and have an Individual Education plan (IEP)... (Idaho Department of Education, 2014, p. 13)

Georgia's Disability Waiver was considered to be *Close To* because it focuses on a section of the assessment and because specific documentation is required to have the Waiver approved:

Georgia: Disability Waiver is defined in rule as a student disability that is directly related to his or her ability to pass a particular section of the high school graduation assessment... The written recommendation must be supported by documentation that lists the skills and knowledge set forth in the GPS [Georgia Performance Standards] and how the student has demonstrated equivalent mastery of these skills and standards through

specific class work and performance on other academic achievement assessments....
(Georgia Department of Education, 2010, p. 7)

Far From. Table 8 shows the *Far From* states and the nature of their approaches to exit assessment requirements. The most common approaches that states used are included in this table: Meet IEP Criteria (N = 4) and Exemption (N = 5).

Table 8. Exit Assessment Requirements for Students with Disabilities in States (N = 10) Where Requirements Were Rated as *Far From* Those for Their Peers

State	Meet IEP Criteria	Exemption
Arizona	X	
California		X
Florida		X
Minnesota	X	
Missouri		X
Ohio		X
Oklahoma	X	
Pennsylvania	X	
Texas ¹		X
Total	4	5

¹ State allowed either Meet IEP Criteria or Exemption, but was entered into the farther away column of Exemption.

Examples of the statements about exit assessment requirements in states that indicated a student could meet IEP-defined criteria were the following:

Arizona: The IEP team can identify the expectation for AIMS and graduation. As an example, the IEP may indicate that to graduate with a high school diploma, the student must: ...Participate in AIMS, but not be required to pass in order to meet graduation requirements (this is presumed if the IEP is silent about the passing of the tests)....
(Arizona Department of Education, 2013, p. 5)

Pennsylvania: ...children with disabilities who take the PSSA or the local test, but who cannot perform at the proficient level or better due to their disabilities, can still graduate and receive a regular high school diploma if they have met their IEP goals. (Pennsylvania Department of Education, 2013, p. 39)

Examples of the statements about exit assessment requirements in states that indicated a student could be exempted from the exit assessment requirements were the following:

Florida: Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT 2.0 and Florida EOC Assessments; how-

ever, legislation provides for a waiver of the FCAT 2.0 or Algebra 1 EOC Assessment as a requirement for graduating with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. (Florida Department of Education, 2014, p. 2)

Ohio: Four cohorts of entering ninth graders will be eligible to pursue the Opt-Out provision. Unless the provision is extended by legislative action, it will end with students who enter ninth grade for the first time on or after July 1, 2014. (Ohio Department of Education, 2012)

Texas: A student can also graduate and receive a regular high school diploma under the minimum high school program outlined in TAC Chapter 74, upon completing the minimum curriculum and credit requirements for students in general education and participating in required assessments. For these students the ARD committee must determine whether passing the assessment is a requirement for graduation. (Texas Education Agency, 2010, p. 1)

In those states that had the same exit assessment requirements for students with disabilities and their peers (N=8), five of them (Hawaii, Indiana, Maryland, Massachusetts, North Carolina) also had the same course requirements for students with disabilities and their peers.

Discussion

This investigation of the 2014-15 graduation requirements for students with disabilities who participate in states' general assessments confirmed previous studies that have shown considerable variability in states' approaches. This is the case for both course requirements for graduation, and in those states that have them, exit assessments for graduation. We found that in terms of course requirements, the majority of states (N=30) had different, less rigorous, requirements for students with disabilities compared to the requirements for their peers. Further, most of these states had requirements identified by us as being "far from" the course requirements for their peers (N=22). Less than half of the states and DC (N=21) had the same course requirements for students with disabilities and their peers.

In the 27 states that had exit assessment requirements for graduation, most (N=19) had different, less rigorous, requirements for students with disabilities compared to the requirements for their peers. Ten states had requirements that we identified as being "close to" and nine states had requirements that we identified as being "far from" the exit assessment requirements for students without disabilities.

Overall, only five of the 27 states with both course and assessment requirements (Hawaii, Indiana, Maryland, Massachusetts, North Carolina) had the same requirements for students with and without disabilities, and only nine of the 22 states with course requirements only (Alaska, Colorado, Delaware, District of Columbia, Kansas, Rhode Island, South Carolina, West Virginia, Wyoming) had the same requirements for students with and without disabilities. Thus, of the 51 states (which includes DC), 14 states had the same requirements for students with disabilities and students without disabilities to graduate from high school with a regular diploma.

There is clear evidence that the graduation rates of students with disabilities continues to lag behind the rates for their peers. This has been documented using the OSEP Leaver Rate (Cortiella, 2013), the NCES average freshman graduation rate–AFGR (Stillwell, Sable, & Plotts, 2011) and the Adjusted Cohort Graduation Rate–ACGR (Cortiella, 2013; DePaoli, Fox, Ingram, Maushard, Bridgeland, & Balfanz, 2015). At the same time, the push for college and career readiness in students who leave high school with a regular diploma is resulting in increased requirements for graduation for most students (Achieve, 2014, 2015), and more recently a recommendation for the same for students with disabilities (see Thurlow & Johnson, 2013) so that the diplomas they earned are just as meaningful as those earned by their peers. Ensuring appropriate access to instruction and assessments is an essential part of having the same rigorous requirements for students with disabilities as for other students (Thurlow & Johnson, 2013). The information reported here does not address the extent to which this access is provided nor whether states with different requirements differ in the access to instruction and assessments that is provided to students with disabilities.

Continued attention needs to be given to the graduation requirements for students with disabilities. This is perhaps more important now than ever before because of the need for students with disabilities to have the college and career readiness skills to be successful after leaving high school with their diplomas.

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Appendix A

State Resources on Graduation Requirements

Alabama

<http://www.aasfaaonline.org/docs/FOCUS/requirements.html> [basic requirements]
<http://alabamaschoolconnection.org/2013/04/18/the-new-alabama-high-school-diploma/>
[change in diplomas and requirements for 9th graders in 2015-16]
http://blog.al.com/wire//print.html?entry=/2013/11/state_education_board_discards.html
[dropping of Alabama High School Graduation Exam]
[http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/Substitute%20Courses%20for%20Students%20with%20Disabilities%20\(SES%20Feb.%2011...\).docx](http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/Substitute%20Courses%20for%20Students%20with%20Disabilities%20(SES%20Feb.%2011...).docx)

Alaska

<https://education.alaska.gov/faq.html#A8> [basic requirements]
http://diplomaguide.com/articles/Earning_Your_High_School_Diploma_-_Alaska.html [basic requirements, plus indication of options for students with disabilities]
http://education.alaska.gov/news/releases/2014/retroactive_diploma.pdf [repeal of High School Graduation Qualifying Examination requirement]

Arizona

<http://www.azed.gov/hsgraduation/> [Course and Testing Requirements]
http://www.azed.gov/wp-content/uploads/2014/01/aims-hs-graduation-overview_revised-aug-2013.pdf [Testing Requirements]
<http://www.azed.gov/wp-content/uploads/2014/06/new-assessment-transition-table-060414.pdf> [Transition from AIMS to New Tests for Graduation]
<http://www.azed.gov/wp-content/uploads/2013/04/aims-reciprocity-act-sat.pdf> [Alternatives to AIMS]
<http://www.azed.gov/special-education/graduation/> [General page for special education graduation requirements]
<http://www.azed.gov/special-education/files/2013/05/graduation-and-students-with-disabilities-peas2.pdf> [Special education graduation information for public agencies]
<http://www.azed.gov/special-education/files/2013/05/graduation-and-students-with-disabilities-parents4.pdf> [Special education graduation information for parents]

Arkansas

<http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/smart-core-core> [Smart Core/Core Web page]

<https://arksped.k12.ar.us/.../PWN%20Proposed%20Graduation%2010-14.doc> [Form to indicate graduation with a regular diploma means no more special education services]
http://www.arkansased.org/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Smartcore%20Core/smartcore_waiver_2014_080713.pdf [Waiver from Smart Core – to Core – Form]
http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_282_standards_0709_current.pdf [Rules governing standards for accreditation of schools includes graduation requirements – see 14.04.2]

California

<http://www.cde.ca.gov/ci/g/hs/cefhsgradreq.asp>
<http://www.cde.ca.gov/ci/g/hs/hsgtable.asp>
<http://www.cde.ca.gov/ci/g/hs/hsgfaq.asp>
<http://www.cde.ca.gov/ci/g/hs/algebrafaq.asp>
<http://www.cde.ca.gov/re/lr/wr/specialedauthority.asp>
<http://www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp>
<http://www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp#q10>
<http://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp>
<http://www.cde.ca.gov/sp/se/fp/algebra1.asp>

Colorado

<http://www.cde.state.co.us/postsecondary/graduationguidelines>
<http://www.cde.state.co.us/sites/default/files/documents/secondaryinitiatives/downloads/adoptedgraduationguidelines2013.pdf>
<http://www.cde.state.co.us/postsecondary/graduation-guidelines>
<http://www.cde.state.co.us/communications/graduation-guidelines-timeline>
<http://www.cde.state.co.us/communications/graduation-guidelines-faq>

Connecticut

http://www.sde.ct.gov/sde/lib/sde/pdf/backtoschool/student_learning_goals_objectives_handbook.pdf
<http://sdeportal.ct.gov/Cedar/Files/Pdf/Reports/cohortgraddocumentation.pdf>
<http://www.sde.ct.gov/sde/LIB/sde/pdf/board/careerpathways.pdf>
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/perf_stand_comp.pdf
<http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf>

Delaware

<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/charterschools/CTE505graduationrequirements.pdf

<http://www.doe.k12.de.us/news/2006/0615.shtml>

http://www.queuenews.com/NewslettersOct06/DE_Oct06.html#_Education_News

District of Columbia

<http://dcps.dc.gov/DCPS/College+and+Careers/High+School+Planning/Graduation+Requirements>

<http://dcps.dc.gov/DCPS/In+the+Classroom/Special+Education/Plan+for+the+Future/Is+My+Child+On+Track+to+Graduate%3F>

Florida

<http://flaglerlive.com/wp-content/uploads/2012-2013-Florida-Federal-Graduation-Rate-Report.pdf>

<http://www.fldoe.org/core/fileparse.php/7764/urlt/0084238-fcatpass.pdf>

<http://www.fldoe.org/academics/graduation-requirements/index.shtml>

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1002/Sections/1002.3105.html

<http://project10.info/files/SenateBill420102011.ppt>

<http://www.project10.info/files/TransitionGuide07292013.rtf>

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A Guide to the Ohio Graduation Tests for Students and Families <http://education.ohio.gov/getattachment/Topics/Testing/Ohio-Graduation-Test-OGT/2011-Family-Guide.pdf.aspx>

Ohio Core Opt-Out Provisions FAQ <http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/The-Ohio-Core-Opt-Out/Core-Opt-Out-FAQs.pdf.aspx>

2012-2013 Four Year Five Year Graduation Rate Measures <https://education.ohio.gov/getattachment/Topics/Data/Report-Card/2012-2013-Technical-Documentation-Graduation-Rate-Measure.pdf.aspx>

Oklahoma

<http://www.ok.gov/sde/assessment-home>

<http://ok.gov/sde/newsblog/2013-04-12/ace-graduation-requirements>

<http://www.ok.gov/sde/achieving-classroom-excellence-act-ace>

OSDE Form 12 Criteria Checklist <http://ok.gov/sde/sites/ok.gov.sde/files/OSDE%20Form%2012%20Assessment%20Criteria%20Checklist.pdf>

OAAP Portfolio Administration Manual <http://www.pearsonaccess.com/cs/Satellite?blobcol=urloblob&blobheader=application%2Fforce-download&blobheadername1=Content-Disposition&blobheadername2=Content-Transfer-Encoding&blobheadervalue1=attachment%3B+filename%3D%222013-2014+OAAP+Portfolio+Administration+Manual.pdf%22&blobheadervalue2=binary&blobkey=id&blobtable=BinaryData&blobwhere=1255055959927&ssbinary=true>

FAQ Regarding Students with Disabilities and the OAAP Portfolio Assessment <http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAAP%20FAQ%202013-2014.pdf>

ACE EoC Project and ELL Testing Accommodation Update Memo <http://ok.gov/sde/sites/ok.gov.sde/files/ACE-Memo1-27-12.pdf>

EoC project Options for Meeting ACE Graduation Testing requirements <http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Website%20End%20of%20Course%20Project%20Options.pdf>

Earning Skills for SUCCESS Brochure <http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/SUCCESS%20brochure%202014-15.pdf>

High School graduation checklist http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/SUCCESS_HS_GRAD_Parent%20Checklist%202014-15.pdf

Ace Guidance Memo <http://ok.gov/sde/sites/ok.gov.sde/files/ACE-Guidance.pdf>

ACE FAQ EoC Projects <http://ok.gov/sde/sites/ok.gov.sde/files/ACE-EOC-ProjectsFAQ.pdf>

ACE Flowchart for Students with Disabilities <http://ok.gov/sde/sites/ok.gov.sde/files/ACE-Flowchart.pdf>

<http://ok.gov/sde/sites/ok.gov.sde/files/SB-Jan12-7bAltTest.pdf>

Oregon

<http://www.ode.state.or.us/search/page/?id=1681>

<http://www.ode.state.or.us/search/results/?id=27>

<http://www.morrow.k12.or.us/sites/morrow.k12.or.us/files/File/policies/alternativecerttoar012012.pdf>

<http://www.ode.state.or.us/wma/teachlearn/diploma/diploma-qa.pdf>

http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_overview_eng.pdf

<http://www.morrow.k12.or.us/sites/morrow.k12.or.us/files/File/policies/extdipoar012012.pdf>

<http://www.ode.state.or.us/gradelevel/hs/transition/moddipfaq-final.pdf>

<http://www.ode.state.or.us/gradelevel/hs/transition/moddipoar012012.doc>

Pennsylvania

<http://www.pdesas.org/module/assessment/About.aspx>

<http://www.pdesas.org/module/assessment/Keystone.aspx>

http://study.com/pennsylvania_high_school_diploma.html

<https://www.drnpa.org/wp-content/uploads/2012/10/graduation-requirements-for-children-with-disabilities.pdf>

PA High School graduation Requirements: LEA Guide to Proposed Changes http://static.pdesas.org/Content/Documents/PA_HS_Graduation_Requirements_LEA_Guide_to_Proposed_Changes.pdf

PA HS Graduation Requirements: Parents' guide to Proposed Changes http://static.pdesas.org/Content/Documents/PA_HS_Graduation_Requirements_Parents_Guide_to_Proposed_Changes.pdf

Keystone Project Based Assessments FAQ <http://static.pdesas.org/Content/Documents/Keystone%20Project%20FAQ.pdf>

Keystone Project Based Assessment System FAQ http://static.pdesas.org/Content/Documents/Keystone_Project_FAQ_4-28-11.pdf

Information for Parents or Guardians PA Keystone Exams http://static.pdesas.org/Content/Documents/Keystone_Exams_Parent_Overview-12-3-2013.pdf

Keystone Accommodations Guidelines <http://static.pdesas.org/Content/Documents/2014%20PSSA%20and%20Keystone%20Accommodations%20Guidelines.pdf>

Accommodations Guidelines for ELL <http://static.pdesas.org/Content/Documents/Accommodations%20for%20ELL%2001.13.11.pdf>

Diploma Project Toolkit Handbook http://www.education.state.pa.us/portal/server.pt/gateway/PTARGS_0_2_1379902_0_0_18/Diploma%2520Project%2520Toolkit%2520PDE.docx&sa=U&ei=4KkxVOqxKJKwyATc74LwAQ&ved=0CA0QFjAHOBQ&client=internal-uds-cse&usg=AFQjCNERbRtVU19VDIoSpGGbaH_u1PI_bA

Transition planning for youth with disabilities from the child welfare system to adulthood: A guide for youth.

http://www.jlc.org/sites/default/files/topic_related_docs/Transition%20Planning%20for%20Youth%20with%20Disabilities%20-%20A%20Guide%20for%20Youth%20-%20October%202013.pdf

http://static.pdesas.org/Content/Documents/PDE_PSFactSheet.pdf

Rhode Island

<http://www.ritap.org/iep/professional-development>

http://ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/Guidance_ltr_7-15-13.pdf

http://ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/RIAA/Guidance_for_IEP_Teams-RIAA_and_NCSC_2014-15.pdf

<http://ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/Website-PPT-Diploma-System.pdf>
https://www.google.com/url?q=https://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/Planning_for_NECAP_Release_2013/3_Communications/C16_RI-HS-Diploma-System-Requirements.pptx&sa=U&ei=3OkqVICwNcThuQS9sYH4CA&ved=0CAsQFjAF&client=internal-uds-cse&usg=AFQjCNHe2J4H-EEMsjhHEYQr9GCa5YTiPw
<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/NECAP-clarification-101912.pdf>
<http://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/DiplomaSystem.aspx>

South Carolina

<http://ed.sc.gov/agency/programs-services/124/>
<http://ed.sc.gov/agency/programs-services/172/>
<https://ed.sc.gov/agency/lpa/HSAPEliminationInformation.cfm> - HSAP Elimination (class of 2015)
<http://ed.sc.gov/agency/programs-services/172/AccommodationsandCustomizedForms.cfm>
<http://ed.sc.gov/agency/programs-services/48/index.cfm>
<http://ed.sc.gov/agency/programs-services/48/SC-AltSampleTasks.cfm> - performance task
<http://ed.sc.gov/agency/programs-services/48/SC-AltExtendedStandards.cfm> - extended standards for SC-Alt
<http://ed.sc.gov/agency/programs-services/124/documents/2013version43-234.pdf>
<http://ed.sc.gov/agency/programs-services/48/documents/SC-AltParticGuidanceForIEPteams.pdf>
<http://ed.sc.gov/agency/programs-services/48/documents/PartiGuideAltAssessRev021510.pdf>
http://ed.sc.gov/agency/programs-services/48/documents/Career_and_College_Readiness.pdf
<http://ed.sc.gov/agency/programs-services/173/documents/ParentGuideNov12.pdf>
<http://ed.sc.gov/agency/lpa/documents/FAQs-Act155.pdf>

South Dakota

<http://doe.sd.gov/oats/EOC.aspx>
<http://doe.sd.gov/oats/AltAssessment.aspx>
<http://doe.sd.gov/octe/gradrequirements.aspx>
http://doe.sd.gov/oats/documents/FAQ_EOC.pdf
<http://doe.sd.gov/oats/documents/EOCflowch.pdf>
<http://doe.sd.gov/oats/documents/dsaPrntGd.pdf>
<http://doe.sd.gov/octe/documents/FAQs.pdf>
<http://doe.sd.gov/octe/documents/GradRequirements.pdf>
<http://doe.sd.gov/octe/documents/GraduationQandAFinal.pdf>
https://doe.sd.gov/oess/documents/sped_transition_GraduationQA.pdf

Tennessee

http://www.tn.gov/education/assessment/high_school.shtml
http://www.tn.gov/education/assessment/alt_assessment.shtml
<http://www.tn.gov/education/instruction/graduation.shtml>
http://www.tn.gov/education/assessment/el_assessments.shtml
http://www.tn.gov/education/assessment/doc/AltPBA_ppt.pdf
http://www.tn.gov/education/student_support/special_ed/3210gradrequirements_000.ppt
<http://www.tn.gov/sbe/2008Januarypdfs/IV%20N%20High%20School%20Transition%20Policy%20&%20Rule.pdf>

Texas

<http://www.tea.state.tx.us/index2.aspx?id=5324>
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074f.html> - Graduation requirements for students entering grade 9 2011-12
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074g.html> - Graduation requirements for students entering grade 9 in 2012-13 and thereafter
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074b.html> - Foundation High School Program Graduation Requirements, Adopted January 2014
<http://www.tea.state.tx.us/index2.aspx?id=2147484563>
<http://www.tea.state.tx.us/index2.aspx?id=25769806149>
<http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/>
<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147489483&libID=2147489482>
<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769809336&libID=25769809338>
<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769809836&libID=25769809849>
<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769810175&libID=25769810188>
<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769810175&libID=25769810188>
<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769810226&libID=25769810239>
<http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147497565>
<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769804283&libID=25769804283>

Utah

<http://www.schools.utah.gov/CURR/gradinfo/Home/High-School-Requirements-by-Year.aspx>
<http://www.schools.utah.gov/CURR/gradinfo/Diplomas.aspx>
<http://www.schools.utah.gov/CURR/gradinfo/Demonstrated-Competency/Assessments.aspx>
<http://www.schools.utah.gov/CURR/gradinfo/Demonstrated-Competency/Policy.aspx>
<http://www.schools.utah.gov/CURR/gradinfo/Home/High-School-Requirements-by-Year/FoundationAppliedorAdvancedCourses-092613.aspx>
<http://www.rules.utah.gov/publicat/code/r277/r277-700.htm>

Vermont

<http://education.vermont.gov/pbgr> - Proficiency-based graduation requirements
http://education.vermont.gov/documents/EDU-FinaleQS_AsAdopted.pdf
http://education.vermont.gov/documents/EDU-EQS_Intoduction.pdf
http://education.vermont.gov/documents/EDU-EQS_Annotated.pdf

Virginia

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>
<http://www.doe.virginia.gov/instruction/graduation/standard.shtml>
http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml
http://www.doe.virginia.gov/instruction/graduation/modified_standard.shtml
http://www.doe.virginia.gov/instruction/graduation/credit_accommodations.shtml
http://www.doe.virginia.gov/instruction/graduation/other_diploma.shtml
<http://www.doe.virginia.gov/instruction/graduation/faq.shtml>
http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml
http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml
http://www.doe.virginia.gov/testing/alternative_assessments/vmast_va_mod_achievement_stds_test/index.shtml
http://www.doe.virginia.gov/administrators/superintendents_memos/2014/253-14.shtml
http://www.doe.virginia.gov/administrators/superintendents_memos/2013/105-13a.pdf
http://www.doe.virginia.gov/instruction/graduation/credit_accommodations/guidelines_standard_diploma_credit_accommodations_for_students_with_disabilities_faq.pdf

Washington

<http://sbe.wa.gov/GradRequirements/ClassOf2014.php#.VEe4NhZPJCM> – 2014 Graduation Requirements
<http://www.k12.wa.us/GraduationRequirements/default.aspx>

<http://www.k12.wa.us/GraduationRequirements/Requirement-Credits.aspx>
<http://www.k12.wa.us/assessment/GraduationAlternatives/default.aspx>
<http://www.k12.wa.us/assessment/Portfolio/default.aspx>
<http://www.k12.wa.us/assessment/StateTesting/#3>
<http://www.k12.wa.us/GraduationRequirements/Requirement-CulminatingProject.aspx>
<http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx>
<http://www.k12.wa.us/assessment/GraduationAlternatives/pubdocs/IEPTeamGuidanceforSelectingCIAOptions.pdf>
<http://www.k12.wa.us/assessment/GraduationAlternatives/CollectionofEvidence.aspx>
<http://www.k12.wa.us/assessment/GraduationAlternatives/HSPE-MSP-COEBasic.aspx>
<http://www.k12.wa.us/assessment/GraduationAlternatives/OffGradeLevelAssessment.aspx>
<http://www.k12.wa.us/assessment/GraduationAlternatives/LDA.aspx>
<http://www.k12.wa.us/assessment/GraduationAlternatives/AwarenessLevel.aspx>
<http://www.k12.wa.us/assessment/GraduationAlternatives/SpecialCircumstances.aspx>
<http://www.k12.wa.us/assessment/WaiverAppeals/AppealingHSAssessment.aspx>

West Virginia

<http://wvde.state.wv.us/riseup/graduationRequirements.php>
<http://wvde.state.wv.us/riseup/resources.php>
<http://wvde.state.wv.us/tasc/>
<http://wvde.state.wv.us/oaapdf/ParticipationGuidelines.pdf>
<http://wvde.state.wv.us/osp/Policy2419September2014.pdf>

Wisconsin

http://graduation.dpi.wi.gov/grad_paths
<http://docs.legis.wisconsin.gov/statutes/statutes/118/33/1>
http://sped.dpi.wi.gov/sped_bul10-08
<http://graduation.dpi.wi.gov/files/forms/pdf/podfm-pprc-grad.pdf>
http://alternativeed.dpi.wi.gov/files/alternativeed/pdf/alted_qa.pdf
http://alternativeed.dpi.wi.gov/alted_gedo2
http://alternativeed.dpi.wi.gov/files/alternativeed/pdf/HSCompletionCredential-Type031904_2.pdf
http://lbstat.dpi.wi.gov/files/lbstat/ppt/alternative_ed.ppt

Wyoming

<http://edu.wyoming.gov/in-the-classroom/>
<http://edu.wyoming.gov/beyond-the-classroom/college-career/scholarships/hathaway/requirements/>

Appendix B

Alabama Graduation Requirements for Students Earning a Regular Diploma

Please verify that the following answers we found for your state are correct. If edits are needed, please do so and add a link to documentation. Thank you!

1. Name(s) of regular diplomas:

Alabama High School Diploma

Alabama High School Diploma with Advanced Academic Endorsement (First Choice)

2. Are Course Requirements the same for students with disabilities as for other students?

No, Students with disabilities have specific alternative courses that can be taken to meet the course requirements (e.g., English Essential 9, 10, 11, 12 or AAS English 9, 10, 11, 12 for English 9, 10, 11, 12; Algebraic Essentials A & B and Geometry Essentials A & B or AAS Mathematics 9, 10, 11, 12 for Algebra I, Geometry, and Algebra II with Trig or Alg II or equivalent))

3. Does your state have test requirements to earn a regular diploma? No

4. Are exam requirements the same for students with disabilities as for other students?

Not applicable

5. Does your state have an alternate route/appeals process? No

If the correct answer to question 5 is YES and your state has test requirements to earn a regular diploma, please check Question 6 for accuracy.

6. Are the Same Alternative Ways/Appeals for Exams Available to Students With and Without Disabilities?

Appendix C

State Course Requirements for Graduation with a Regular Diploma

General Requirements	Requirements for Students with Disabilities
<p>Alabama “Close To”: State Defines Alternative Coursework</p> <p>ELA: English 9(1), English 10(1), English 11(1), and English 12(1); Mathematics (4 credits): Algebra I(1), Geometry(1), Math Elective(1), and Math Elective(1); Science (4 credits): Biology(1), Physical Science(1), Science Elective(1), Science Elective(1); Social Studies (4 credits): Grade 9(1), U.S. History(1), World History(1), Economics(1/2), Government(1/2); Additional Courses: Physical Education(1), Health Education(1/2), Fine Arts(1/2), Computer Applications(1/2), Additional Electives(5 ½)</p> <p>Specific additional requirements are listed for the advanced academic endorsement (e.g., advanced courses of the listed courses; for math, advanced algebra with trigonometry included, for science, additional life or physical science; for additional courses, must include two credits in same foreign language).</p> <p>Noted that Computer Applications can be waived if computer literacy, keyboarding skills, and introductory applications are verified by qualified high school staff (1/2 credit then used for other electives)</p> <p>See: http://www.aasfaonline.org/docs/FOCUS/requirements.html</p>	<p>Students with disabilities have specific alternative courses that can be taken to meet the course requirements (e.g., English Essential 9, 10, 11, 12 or AAS English 9, 10, 11, 12 for English 9, 10, 11, 12; Algebraic Essentials A & B and Geometry Essentials A & B or AAS Mathematics 9, 10, 11, 12 for Algebra I, Geometry, and Algebra II with Trig or Alg II or equivalent)</p> <p>See: http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/Substitute%20Courses%20for%20Students%20with%20Disabilities%20(SES%20Feb.%2011...).docx p.1</p>
<p>Alaska Same as for All Students</p> <p>Student must earn 21 credits (and districts may require more), as follows:</p> <ul style="list-style-type: none"> • Language arts – 4 credits • Social studies – 3 credits (must include ½ credit in Alaska history) • Math – 2 credits • Science – 2 credits • Health/Physical Education – 1 credit <p>See: http://diplomaguide.com/articles/Earning_Your_High_School_Diploma_-_Alaska.html</p>	<p>[Same]</p>
<p>Arizona “Far From”: No Language on Rigor for IEP Requirements for Alternative Coursework</p> <p>Student must earn 22 credits, as follows:</p> <ul style="list-style-type: none"> • English – 4 credits • Math – 4 credits (Alg I, Geometry, Alg II and additional course; Alg II may be modified using a Personal Curriculum) • Science – 3 credits 	<p>Graduates are students who have met one of the following requirements to receive a high school diploma: Completed a course of study for high school, and Passed all three high school AIMS assessments required for graduation (i.e., mathematics, reading, and writing) with or without augmentation. OR Completed an Individual Education Plan (IEP), and Fulfilled the AIMS</p>

<ul style="list-style-type: none"> • Social studies – 3 credits (American History, World History/Geography, ½ government, ½ economics) • CTE/Fine Art – 1 credit • Electives – 7 credits <p>See: http://www.azed.gov/hsg/graduation/</p>	<p>requirement specified in their IEP. OR Fulfilled all requirements for a Grand Canyon Diploma, and Awarded the Grand Canyon Diploma.</p> <p>See: http://www.azed.gov/special-education/files/2013/05/graduation-and-students-with-disabilities-parents4.pdf p.4-5</p>
<p>Arkansas “Far From” : No Language on Rigor for IEP Requirements for Alternative Coursework</p> <p>Student must earn 22 credits in the SMART CORE curriculum, as follows (unless a waiver is obtained):</p> <ul style="list-style-type: none"> • English – 4 units – grades 9, 10, 11, 12 • Math – 4 units (math course in grade 11 or 12 and complete Alg II or comparable college course, with a range of specifics for fourth math unit) • Natural Science – 3 units with lab experience from physical science, biology, chemistry, applied biology/chemistry, physics or Principles of Technology I and II or PIC Physics) • Social studies – 3 units (Civics or Civics/American Government, World History/Geography, American History) • Oral Communications – ½ unit • Physical Education – ½ unit • Health and Safety – ½ unit • Fine Art – ½ unit • CAREER FOCUS – 6 units, with specifics established through guidance and counseling at the local school district. <p>A waiver from the SMART CORE can be requested (with cautions about entry into postsecondary). The student is then in the CORE curriculum (16 units).</p> <p>See: http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_282_standards_0709_current.pdf</p> <p>And http://www.arkansased.org/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Smartcore%20Core/smartcore_waiver_2014_080713.pdf</p>	<p>Statements in policy say “For students with disabilities, the Individualized Education Program (IEP) serves as the student’s ‘graduation plan’ (14.04.1) and “ ... For a student with disabilities, fulfillment of the requirements set forth in the student’s IEP constitutes the basis for graduation from high school” (14.04.2).</p> <p>See: http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_282_standards_0709_current.pdf p.20</p>
<p>California Same as for All Students</p> <p>To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements (the state minimums) follow:</p> <p>Three years of English. Two years of mathematics (including Algebra I) Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics) Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of</p>	<p>[Same]</p>

economics) Two years of science (including biology and physical science) Two years of physical education One year of foreign language or visual and performing arts.

See: <http://www.cde.ca.gov/ci/gi/gi/hs/hsgtrtable.asp>

And

The legal authority for special education waivers is:

Education Code Section 56101: (a) Any district, special education local plan area, county office, or public education agency, as defined in Section 56500, may request the board to grant a waiver of any provision of this code or regulations adopted pursuant to that provision if the waiver is necessary or beneficial to the content and implementation of the pupil's individualized education program and does not abrogate any right provided individuals with exceptional needs and their parents or guardians under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), or to the compliance of a district, special education local plan area, or county office with the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), and federal regulations relating thereto.

(b) The board may grant, in whole or in part, any request pursuant to subdivision (a) when the facts indicate that failure to do so would hinder implementation of the pupil's individualized education program or compliance by a district, special education local plan area, or county office with federal mandates for a free, appropriate education for children or youth with disabilities.

See: <http://www.cde.ca.gov/re/lr/wr/specialedauthority.asp>

Do students with disabilities have to complete Algebra I in order to earn a high school diploma?

Yes, students with disabilities have to meet all state and local graduation requirements. Algebra I is a state graduation requirement. Your local school district may require additional math courses. Some students with disabilities, due to the specific nature of their disability, may request a waiver of the Algebra I graduation requirement if, after all support services have been provided, the student cannot pass the course

See: <http://www.cde.ca.gov/ci/gi/gi/hs/algebrafaq.asp>

Pursuant to *Education Code* Section 56101, a district, Special Education Local Plan Area (SELPA), county office, or public education agency may request the board to grant a waiver of the Algebra I requirement for individuals with exceptional needs. The district would submit a Specific Waiver to the State Board of Education. Each waiver will be considered on a case-by-case basis. Before submitting a request for a waiver, however, the district, county office or SELPA must ensure that all students/parents/guardians are informed that completion of a course in Algebra I prior to graduation is a requirement for earning a standard high

<p>school diploma. Students/parents/guardians must also understand that the consequences of not enrolling in an Algebra I course is the denial of a high school diploma. Information on the waiver process is available from the California Department of Education's (CDE) Waiver Office. See: http://www.cde.ca.gov/sp/se/fp/algebra1.asp</p>	<p>school diploma. Students/parents/guardians must also understand that the consequences of not enrolling in an Algebra I course is the denial of a high school diploma. Information on the waiver process is available from the California Department of Education's (CDE) Waiver Office. See: http://www.cde.ca.gov/sp/se/fp/algebra1.asp</p>
<p>Colorado Same as for All Students</p> <p>2.01 (10) A "graduate" is a student who has met the locally defined requirements for a high school diploma. Each local school district's board of education retains the authority to develop its own high school graduation requirements, so long as those local high school graduation requirements meet or exceed any minimum standards or basic core competencies or skills identified by the Colorado State Board of Education based on skills students will need to be successful after graduation.</p> <p>See: http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=2989</p> <p>And http://www.cde.state.co.us/postsecondary/graduation-guidelines</p> <p>Students must meet one of the competency demonstrations listed by the state. For 2014-15, only assessment based competency demonstrations are provided - no specific coursework criteria are provided.</p>	<p>[Same]</p>
<p>Connecticut "Far From": Has Language on Rigor for IEP Requirements for Alternative coursework</p> <p>11 - High School Requirements (Grades 9-12) Cluster 1: Science, Technology, Engineering and Mathematics (STEM) Total Credit Requirement: 8 Mathematics: Credits Model Curricula Algebra I 1 x, Geometry 1 x, Algebra II or Statistics & Probability 1 x (2) C</p> <p>See: http://www.sde.ct.gov/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf</p>	<p>Students with a mild or moderate learning disability, who receive the additional support of an Individual Education Plan (IEP), are expected to meet the graduation requirements as stated in this plan. The Planning and Placement Team (PPT) must work closely with the mentor/advisor of the Student Success Plan for each special education student to ensure that every student meets the middle and high school expectations described. There may be some the basic expectations are the same as for assessment environment for this student, but modifications in the curriculum or in the non-special education students.</p> <p>See: http://www.sde.ct.gov/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf</p>
<p>Delaware Same as for All Students</p> <p>505 High School Graduation Requirements and Diplomas see below: 3.0 Credit Requirements Beginning with the Graduation Class of 2015 (Freshman Class of 2011-2012)</p> <p>3.1 For the graduating class of 2015, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical</p>	<p>[Same]</p>

education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

3.1.1 The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.

3.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.

3.1.3 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 credit in Mathematics shall be earned during the senior year.

3.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

3.2 World Language:

3.2.1 Students may fulfill the two (2) credit World language requirement by either:

3.2.1.1 Earning a minimum of two (2) World Language credits in the same language or,

3.2.1.2 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.

3.2.2 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school between and including October 1st of the 11th grade year and September 30th of the 12th grade year with one (1) World Language credit from a previous school shall be required to earn the second credit in that language unless the language is not offered at the enrolling school. In such case, the student shall earn one (1) credit in an additional language for a total of two (2) credits or pursue available options in 8.0 to earn the second credit of the original language.

3.2.3 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school between and including October 1st of the 11th grade year and September 30th of the 12th grade year with no World Language credits, shall be required to earn at least one (1) World Language credit prior to graduation. Provided further, the minimum twenty-four (24) total credits outlined in this section shall still be met, or any other credit requirements pursuant to 7.1.

3.2.4 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school on or after October 1st of the 12th grade year, the World Language requirement shall be waived.

Provided further, the minimum twenty-four (24) total credits outlined in this section shall still be met, or any other credit requirements pursuant to 7.1.

3.2.5 Any student transferring between Delaware public schools with one (1) World Language credit from a previous school shall be required to earn the second credit in that language unless the language is not offered at the enrolling school. In such case, the student shall pursue available options in 8.0 to earn the second credit of the original language students or earn one (1) credit in an additional language for a total of two (2) credits....

5.0 Student Success Planning (Personalizing the School Experience Through Advisement)

5.1 Every eighth through twelfth grade student shall have a Student Success Plan (SSP) developed by the student, the student's advisor, and the student's parent(s), guardian(s) or relative caregiver. For a student with an Individualized Education Program (IEP) the Student Success Plan (SSP) shall also incorporate the other aspects of the transition plan required by 14 DE Admin. Code 925

5.2 Each local school district and charter school shall establish an advisement process for developing Student Success Plans which includes the student, the student's advisor, and the student's parent(s), guardian(s) or relative caregiver. The advisement process shall include:

5.2.1 Setting learning goals for the student based on academic and career interests and identifying required skills needed, as well as the student's program of study aligned to the student's secondary and postsecondary goals;

5.2.2 Actively monitoring student progress in the Student Success Plan through conferences held with the student and student's advisor to discuss educational progress and career planning toward life goals on an ongoing basis and, at a minimum, at least once in each marking period;

5.2.3 Annual review and update of the Student Success Plan by the student, the student's advisor, the student's parent(s) guardian(s) or relative caregiver and others as appropriate to assure alignment of educational progress and career planning toward life goals by the end of each school year;

5.2.4 Providing support services if a student is in danger of failing a course or is not on track toward completing the entry requirements for his or her post-secondary goals as stated in the SSP; and

5.2.5 Following the guidelines for Career and Technical Education (CTE) programs of study outlined in the State Plan for Career and Technical Education;

5.2.6 Reviewing each student's transcript at the end of the first and second year, and beginning in the 2014-15 school year, at the end of the first, second and third year of high school to determine if the student is on track to graduate based on the following criteria:

5.2.6.1 At the end of the first year of high school the student has earned at least four (4) core course credits and two (2) other course credits for a total of six (6) course credits;

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5.2.6.2 At the end of the second year of high school the student has earned at least eight (8) core course credits and four (4) other course credits for a total of twelve (12) course credits; and

5.2.6.3 At the end of the third year of high school the student has earned at least eleven (11) core course credits and seven (7) other course credits for a total of eighteen (18) course credits.

5.2.6.4 For a student with an Individualized Education Program (IEP), on track to graduate shall be consistent with 5.2.6.1, 5.2.6.2 and 5.2.6.3 unless otherwise determined by the student's IEP Team....

6.0 Career Pathway

Local school districts and charter school boards shall establish policies concerning the purpose, content, development, and approval of Career Pathways....

7.0 Additional Credit Requirements District and charter school boards may establish additional credit requirements for graduation above the minimum number of credits required by the Department.....

8.0 Options for Awarding Credit Toward High School Graduation

8.1 District and charter school boards are authorized to award credit toward high school graduation for the following activities, on the condition that the activities incorporate any applicable state content standards. Before awarding credit for any of the following activities, the districts and charter school boards shall have adopted a policy approving the activity for credit and establishing any specific conditions for the award of credit for the activity. Such policy shall be applicable to each school within the district or each charter high school.

8.1.1 Courses taken at or through an accredited community college, two or four year college.

8.1.2 Voluntary community service as defined in 14 Del.C. §§8901A and 8902A.

8.1.3 Supervised work experience in the school and the community which meets the educational objectives or special career interest of the individual student.

8.1.4 Independent study.

8.1.5 Distance learning courses. These courses may be delivered by the teacher to the learner in real time, online or by video.

8.1.6 High school courses taken while in the middle school in conjunction with an articulated agreement between the district middle school and the district high school(s). Such credit shall also transfer to a high school in another district or to a charter school

<p>8.1.7 Course credit transferred from another high school. 8.1.8 Course credit earned through summer or evening school classes, as a member of the military service or as part of the James H. Groves Adult High School. 8.1.9 Tutoring programs taught by a teacher certified in the subject being taught. 8.1.10 Course credit awarded by agencies or instrumentalities of the state other than public schools which provide educational services to students. A description of the program provided to the student, grades given, and the number of clock hours of instruction or a demonstration of competency must be provided to the school district or charter school prior to receipt of credit...</p> <p>See: http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage</p>	<p>[Same]</p>
<p>District of Columbia Same as for All Students</p> <p>To receive a DCPS diploma, students who enroll in 9th grade for the first time in School Year 2007-2008 and thereafter must earn 24.0 credits (or Carnegie Units) as follows :Art (0.5 credits), Electives (3.5 credits, English (4.0 credits) Health and Physical Education (1.5 credits), Mathematics—including Algebra I, Geometry, Algebra II, and Upper Level Math (4.0 Credits), Music (0.5 credits), Science—including Biology, 2 Lab Sciences, and 1 Other Science) (4.0 credits), Social Studies—including World History I & II, DC History, US Government, US History (4.0 credits), World Language (2.0 credits); At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved "College Level or Career Prep" list (AP, IB, CTE courses and college-level courses); 100 hours of Community Service.</p> <p>See: http://dcps.dc.gov/DCPS/College+and+Careers/High+School+Planning/Graduation+Requirements</p> <p>And</p> <p>The IEP team makes every effort to provide students with the opportunity to earn a regular DCPS diploma. To graduate from high school, a student must complete all necessary requirements for graduation, including receiving passing grades on required coursework, having a good attendance record, completing community service hours and participating in any final testing.</p> <p>See: http://dcps.dc.gov/DCPS/In+the+Classroom/Special+Education/Plan+for+the+Future/Is+My+Child+On+Track+to+Graduate%3F</p>	<p>Florida Same as for All Students</p>

[Same]

Four options to receive standard diploma:

(1) 24-credit program

All students: 24 credits: 4 ELA; 4 math (may substitute 2 courses, but must take Algebra I & Geometry); 3 science (inc. biology and 2 other equally rigorous courses; 3 social studies; 1 fine or performing arts, speech and debate or practical arts; 1 physical education; 8 electives (must take at least one course online) Career education courses can be used which will allow student to earn credit in both the career education course and courses required for high school graduation.

(2) 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)

See:

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1002/Sections/1002.3105.html p. 1-2

At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. [1003.4295](#). Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. [1003.492](#) and [1008.44](#); work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

(3) International Baccalaureate (IB) curriculum

(4) Advanced International Certificate of Education (AICE) curriculum

See:

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1002/Sections/1002.3105.html p.1

And

(11) STUDENTS WITH DISABILITIES.—Beginning with students entering grade 9 in the 2014-2015 school year, this subsection applies to a student with a disability.

(a) A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

	<p>(b) The following options, in addition to the other options specified in this section, may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:</p> <ol style="list-style-type: none"> 1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills: <ol style="list-style-type: none"> a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule. b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit. 2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills: <ol style="list-style-type: none"> a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education. b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team. c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act. d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following: <ol style="list-style-type: none"> (I) The expected academic and employment competencies, industry certifications, and occupational completion points; (II) The criteria for determining and certifying mastery of the competencies; (III) The work schedule and the minimum number of hours to be worked per week; and (IV) A description of the supervision to be provided by the school district.
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3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

(c) A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and
2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre apprenticeship program.

(d) A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

(e) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

See:

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1002/Sections/1002.3105.html p.7

Georgia "Close To": State Defines Alternative Coursework

(iii) **AREAS OF STUDY.**

Units Required

- (I) English/Language Arts* 4
- (II) Mathematics* 4**
- (III) Science* 4 The 4th science unit may be used to meet both the science and elective requirement
- (IV) Social Studies* 3
- (V) CTAE and/or Modern Language/Latin and/or Fine Arts 3
- (VI) Health and Physical Education* 1
- (VII) Electives 4

TOTAL UNITS (MINIMUM) 23

*Required Courses and/or Core Courses

Students with Disabilities who earn credit in Mathematics I or GPS Algebra and the associated mathematics support course, and Mathematics II or GPS Geometry and the associated mathematics support course, may upon determination through the Individualized Education Program Team meet mathematics diploma requirements by completing Mathematics III or GPS Advanced Algebra for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

See: <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.48.pdf>

<p>** Students entering ninth grade in 2008-2009, 2009-2010, and 2010-2011 only, who earn credit in Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 additional core mathematics courses. See: https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.48.pdf</p>	
<p>Hawaii Same as for All Students</p>	
<p>Effective 2012-13 with the graduating class of 2016, the minimum course and credit requirements to receive a high school graduation diploma are:</p>	
<p>CREDITS</p>	<p>HIGH SCHOOL DIPLOMA</p>
<p>English (note 1)</p>	<p>4 credits</p>
<p>Social Studies (note 2)</p>	<p>4 credits</p>
<p>Mathematics (note 3)</p>	<p>3 credits</p>
<p>Science (note 4)</p>	<p>3 credits</p>
<p>Two credits in one of the specified programs of study: World Language (same language) (note 5) Fine Arts (note 6) Career and Technical Education (note 7)</p>	<p>2 credits</p>
<p>Physical Education (P.E.)</p>	<p>1 credit (note 8)</p>
<p>Health</p>	<p>0.5 credit</p>
<p>Personal Transition Plan</p>	<p>0.5 credit</p>
<p>Electives (Any Subject Area)</p>	<p>6 credits</p>
<p>Senior Project</p>	<p>May be counted toward 1.0 elective credit</p>
<p>TOTAL:</p>	<p>24 credits</p>
<p>Notes: English shall include English Language Arts 1 (1 credit), English Language Arts 2 (1 credit) and Expository Writing (0.5 credit). Social Studies shall include Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit).</p>	

[Same]

<p>Math shall include Algebra 1 (1.0 credit), Geometry (1.0 credit) or e.g. two-year integrated Common Core course sequence.</p> <p>Science shall include Biology (1.0 credit) and Laboratory Science Electives (2.0 credits).</p> <p>Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.</p> <p>Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.</p> <p>Two credits need to be in a single career pathway program of study sequence.</p> <p>Required courses: PEP 1005 Physical Education Lifetime Fitness (0.5 credit) and Basic Physical Education Elective (0.5 credit).</p> <p>See: http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Graduation-Requirements-to-2015.aspx</p>	<p>Idaho “Far From” : Has Language on Rigor for IEP Requirements for Alternative coursework</p> <p>46 credits (29 core of instruction credits; 15 elective credits): Language Arts (English 8 credits, Speech 1 credit)- 9 credits Mathematics (including Algebra 1 and Geometry standards) – 6 credits Science (4 lab) 6 credits Social Studies (US history, economics, American government) 5 credits Humanities (interdisciplinary humanities, fine arts or foreign language) 2 credits Health 1 credit Electives 17 credits (Elective courses as determined by the school district)</p> <p>See: https://www.sde.idaho.gov/site/hs_grad_requirements/docs/Grad%20mini%20Requirements.pdf p.1</p>
	<p>A. Individualized Education Program (IEP) Team Requirements Regarding Graduation</p> <ol style="list-style-type: none"> 1. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date. 2. Develop the course of study in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time. 3. Beginning no later than the end of the student's ninth (9th) grade, review annually the student's course of study, identify and make changes to the course of study needed for the student to meet graduation requirements and become a contributing member of society. 4. Document any accommodations and adaptations made to the district's and State's regular graduation requirements on the student's behalf. <ol style="list-style-type: none"> a. Graduation Requirements with Accommodations. Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further: <ol style="list-style-type: none"> 1) Accommodations to graduation requirements must specifically address completion of the student's secondary program. 2) Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's acquisition of skills that are equally rigorous. 3) Accommodations made to any district or State graduation requirement shall be stated in the student's IEP. b. Graduation Requirements with Adaptations

	<p>Long-term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:</p> <ol style="list-style-type: none"> 1) Adaptations to graduation requirements shall specifically address completion of the student's secondary program. 2) Adaptations may alter the level of rigor required in the district or State graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard that alter the level of rigor. 3) Adaptations of any district or State graduation requirement shall be stated on the student's IEP. The team shall discuss with the parents the effect of adaptations on regular education diploma and FAPE. <p>See: http://www.sde.idaho.gov/specialeducation/docs/Manual/Chapter7.pdf p.111-112</p>
<p>Illinois "Far From": No Language on Rigor for IEP Requirements for Alternative Coursework Core 40 Diploma</p> <p>Any student who enters high school as a ninth-grader in the 2008-09 school year and beyond will have taken the following minimum number of courses during high school:</p> <ul style="list-style-type: none"> • 4 years of language arts; • 2 years of writing-intensive courses, one year of which must be offered as an English language arts course and may be counted toward meeting one year of the four-year English language arts requirement. The writing courses may be counted toward the fulfillment of other state graduation requirements, when applicable, if writing-intensive content is provided in a subject area other than English language arts; • 3 years of mathematics, one of which must be Algebra 1 and one of which must include geometry content; • 2 years of science; • 2 years of social studies, of which at least one year must be the history of the United States or a combination of the history of the United States and American government; and • 1 year chosen from any of the following: <ul style="list-style-type: none"> o art; o music; o foreign language, which shall include American Sign Language; and o vocational education. <p>The 2005 changes in the law did not change the flexibility provided in the School Code for students enrolled in vocational and technical education courses. Section 27-22.05 allows these students to "substitute" a related vocational and technical education course for a graduation requirement if that course addresses "at least 50 percent of the content of the required course or graduation requirement for which it is substituted." The law also requires that the board of education adopt a policy allowing such</p>	<p>Pursuant to Section 27-22 of the School Code, all students, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete certain courses, depending upon the school year in which they enter the 9th grade and subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma.</p> <p>Section 1.445 Required Course Substitute</p> <p>a) Pursuant to Section 27-22.05 of the School Code [105 ILCS 5/27-22.05], school boards in districts with any of the grades 9 through 12 may adopt a policy providing for a course substitution of a vocational and technical course for a high school or graduation requirement. Such policies must provide a complete description of both the vocational and technical course and its relationship to the required course that will be replaced by the substituted course. Courses that may be substituted must meet the requirements set forth in Section 27-22.05 of the School Code and Section 1.440(d) of this Part.</p> <p>b) No student under the age of 18 shall be enrolled in a course substitution unless that student's parent or guardian first requests the substitution and approves it in writing on forms that the school district makes available for such requests. Such requests shall be maintained in the student's temporary record in accordance with Section 4 of the Illinois School Student Records Act [105 ILCS 10/4].</p> <p>See: http://www.isbe.net/news/pdf/grad_require.pdf p.12</p>

<p>substitutions, and that a student's parent or guardian must request the substitution and approve it in writing, using forms developed by the district. The Indiana General Assembly made completion of Core 40 a graduation requirement for all students beginning with those who entered high school in the fall of 2007. The legislation includes an opt-out provision for parents who determine their students could receive a greater benefit from the General Diploma. See: http://www.isbe.net/news/bdf/grad_require.pdf.p.1</p>	
<p>Indiana Same as for All Students 40 credits (i.e., the Core 40)—though there is an opt-out process for students to opt-out of the Core 40 Core 40 English/Language Arts (must include literature, composition, speech) 8 credits Mathematics (2 credits Algebra I or Integrated Math I; 2 credits any math course) 4 credits Science (2 credits Biology I; 2 credits any science course but at least one must be physical science or earth/space science) – 4 credits Social Studies (including 2 credits US history, 1 credit US Government) 4 credits Physical Education 2 credits Health and Wellness 2 credits College and Career Pathway Courses 6 credits Flex Credit Courses 5 credits Electives 6 credits See: http://www.doe.in.gov/sites/default/files/curriculum/classof2011general1.pdf</p>	<p>[Same]</p>
<p>Iowa “Far From” : No Language on Rigor for IEP Requirements for Alternative Coursework Iowa Code 256.7(26) states that, beginning with the students in the 2010-2011 school year graduating class, the requirements for high school graduation for students in school districts and accredited nonpublic schools shall include four years of English and language arts, three years of mathematics, three years of science, and three years of social science. Any additional graduation credits or units are locally determined. See: https://www.educateiowa.gov/graduation-requirements</p>	<p>Document clearly what the criteria will be for the eligible individual to graduate. Possible criteria are Graduation based on meeting the same requirements as individuals without disabilities Graduation based on meeting specified goals as well as completion of a stated number of graduation credits Satisfactory completion of courses and activities specified in the individual's IEP. See: http://www.iowaidea.info.org/vimages/shared/vnews/stories/4a8b1534597fd/Special%20Education%20Procedures%20Manual%20January%2015%202013%20final.pdf p.177</p>
<p>Kansas Same as for All Students</p>	

<p>Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:</p> <ul style="list-style-type: none"> • Four units of English language arts, which shall include reading, writing, literature, communication, and grammar. <i>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.</i> • Three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography • Three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course • Three units of mathematics, including algebraic and geometric concepts • One unit of physical education, which shall include health and which may include safety, first aid, or physiology • One unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by a local board of education • Six units of elective courses <p>See: http://www.ksde.org/Portals/0/TLA/Graduation%20and%20School%20Choice/Graduation%20and%20Dropout/Kansas%20Graduation%20Requirements%20Fact%20Sheet%202014-2015.pdf p.1</p>	<p>[Same]</p>
<p>Kentucky “Close To”: District Defines Alternative Coursework</p> <p>22 Credits total:</p> <p>(1) Language arts - four (4) credits (English I, II, III, and IV) to include the content contained in the Kentucky core academic standards for English and language arts and comply with the following:</p> <p>(a) Language arts shall be taken each year of high school; and (b) If a student does not meet the college readiness benchmarks for English and language arts as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take an English and language arts transitional course or intervention, which is monitored to address remediation needs, before exiting high school;</p> <p>(2) Social studies - three (3) credits to include the content contained in the Kentucky core academic standards for social studies;</p> <p>(3) Mathematics - three (3) credits to include the content contained in the Kentucky core academic standards for mathematics and include the following minimum requirements:</p> <p>(a) Algebra I, Geometry, and Algebra II. An integrated, applied, interdisciplinary, occupational, or technical course that prepares a</p>	<p>(2) For students with disabilities, a local board of education may substitute a functional, integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. These shall be based on grade-level content standards and may be modified to allow for a narrower breadth, depth, or complexity of the general grade-level content standards.</p> <p>See: http://education.ky.gov/educational/AL/Documents/305.doc, p.2</p>

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, incorporated by reference in 704 KAR 3:303;

(b) A mathematics course or its equivalent as determined by the district shall be taken each year of high school to ensure readiness for postsecondary education or the workforce;

(c) Any mathematics course other than Algebra I, Geometry, or Algebra II shall be counted as an elective; and

(d) If a student does not meet the college readiness benchmarks for mathematics as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take a mathematics transitional course or intervention, which is monitored to address remediation needs, before exiting high school;

(4) Science - three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content contained in the Kentucky core academic standards for science; (5) Health - one-half (1/2) credit to include the content contained in the Kentucky core academic standards for health; (6) Physical education - one-half (1/2) credit to include the content contained in the Kentucky core academic standards for physical education;

(7) History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one (1) credit to include the content contained in the Kentucky core academic standards for arts and humanities or a standards-based specialized arts course based on the student's individual learning plan;

(8) Academic and career interest standards-based learning experiences - seven (7) credits including four (4) standards-based learning experiences in an academic or career interest based on the student's individual learning plan; and

(9) Demonstrated performance-based competency in technology.

Section 3. (1) A local board of education may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060.

See: <http://education.ky.gov/educational/AL/Documents/305.doc>

Louisiana Same as for All Students

[Same]

College and Career Diploma	
Subject Area	LA Core 4 Basic
English	4
Math	4
Phy Ed	1.5
Health	.5
Science	4 3
Social Studies	4 3
Foreign Lang	2 -
Arts	1 -
Electives	3 8 (6 credits in career area of concentration)
Total credits	24 24

See: <http://www.louisianabelieves.com/academics/graduation-requirements>

Maine “Far From”: No Language on Rigor for IEP Requirements for Alternative Coursework

NEPN/NSBA Code: IKF: 1.DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2014, 2015, 2016 OR 2017

Students who anticipate graduating in the Classes of 2014, 2015, 2016, or 2017 must meet the following minimum requirements in order to be awarded a high school diploma.

A. The student must successfully complete a total of _____ credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are: 1.English/language arts – 4 credits; 2.Mathematics – 2 credits; 3.Social studies and history, including one year of American history and government – 2 credits; 4.Science, including at least one year of laboratory study – 2 years; 5.Fine arts, which may include art, music, forensics or drama – 1 credit; 6.Health – 1/2 credit; and 7.Physical education – 1 credit.

B. The student must demonstrate computer skills according to the school unit’s standards for computer literacy, proficiency, and performance.

C. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board: 1. Math – _____ additional credit(s); 2. Science – _____ additional credit(s); 3. [Other Area of Study, e.g., World History] – _____ credit(s); 4. [Other Area of Study] – _____ credit(s); 5. [Senior portfolio, senior exhibition, “capstone” experience or other specific local requirement – _____ credit(s)].

D. The remaining credits may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that he/she plans to enter upon graduation.

Children with disabilities, as defined in section 7001, subsection 1-A, who successfully meet the content standards of the system of learning results in addition to any other diploma requirements applicable to all secondary school students, as specified by the goals and objectives of their individualized education plans, may be awarded a high school diploma. Career and technical students may, with the approval of the commissioner, satisfy the 2nd-year math and science, the 2nd-year social studies and the fine arts requirements of subsection 2 through separate or integrated study within the career and technical school curriculum.
See: <http://www.maine.gov/education/disruption/law.html>

<p>E. [OPTIONAL: The student must also satisfactorily complete a total of _____ community service hours.]</p> <p>See: http://www.maine.gov/doe/proficiency/policy/msmasamplepolicy/KF-2013.doc p.2</p>	<p>[Same]</p>
<p>Maryland Same as for All Students</p> <p>To be awarded a diploma, a student shall be enrolled in a Maryland public school and have earned a minimum of 21 credits that include the following:</p> <p>English 4 credits, Mathematics 3 credits: 1 in Algebra/Data Analysis, 1 in Geometry, & 1 additional mathematics credit. Science 3 credits 1 in Biology, 2 that must include laboratory experience in any or all of the following areas: earth science, life science, physical science. Social Studies: 3 credits: US History, World History, Local, State, and National Government.</p> <p>See: http://hsaexam.org/img/HS_Grad_Req.pdf</p> <p>Can a student complete high school graduation requirements by attending an accredited college or approved vocational, technical or other postsecondary school program?</p> <p>Yes. A student may receive a Maryland High School Diploma through acceptance in the early college admission program when:</p> <ul style="list-style-type: none"> o All Maryland High School Assessment and student service learning requirements have been met; and A written request by the student and parent or guardian is made to and approved by the local superintendent of schools; and o The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and o At the conclusion of the first year of study, a written request and a transcript is submitted to the local superintendent requesting a Maryland High School Diploma. (COMAR 13A.03.02.10 Alternatives to 4-Year Enrollment) Other Requirements: Fine Arts, 1 credit, Physical Education, 1/2 credit, Health, 1/2 credit, Technology Education, 1 credit, Other 2 credits of foreign language or 2 credits of American Sign Language or 2 credits of advanced technology ed and 3 credits in electives Or 4 credits by successfully completing a State-approved career & technology program and 1 credit in an elective. Students must also meet attendance, service-learning, and any local school system requirements. Updated 2/27/2013 <p>Can high school credits be earned in ways other than going to school during regular days/year? Can online courses be accepted for credit by a school? Is there a criterion by which these courses are evaluated?</p>	<p>[Same]</p>

For students currently enrolled in a Maryland public school, credit can only be awarded for MSDE-approved online courses. See COMAR 13A.03.02.05D. Correspondence and Online Courses. An online course is a course provided through the Internet and other technologies in which 80% or more of the instruction is conducted online with the teacher and student separated by distance or time or both and in which two-way communication between the teacher and student is required. For online courses, COMAR 13A.03.02.05D(1) specifies that “Consistent with local school system policy and procedure, credit may be given...for Department-approved online courses. If credit is to be applied toward minimum graduation requirements, the...Department-approved online course shall be provided by the local school system.”

The State Department of Education has developed an approval process for online courses that are administered by a local school system. This approval process helps ensure the quality of the online courses offered by our public schools and ensures that such courses align with state content standards and core learning goals. A list of MSDE-approved online courses is updated periodically and available on the MVLO website at <http://www.mdk12online.org>.

Yes. See COMAR 13A.03.02.05 Other Provisions for Earning Credit. Can a student earn a Maryland High School Diploma online?

No. The Maryland Virtual Learning Opportunity (MVLO) program has a state-run virtual school project, Maryland Virtual School (MVS) that is managed by MSDE. MVS is primarily used for supplemental instruction. Students cannot earn a high school diploma by solely completing online courses. MVS does not offer a high school diploma online. The majority of students served take one or two online courses to supplement their traditional school program. Enrollment in MVS online courses requires local school system approval.

See: http://www.marylandpublicschools.org/NR/rdonl/yres/EDA7F17C-52FD-48E7-99B6-9126DCB53CB8/35115/MD_HighSchoolGradCourseReq_byCounty_03012013_.pdf

And http://hsaexam.org/img/HS_Grad_Q_A.pdf p.3-12

What are the graduation credit requirements for students with disabilities who are placed in non-public schools?

The answer to this question was the subject of a memo to local school superintendents from Former Superintendent, Dr. Grasmick dated November 14, 2005 regarding Graduation Requirements for Students in Non-Public Placements. State regulations address disparities between local school system graduation requirements and those of non-public special education schools. COMAR 13A.03.02.05B requires students in a

non-public special education school to meet the graduation requirements of the placing local school system. There are alternative ways to do so. COMAR 13A.03.02.11 provides local school systems with an opportunity to develop “alternative ways for individuals or groups of students to fulfill graduation requirements.” Local school systems can work with the non-public school to agree on a curricular program that meets the instructional needs of the student and addresses the normal content specified generally in the local school system’s graduation requirements. The curricular program for these students can include fewer than the requisite number of credits in the local school system graduation requirements, but no fewer than the state minimum of 21 credits as identified in COMAR 13A.03.02-.04A. The student must also meet the service learning requirement, and he or she must take and pass the Maryland High School Assessments as appropriate to the date of entry into grade 9 or satisfy the HSA graduation requirement by achieving the required combined score or successfully complete the Bridge Plan for Academic Validation (see section on High School Assessments).

See: http://www.marylandpublicschools.org/NR/rdonlyres/EDA7F17C-52FD-48E7-99B6-9126DCB53CB8/35115/MD_HighSchoolGradCourseReq_byCounty_03012013_.pdf
http://hsaexam.org/img/HS_Grad_Q_A.pdf p.2

Massachusetts Same as for All Students

The Massachusetts Education Reform Law of 1993, state law, G.L. c. 69, § 1D, requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. On July 2, 2012, an exception to the graduation requirement expired for students who were originally in the class of 2009 or an earlier class and meet certain criteria. In May 2011 the Board of Elementary and Secondary Education voted to delay the history and social science requirement for a CD until the third consecutive year that the history and social science assessment is administered. At least through the class of 2018 (this year’s eighth graders), students in high school will continue to take MCAS tests to meet the CD requirement. Any changes to the CD requirement will be determined at a later time.

See: <http://www.doe.mass.edu/mcas/graduation.html>

Michigan “Far From”: Has Language on Rigor for IEP Requirements for Alternative coursework

Requires 16 credits (18 for class of 2016)

No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school.

[Same]

- ENGLISH LANGUAGE ARTS 4 Credits: English Language Arts 9, English Language Arts 10, English Language Arts 11, English Language Arts 12,
- MATHEMATICS 4 Credits: Geometry, Algebra I, Algebra II, one math or math-related course in final year of high school 3 Credits –
- SCIENCE: Biology, Chemistry or Physics, one additional science credit
- World History & Geography, U.S. History & Geography, .5 credits in both Civics and Economics 1 Credit –
- PHYSICAL EDUCATION & HEALTH: 1 Credit
- VISUAL, PERFORMING and APPLIED ARTS ONLINE LEARNING EXPERIENCE 2 Credits - (world lang for class of 2016 and after)
- LANGUAGE OTHER THAN ENGLISH
- In grades 9-12; OR an equivalent learning experience in grades K-12 (beginning with students entering 3rd grade in 2006.) Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); Or
- Formal coursework or an equivalent learning experience in grades (1 credit) and completion of a department approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit)

See:

http://www.michigan.gov/documents/mde/New MMC_one_pager_11.15.06_183755_7.pdf p.2

Q: Can a student required to take the MMC waive the state's physical education or health credit requirement for any reason?

A: Yes, under certain conditions. The Michigan Merit Curriculum MCL 380.1278b, allows a student to substitute one physical education and health credit to acquire extra English language arts, mathematics, science or world language credits, if a student has an approved personal curriculum. In addition, students may test out of any state-required graduation credit if the student earns:

- 1) a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or
- 2) the student earns a qualifying score, as determined by the school district or public school academy, on one or more assessments developed or selected by the school district or public school academy that measure a student's proficiency in the content expectations or guidelines that apply to the credit.

See:

http://www.michigan.gov/documents/mde/Complete MMC_FAQ_August_2014_467323_7.pdf p.11

Q: Are special education students required to complete the Michigan Merit Curriculum? A: Special Education students are general education students first, and by law, must be given access to, and support for success in, the general curriculum. Studies show all students learn and achieve more when they take a challenging curriculum rather than low-level courses. All students receiving special education services in Michigan must have an individualized Education Program (IEP) that details the appropriate education plan outlining modifications, accommodations, and support for student success. In addition, the law allows a parent or legal guardian to request a personal curriculum for the student that modifies some of the Michigan Merit Curriculum requirements.

See:

https://www.michigan.gov/documents/mde/Parent_12.20.06_181524_7.pdf
 Modifications Not Allowed: There are no modifications to credit requirements allowed in the following areas (exceptions may apply for students with an IEP or transfer students): English language arts• Science• World languages• Civics/Government• Online learning experience• Modification restrictions are intended to protect the futures of students by ensuring that the personal curriculum option is not used as a convenient escape door for schools to shy away from providing access to the MMC for students who are more difficult to reach and teach.

See:

http://www.michigan.gov/documents/mde/PC_Guide_Final_5_12_09_277958_7.pdf p.8

<p>The personal curriculum should be designed to lead to a diploma, incorporating as much of the MMC as is practicable for the individual student while maintaining the rigor of the MMC and the integrity of the diploma. Should a student fail to meet the requirements of the personal curriculum, the PC will be considered null and void, and the student will be responsible for meeting all standard requirements of the MMC in order to receive a diploma.</p> <p>See: https://www.michigan.gov/documents/mde/PC_FAQs_5_12_09_277981_7.pdf p.13</p>	<p>Minnesota "Far From": No Language on Rigor for IEP Requirements for Alternative Coursework</p> <p>Minnesota students are required to complete three kinds of requirements by the time they graduate. Students must: Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024. Satisfactorily complete all state academic standards or local academic standards where state standards do not apply. Meet graduation assessment requirements. Course Credits Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, your child's high school coursework must include at least the minimum state course credit requirements. A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district. Students must complete a minimum of 21.5 course credits as follows:</p> <ul style="list-style-type: none"> 4 credits of language arts 3 credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade. 3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.) 3½ credits of social studies, including U.S. history, geography, government and citizenship, world history and economics. 1 credit in the arts, 7 elective credits. An agriculture course may fulfill a general science credit requirement. A CTE course may fulfill a general science, mathematics, or <p>Question 8: When is it appropriate for a student with a disability to receive a diploma based on attainment of IEP objectives, and who should make this decision? Answer: The student's IEP team, including the parent(s), is charged, in part, with determining appropriate placement, accommodations, modifications, services, goals, objectives, transition goals, objectives, and services for that student. In making these determinations, the IEP team also considers whether the student is able to take the examinations required or fulfill all of the requirements necessary for graduation in Minnesota, with or without modification. For some students, the IEP team may decide that attainment of individualized objectives is a more appropriate determining factor, with respect to receipt of a high school diploma, than is attainment of required examinations or other requirements. The IEP team, because of its unique knowledge of and work with the student, is best suited to make this determination. The student's parent must consent to the proposed change of placement prior to exiting the student.</p> <p>See: http://education.state.mn.us/MDE/SchSup/ComplAssist/QA/GradTransTransf/046628</p>
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<p>arts credit requirement. School districts may require additional course credits or other requirements for graduation beyond the minimum required by the state. See: http://education.state.mn.us/MDE/StuSuc/GradReq/</p>	
<p>Mississippi Same as for All Students</p> <p>Minimum 24 Carnegie units specified below unless parent/guardian opts out. Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-3 requirements. Any student who is taken out of these requirements of Appendix A-3 will be required to complete the graduation requirements as specified in Appendix A-2. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.</p> <p>English, 4 units, English II required, Math 4 units Algebra I required, Science, 4 units, Biology 1 required, Social Studies, 4 units, Required subjects are: World History (1), U.S. History(1), Geography(.5), U.S. Government(.5), Economics(.5), Mississippi Studies(.5). Health & Physical Education, 1 unit, required: Comprehensive Health(.5) or Family and Individual Health(.5) and Physical Education (.5), Business & Technology, 1 unit, required: 1 Computer Discovery or .5 Keyboarding and .5 Computer Applications, The Arts, 1 unit, any approved 500.000 course or completion of the 2 course sequence for Computer Graphics Technology I and II, Electives, 5 units.</p> <p>2 Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5½ general electives required for graduation. Students are prohibited from taking Pre-Algebra or any other lower level math after successfully completing Algebra I. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. Beginning school year 2007-2008 for all entering eighth graders, at least two of the four required mathematics courses must be higher than Algebra I. Effective with the eighth graders of 2008-2009, Pre-Algebra and Transition to Algebra may not be taken after a student completes Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Statistics, and AP Statistics. Effective with the</p>	<p>[Same]</p>

eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit.

3 One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship.

Beginning school year 2008-2009 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry I, Chemistry II, AP Chemistry, Physics I, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics.

4 The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

5 Credit earned in Allied Health I/Health Science I may be accepted in lieu of Comprehensive Health or Family and Individual Health to meet the graduation requirement for ½ Carnegie unit in Health.

6 Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the Business and Technology Framework (academic and vocational).

7 Carnegie units (up to one each school year) in physical education may be received from participation in interscholastic athletic activities, band, and ROTC if they meet the instructional requirements specified in the Fitness through Physical Education Framework. Interscholastic athletic activities used for Carnegie unit credit must be sanctioned by the Mississippi High School Activities Association.

See: <http://gearupms.org/docs/GraduationRequirements.pdf>

p.1-2

Missouri “Far From”: No Language on Rigor for IEP Requirements for Alternative Coursework

<p>Requires 24 credits: Communication Arts, 4 cr, Social Studies, 3 credits, Math, 3 credits, Science, 3 credits, Fine arts, 1 credit, Practical Arts, 1 credit, Phy Ed, 1 credit, Health Education .5 credit, Personal Finance (can be .5 credit with 7 credits of electives, OR be .5 of the social studies credit with 7.5 elective credits, OR can be .5 of Practical Arts credit with 7.5 elective credits) [3 options on how to combine personal finance in] Virtual Education--Courses Delivered Through Electronic Media Credit for Off-Campus Instruction Under some circumstances, students may earn high school credit for off-campus learning experiences. (See Appendix E for a description of the conditions and limitations.) Dual Credit for High School and College Courses Students may earn both high school and college credit for some coursework under some circumstances. Generally, such arrangements fall into two types: (1) arrangements in which advanced high school courses are taught on the high school campus by teachers designated as adjunct instructors by a college or university; and (2) arrangements in which high school students leave the high school campus and attend regular college classes for part of the school day. (See Appendix E for a description of the conditions and limitations.) 9 DESE 3341-53 1/07 Credit for Off-Campus Instruction Under some circumstances, students may earn high school credit for off-campus learning experiences. (See Appendix E for a description of the conditions and limitations.) Dual Credit for High School and College Courses Students may earn both high school and college credit for some coursework under some circumstances. Generally, such arrangements fall into two types: (1) arrangements in which advanced high school courses are taught on the high school campus by teachers designated as adjunct instructors by a college or university; and (2) arrangements in which high school students leave the high school campus and attend regular college classes for part of the school day. (See Appendix E for a description of the conditions and limitations.) Embedded Credit School districts may choose to embed competencies from one subject into another class and award credit to students for both the embedded content and the other subject. School districts need to approach the issue of embedded credit with caution. The embedded</p>	<p>2. Students with disabilities will receive grades and have credit transcribed in the same manner as all other students when they complete the same courses as other students. 3. Students with disabilities who complete regular courses modified as indicated in their IEPs will receive grades and have credit transcribed in the same manner as students who complete the courses without modification. The fact that the courses were modified maybe noted on the transcript. 4. Students with disabilities who meet the goals and objectives of their IEPs, as measured by the evaluation procedures and criteria specified in the IEPs, will have credit transcribed in accordance with the state definition of units of credit. See: http://dese.mo.gov/sites/default/files/Graduation_Handbook_2010.pdf p. 16-17</p>
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subject and the other subject should be closely linked. For example, embedding mathematics credit in a building trades class seems a natural fit. Embedding personal finance content into a family and consumer science class is an appropriate link.

Because this involves an alternative method for granting credit, school districts choosing to offer embedded credit must notify DESE. The notification must include assurances that the embedded content is closely aligned to the subject in which that content will be taught. The embedded content must also align closely to the Missouri Show-Me Standards and Grade Level Expectations, and be rigorous in expectations. The district assurances must also include a plan for determining student competency in the embedded credit as well as the acceptable level of student mastery for the awarding of credit. Area Career Centers should collaborate with their sending school districts as core curriculum is embedded into career education classes. That collaboration must involve administrators and classroom teachers of the affected content areas. The collaboration must also include the development of the plan to determine student competency. Districts may wish to consult the Embedded Credit Tool kit developed by the Missouri Career Education Center at University of Central Missouri for detailed processes for embedding credit in career education classes. (<http://missouricareeducation.org/>)

Competency-Based Credit

School districts may award high school credit to students upon demonstration of mastery of the competencies for a particular course.

School districts wishing to award credit based on 10 DESE 3341-53 1/07 demonstration of a mastery of the course competencies must notify DESE. School districts must assure that the expected level of performance would demonstrate that a student has mastered the course competencies and may receive credit for the class. Waiver of Required Academic

Credit for Students Completing a Career and Technical Program of Studies

Local board of education policy may permit a waiver of one unit of academic credit (communication arts, mathematics, science, or social studies) for students who complete a three-unit career and technical education program of studies. The three-unit career and technical program must constitute a planned program leading to specific career-related competencies, not simply any three units of credit. The academic subject in which the waiver is granted must be one in which the student has received substantial instruction in the career and technical education program. For example, students completing a three-unit agricultural-education program or a health-sciences program might be permitted to waive one unit of science; students completing a three-unit electricity/electronics program might be permitted to waive one unit of mathematics. Alternative, Performance-Based Graduation Educators and

others have recognized that completing a specified number of units of credit may not ensure that students will obtain the knowledge, competencies and skills that are considered essential to success in postsecondary studies or on the job. The State Board of Education has authorized the Department of Elementary and Secondary Education to waive the standard graduation requirements for school districts that wish to develop and implement performance-based graduation standards as an alternative to the credit-based requirements. Any school district interested in this alternative should contact the School Improvement and Accreditation Section for information and guidance in developing such a system. Credit Recovery Credit recovery provides an opportunity for high school students (grades 9-12) who would otherwise fail a course to complete the requirements of the class. The content teacher must outline the deficiencies the student must correct in order to receive credit for the class. The credit recovery teacher acts as a monitor (resource teacher) to students as they work to complete the required coursework. Since students in the class may be working in a variety of subject areas, the supervising teacher may hold any valid Missouri teacher certificate except a substitute certificate, early childhood certificate, or non-degree vocational certificate. 11 DESE 3341-53 1/07

Credit for Alternative Arrangements

Some students cannot schedule within the regular school day all the courses they wish to take and, therefore, take some courses under special arrangements such as "Zero Hour," evening community education programs, centers for at-risk youth, or summer-school programs. Other students are unable to succeed in conventional high school instruction and pursue secondary programs in alternative settings. Local boards of education may, by policy, recognize high school credit for such classes if: 1) the instructors hold valid teaching certificates; 2) the course content and performance standards have been reviewed and determined by the staff of the local high school to be equivalent to corresponding high school courses; and 3) the instructional time is reasonably equated to the state standard for the Carnegie Unit for purposes of granting units of credit.

See: http://dese.mo.gov/sites/default/files/Graduation_Handbook_2010.pdf
p.5-11

15. May requirements for granting a diploma be waived for students with disabilities? Each school district shall provide for a waiver of the district established learner outcomes in order to accommodate the needs of special education students. Learner outcomes that are waived must be identified on the student's IEP.

Montana "Close To": District Defines Alternative Coursework

10.55.905 GRADUATION REQUIREMENTS

- (1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that enable all students to meet the content and performance standards.
- (2) In order to meet the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate:

15. May requirements for granting a diploma be waived for students with disabilities? Each school district shall provide for a waiver of the district established learner outcomes in order to accommodate the needs of special education students. Learner outcomes that are waived must be identified on the student's IEP.

- (a) 4 units of English language arts;
 - (b) 2 units of mathematics;
 - (c) 2 units of social studies;
 - (d) 2 units of science;
 - (e) 1 unit of health enhancement, with 1/2 unit each year for two years;
 - (f) 1 unit of arts;
 - (g) 1 unit of vocational/ technical education.
- (3) Units of credit earned in any Montana high school accredited by the board of public education shall be accepted by all Montana high schools.
- (4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment.
- 10.55.906 HIGH SCHOOL CREDIT
- (1) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units. A unit of credit shall be given for satisfactory completion of a full-unit course.
- (a) A unit of credit is defined as the equivalent of at least 225 minutes per week for one year.
 - (b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.
- (2) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local administrator's permission.
- (3) Each governing authority may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.
- (4) With the permission of the school district trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content and performance standards stated in the education program.
- Examples of possible acceptable course work include correspondence and extension courses, distance learning courses, adult education, summer school, work study, specially designed courses and challenges to current courses. Any acceptable program must be consistent with local board policy.
- (a) Any Montana high school shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official transcript.

See:

<http://opi.mt.gov/GetAnswers/questions/130/What+is+required+for+grades+k-12+in+montana%3B+subjects+activities%3F>

The school district is permitted to waive specific course requirements based on individual student needs and performance levels. Waiver requests shall be considered with respect to age, maturity, interest, and aspirations of the student and shall be in consultation with the student's parents or guardians. The IEP team must follow local district policy when considering waivers for students with disabilities.

See: <http://opi.mt.gov/pdf/speced/Guides/GradesGradDipl.pdf>

p. 6

Nebraska “Far From”: No Language on Rigor for IEP Requirements for Graduation
 The State Board of Education adopted specific graduation requirements that include 40 credit hours of language arts and 30 credit hours each of mathematics, science, and social studies/history (See Rule 10-003.05). By the 2014-15 School Year, districts are to adopt and implement graduation requirements that meet the highest level of rigor of the standards specified in the state standards set forth in the appendices of Chapter 10. This requirement will begin with eighth graders enrolled during the current 2010-11 school year.
See:
<http://www.education.ne.gov/APAC/Documents/CurrentEvents/GraduationRequirements.pdf>
 003.05 Graduation Requirements. Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.
 003.05A By the 2014-15 school year, school districts shall adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards set forth in the appendices of this Chapter, including, but not limited to the following:
 003.05A1 Language Arts. Forty credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.
 003.05A2 Mathematics. Thirty credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.
 003.05A3 Science. Thirty credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.
 003.05A4 Social Studies/History. Thirty credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.
 003.05B School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.
 003.05C As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school. ...004.04C Local Options for Providing High School Courses.

Nebraska “Far From”: No Language on Rigor for IEP Requirements for Graduation
 State law--not the IDEA--dictates the substantive standards for graduation. 92 NAC Rule 10-003.05 provides graduation requirements for each NE high school from grades nine through twelve. Additionally, Neb. Rev. Stat. §79-729 states that the graduation requirements prescribed in the statute do not apply to high school students whose individualized education plans prescribe a different course of instruction. Therefore, the IEP Team is responsible for determining the student's course of instruction; considering the district's graduation requirements and the student's progress on meeting annual goals.
See:
<http://www.education.ne.gov/sped/bobbing/Graduation%20Considerations.pdf>
 f p.1
 And
 Consider graduation requirements and IEP annual goals: Neither Rule 51 nor IDEA includes a requirement that an IEP contain specifically identified graduation criteria or a graduation plan; however, it is recognized that many districts document the graduation requirements in the student's IEP. Deciding to document discussions about the student's graduation plans either in the IEP or in IEP meeting notes may assist the IEP Team with documenting meaningful opportunities the parent was offered during the development, review, or revision of their child's IEP. State law--not the IDEA--dictates the substantive standards for graduation. 92 NAC Rule 10-003.05 provides graduation requirements for each NE high school from grades nine through twelve. Additionally, Neb. Rev. Stat. §79-729 states that the graduation requirements prescribed in the statute do not apply to high school students whose individualized education plans prescribe a different course of instruction. Therefore, the IEP Team is responsible for determining the student's course of instruction; considering the district's graduation requirements and the student's progress on meeting annual goals.
See:
<http://www.education.ne.gov/sped/bobbing/Graduation%20Considerations.pdf>
 f p.1

004.04C1 High schools may meet the instructional unit requirements of Section 004.04B through integrated courses, as defined in Section 002.11, if the school has on file locally a description of the curriculum or course including a list of the goals, an explanation of the subjects included, and the rationale for allocating instructional units to appropriate subject fields in Section 004.04B.

004.04C2 High schools may count instructional units for two courses in a subject field taught in the same classroom at the same time if the courses are primarily individualized wherein all students do independent projects or practice. (Examples: Spanish 3 and 4, Accounting 1 and 2, Art 1 and 2)

004.04C3 Schools may use performance based curriculum or courses as an option in place of any subjects in Section 004.04B if they have a written description of the curricula or course which includes the goals, representative instructional experiences, expected student performance for accomplishment of the goals, and the rationale for allocating instructional units for the course. The written description is approved by the local board of education and is on file in the school. Performance based curriculum provides learning opportunities for students equivalent to or greater than those through the course(s) under Section 004.04B, but may take less than the time required in Section 002.12 for determining instructional units.

004.04C4 Instructional units may be counted each year for two courses taught in alternating years not to exceed one course in each of four subject fields, as listed in Section 004.04B, provided schedules verifying alternating courses are kept on file in the school system. As an example, a high school that alternates a course that generates 10 instructional units in World Language I in the current year, with a course that generated 10 instructional units in World Language I the previous year, may count 20 instructional units each year. A school board of a school district shall not establish an alternating biennial secondary course offering in any subject area for which the State Board of Education has adopted content standards pursuant to section 79-704(2) and 79-760.01 R.R.S..

See:
http://www.education.ne.gov/Legal/webrulespdf/RULE10_PLEDGE_2012.pdf
 p.4, 15

Nevada "Far From": No Language on Rigor for IEP Requirements for Alternative Coursework

Requires 22.5 credits.
 American Government (1)
 American History (1)
 Arts & Humanities (1)
 Computers* (.5)
 English Language Arts (4)

Course Credit

1. Can a school district refuse to give any credit at all for participation in special education classes?
2. What criteria do school districts use to determine what kind of credit will be given for students with disabilities participating in general or special education classes?

Health (.5)

Mathematics (3)

Physical Education (2)

Science (2)

*can be taken in 7th or 8th grade GPA need to check with local districts
AND The remaining credits needed for graduation are elective and therefore not identified per content area.

2. As per NRS 389.018, 9th grade students, beginning in the 2007-2008 school year and each class thereafter, must enroll in the following:

- a. Four credits of English
- b. Four credits of mathematics, including Algebra I and Geometry or equivalent integrated courses
- c. Three credits of science, including two laboratory classes
- d. Three credits of social studies, including American Government, American History, and World History or Geography

Each district in Nevada has the option of adding to the credit requirements (see the district link options below in Appendix A for specific district credit requirements).

See:

http://www.doe.nv.gov/NDE_Offices/APAC/Resources/Nevada_State_Reguirements_for_Graduation/

3. Can the criteria vary from school to school? Even if the criteria are established at the school district level, can the application of criteria vary from school to school?

State regulations define "unit of credit" as "an amount of credit which is awarded to a pupil for his successful completion of a course containing at least 120 hours of instruction or the equivalent." (NAC 389.040). Neither IDEA nor Section 504 specifically addresses the issues of grades or credits; therefore, standards for determining successful completion (i.e., "grading") and awarding credit for coursework are established at the local school district level, within the framework of individualized, nondiscriminatory decision-making. In order to avoid acting in a discriminatory manner, school districts must be able to articulate the educational rationale and criteria used for awarding credit, and criteria must be applied consistently from school to school. Classes may be taken for no credit as part of a student's individualized educational program (IEP), and may be graded based upon criteria outlined in the particular student's IEP. (Letter to 3 Runkel, 25 IDELR 387). A class may be taken for no credit as part of a student's IEP (e.g., a course where students who are not disabled also do not receive credit). In the design of courses for students with disabilities, attention should be given to aligning content to the general curriculum so that general education credit will be awarded whenever appropriate to reflect students' accomplishments. The IDEA regulations focus on access to general curriculum for students with disabilities in several key areas. For example, IEPs must include measurable annual goals that meet "the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum." (34 CFR 300.347(a)(2)). Further, IEPs must describe the special education, related services, and supplementary aids and services for the student "to be involved and progress in the general curriculum" (34 CFR 300.347(a)(3)).

Generally, different grading systems for students with disabilities who participate in the general curriculum are only permitted if the student's IEP committee adopts a different scheme in response to the student's individual needs. OCR offered the following analysis in a 1991 investigation concerning the coding of grades to indicate situations where coursework was modified in conjunction with a special education program for students with disabilities: The district has the authority to establish course and grade requirements, and the district [in question] has developed grading standards for handicapped students, who are enrolled in regular classes, that must be met in order for the student to receive a regular grade versus a grade coded as special education. Evidence shows that the grading standards are not discriminatory against LD students because they are provided notice of the course/grade requirements and have the option of earning a regular grade, if desired. Furthermore, when needed, LD students enrolled in regular courses

<p>are provided course modifications, to the maximum extent possible to meet their individual needs, in order to provide them the opportunity to earn regular grades." (Metropolitan (TN) Pub. Sch. Dist. 18 IDELR 971)</p> <p>In a 1995 investigation regarding a school district that had adopted a system for assigning lower or different grade weights to special education courses, OCR analyzed several factors related to the district's system (North East (TX) Independent School District, 24 IDELR 298):</p> <ul style="list-style-type: none"> • whether a student's placement in "special," "basic," "regular," or "honors" classes was individually determined through an IEP process • whether the district could articulate a legitimate educational reason for not awarding academic credit for the "basic" and "special education" classes equivalent to the academic credit given for "regular" classes in the same subject matter • whether there were significant differences in methods of instruction and quantity of material between the classes • whether all students with disabilities were placed in "basic" and "special education" classes, or whether some students with disabilities were placed in "regular" or "honors" classes. <p>See: http://www.doe.nv.gov/NDE_Offices/Special_Education/Programs/Special_Education/Resources/Additional_Resources/Coursework_Credits_Promotion_s_and_Graduation_Ceremonies_for_Students_with_Disabilities/ p.2-3</p>	
<p>New Hampshire "Far From": No Language on Rigor for IEP Requirements for Alternative Coursework</p> <p>In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:</p> <p>(1) Students with an individualized education program (IEP) has been developed in accordance with Ed 1109; (2) Students for whom early graduation has been approved as provided in (t) below; or (3) Those individuals in special or unusual circumstances as provided by local school board policy.</p> <p>See: http://www.education.nh.gov/legislation/documents/ed3062014-min-stands.pdf, p.36</p>	<p>There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. ...</p> <p>Required Graduation Competencies by Content Areas Credit(s)</p> <ul style="list-style-type: none"> Arts education ½ credit, Information and communications technologies ½ credit, English 4 credits, Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis 3 credits, Physical sciences 1 credit, Biological sciences 1 credit, US and NH history 1 credit, US and NH government/civics ½ credit, Economics, including personal finance ½ credit World history, global studies, or geography ½ credit, Health education ½ credit,

Physical education 1 credit,
Open electives 6 credits,
Totals 20 credits

- The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.
- In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.
- The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.
- The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.
- The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.
- The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies. (ad) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.
 - o The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.
 - o Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school

diploma to a student if the commissioner determines that: (1) Such action is in the best interests of the student; and

- At least one of the following circumstances exists:
 - The student has a debilitating illness which limits school attendance;
 - The student has a physical disability which precludes participation in physical education;
 - The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
 - d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c.

See: <http://www.education.nh.gov/legislation/documents/ed3062014-min-stands.pdf>
p.33-37

Parents of students attending private high schools in New Hampshire should be aware that private/nonpublic high schools are not required to meet the same graduation requirements as the public schools. Table 306-2 in the New Hampshire Code of Administrative Rules Part Ed 306, Minimum Standards for Public School Approval, lists the subjects and 20 credits required for public high school graduation. Local school boards have authority to establish additional requirements, to determine the placement of incoming transfer students, and to accept for credit, or decline to accept, work completed at schools previously attended by the transferring student. The Commissioner of Education may waive a particular graduation requirement as described in Ed 306.27(u) upon receipt of a written request from the local school board. Parents may appeal a decision of a local school board to the State Board of Education after exhausting appeal procedures at the local level.

See:
http://www.education.nh.gov/program/school_approval/approval_faq.htm#instruction

New Jersey "Close To": District Defines Alternate Coursework

Language Arts Literacy -- 20 credits aligned to grade 9 to 12 standards
Math -- 15 credits including algebra I content (effective with the 2008-2009 9th grade class), geometry content (effective with the 2010-2011 9th grade class), and a third year of math that builds upon algebra I and geometry and prepares students for college and 21st century careers (effective with the 2012-2013 9th grade class)
Science -- 15 credits including laboratory biology (effective with the 2008-2009 9th grade class); chemistry, environmental science or physics (effective with the 2010-2011 9th grade class); and an additional lab/inquiry-based science (effective with the 2012-2013 9th grade class)

Through the IEP process and pursuant to N.J.A.C. 6A:14-4.11, district boards of education may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3.

1. District boards of education shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
2. District boards of education shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.

See: <http://www.nj.gov/education/code/current/title6a/chap8.pdf>, p.34

<p>Social Studies -- 15 credits including histories and integrated civics, economics, geography, and global content</p> <p>Economics -- 2.5 credits in financial, economic, business and entrepreneurial literacy (effective with the 2010-2011 9th grade class)</p> <p>The updated graduation requirements also include the introduction of the Alternative High School Assessment to replace the Special Review Assessment (SRA), which currently is administered to students who cannot demonstrate proficiency of current curriculum standards via the 11th grade statewide assessment. The proposal also includes a phase-in of personalized student learning plans to follow students from middle school through high school graduation. The personalized plans would set learning goals for students based on their personal, academic and career interests, and would include the involvement of teachers, counselors and parents.</p> <p>“Personalized learning plans will be instrumental in discovering how each child learns best and in what subjects and careers he or she holds an interest,” said Commissioner Davy. “These plans will expose a student to new opportunities and actively engage parents, teachers and counselors in education decision making.” The graduation requirements are based on recommendations from the New Jersey High School Redesign Steering Committee and the department’s Secondary Transformation Committee.</p> <p>See: http://www.state.nj.us/education/news/2009/0220reg.htm, pp. 1-2</p>	<p>social studies, geography, and global content</p> <p>economics, business and entrepreneurial literacy</p> <p>Alternative High School Assessment</p> <p>Special Review Assessment (SRA)</p> <p>11th grade statewide assessment</p> <p>personalized student learning plans</p> <p>middle school</p> <p>high school graduation</p> <p>personalized plans</p> <p>learning goals</p> <p>personal, academic and career interests</p> <p>teachers, counselors and parents</p> <p>discovering how each child learns best</p> <p>Commissioner Davy</p> <p>new opportunities</p> <p>actively engage parents, teachers and counselors</p> <p>education decision making</p> <p>New Jersey High School Redesign Steering Committee</p> <p>Secondary Transformation Committee</p>
<p>New Mexico “Far From”: Approval Must Be Obtained for Alternative Coursework Has Language on Rigor for IEP Requirements for Alternative Coursework</p> <p>F-2011–2012 & 2012–2013 G-Classes of 2015 & 2016:</p> <p>24 units to include:</p> <ul style="list-style-type: none"> • 4 units English • 4 units math (one unit = or > than algebra 2) • 3 units science (2 w/lab) • 3.5 units social science, including United States history and geography, world history and geography and government and economics, and .5 unit New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness or language other than English • 7.5 units electives <p>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</p> <p>See: http://ped.state.nm.us/ped/GradDocs/guidance/Graduation%20Course%20Requirements%2020012%20-%202017.pdf</p>	<p>The IEP team must consider the program of study in the order of the options listed in the rule. If the IEP team chooses a graduation option other than the standard, the team must justify and document the reasons for doing so. Any modified program of study can depart from the standard program only as far as necessary to meet the individual student’s needs. Graduation plans must be a part of all IEPs beginning with the 8th grade IEP and at all points thereafter. The IEP team will also determine whether additional evaluations, reports, or documents are necessary to support a smooth and effective transition to post-secondary</p> <p>See: http://swmcdn.com/site_0450/NEREC_PathwaystoDiploma_050813.pdf p.21</p> <p>Departures from the standard program of study for students receiving special education services and supports shall be considered in the order of the options listed in Subparagraph (b) of Paragraph (13) of Subsection J of 6.29.1.9 NMAC. [These options, which must be submitted in a <i>prior written notice of proposed action</i>, include: standard program of study; and a career readiness alternative program of study; plus an option for student in the AA-AAS.] Any modified program of study may depart from a standard program of study only so far as is necessary to meet an individual student’s educational</p>

<p>needs as determined by the IEP Team. Districts and charter schools are obligated to meet the requirements IDEA to provide students with IEPs on any one of the three programs of study, and access to the general curriculum in the least restrictive environment. When an alternative program of study is developed, a building administrator or designee who has knowledge about the student shall be a member of the IEP team. (New Mexico Public Education Department, 2014, p. 22). See: http://www.sfps.info/documentcenter/view/11182</p>	<p>New York "Close To": State Defines Alternative Coursework Regents diploma/Local diploma English language arts: 4 cr, Social Studies 4(a) cr, Mathematics 3(b) cr, Science 3(b) cr, Health .5 cr, The Arts 1 cr, Languages Other Than English 1(d) cr, Physical Education 2 cr, Electives 3.5 cr. Total Credits Required 22. (a) Four credits required, including 1 unit in American History and 1/2 unit each in Participation in Government and Economics. (b) Students may meet the learning standards in technology either in a course in technology education or through an integrated course combining technology with mathematics and/or science. ...A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. (d) Students with a disability may be excused from the requirement for one unit of credit in LOTE if so indicated in the Individualized Education Program (IEP). Students must receive LOTE instruction no later than the beginning of Grade 8 and complete 2 units of study by the end of grade 9. See: http://www.p12.nysed.gov/ciai/gradreg/2009GradRegDetails.html North Carolina Same as for All Students</p>
<p>(d) Students with a disability may be excused from the requirement for one unit of credit in LOTE [languages other than English] if so indicated in the Individualized Education Program (IEP). Students must receive LOTE instruction no later than the beginning of Grade 8 and complete 2 units of study by the end of grade 9. See: http://www.p12.nysed.gov/ciai/gradreg/GradReq3columnStyle7_1.pdf p.2</p>	

[Same]		
Content Area	Future-Ready Core	Future-Ready Occupational
English	4	English – 4
Math	4	Math – 3
Science	3	Science – 2
Social Studies	3	Social Studies – 2
World Languages	Not required but 2 minimum for admission to UNC system	Not required
Health and Physical Education	1	1
Electives or other requirements	6 total 2 electives from CTE, Arts, World languages 4 electives from one of CTE, JROTC, Arts, Any other subject	6 total Occupational Prep: OCS Prep Elective credits/completion of IEP objectives/Career Portfolio required
Career/Technical Arts Education		4 Recommended: at least 1 in an arts discipline and/or requirement by local decision
	21 credits	22 credits
Has two courses of study leading to one diploma.		
See: http://www.ncpublicschools.org/docs/curriculum/home/graduationrequirements.pdf		
North Dakota "Far From": Allowance for Exemption from Coursework Requirements		
3. Can coursework requirements for granting a diploma be waived for students with disabilities? Yes. Although there are no restrictions in either IDEA 2004, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act that would prohibit a district from waiving or modifying coursework requirements for identified students, the choice for districts is an option, not a mandate or a requirement. Learner requirements that are waived must be identified on the student's IEP. If modifications are allowed, policies should be applied consistently to all eligible students.		

<p>See: http://www.nd.gov/docr/juvenile/Education/Student%20Services/School%20Programs/2010-11%20School%20Catalog.pdf, p. 7</p>	<p>See: http://www.dpi.state.nd.us/speced1/laws/policy/1005paper.pdf, p. 6</p>
<p>Ohio “Far From”: Allowance for Exemption from Coursework Requirements</p> <p>State Minimum: English Language Arts – 4 units Health - .5 unit Mathematics – 4 units Physical education - .5 unit Science – 3 units Social students – 3 units Electives - 5 units Economics and financial literacy Fine Arts</p> <p>See: http://education.ohio.gov/getattachment/Topics/What-s-Happening-with-Ohio-s-Graduation-Requirement-Requirements-2014-2017/Graduation-Checklist-2014.pdf.aspx, p. 1</p>	<ul style="list-style-type: none"> As a part of the transition planning process an IEP team for a student with a disability who enters the ninth grade on or after July 1, 2010 may decide that based on the student's post-secondary goals he or she will complete the required Ohio Core coursework. If accommodations are needed in these courses, they should be indicated on the student's IEP. The IEP team also may consider using education options described in the information about the Core coursework to assist the student in meeting the course requirements. Core coursework should be noted in the postsecondary transition planning section under “Course of Study” on the student's IEP. An IEP team for a student with a disability who enters the ninth grade prior to July 1, 2010 may decide that based on the student's post-secondary goals he or she will complete the high school curriculum of 20 units that was in place prior to the Ohio Core Curriculum as outlined in ORC 3313.603 (B). This should be noted in the postsecondary transition planning section under “Course of Study” on the student's IEP. Based on the student's goals identified in his or her postsecondary transition plan, the IEP team may decide to use the opt-out provision for the required Core coursework for a student with a disability who enters ninth grade on or after July 1, 2010, and before July 1, 2014. The student would complete courses needed to meet the goals for employment or post-secondary education indicated on his or her transition plan on the IEP. This should be noted in the postsecondary transition planning section under “Course of Study” on the student's IEP. <p>The IEP team may decide that a student with a disability will meet graduation requirements by successfully meeting the goals on the student's standards-based IEP, as permitted by section ORC §3313.61(A)(1). This option is intended only for students with significant cognitive disabilities. This should be noted in the postsecondary transition planning section of the student's IEP.</p> <p>See: http://education.ohio.gov/Topics/Special-Education/Ohio-Core-and-Students-with-Disabilities_p.1</p> <p>And</p> <p>The consent should also acknowledge that 1) one consequence of not completing the Ohio core curriculum is ineligibility to enroll in most state universities without further coursework and 2) the student must complete the alternative curriculum established by the school that includes at a minimum the curriculum required in ORC §3313.603(B). ...Students who earn a high school diploma under the Opt-Out provision will be prohibited from attending</p>

<p>most state universities in Ohio without further coursework. ... The Opt-Out was designed to be temporary and yet provide some students with a period of transition to the more rigorous curriculum requirements of the Ohio core. Some students may not feel adequately prepared for the more rigorous requirements; specifically four units of mathematics that must include Algebra II or its equivalent and a unit of advanced science in addition to a unit of physical science and a unit of life science. Other students may feel that their career or college goals might not require the more rigorous curriculum of the Ohio core. ... Four cohorts of entering ninth graders will be eligible to pursue the Opt-Out provision. Unless the provision is extended by legislative action, it will end with students who enter ninth grade for the first time on or after July 1, 2014. (Ohio Department of Education, 2012, p.1-2) See: http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/The-Ohio-Core-Opt-Out/Core-Opt-Out-FAQs.pdf.aspx</p>	
<p>[Same]</p>	<p>Oklahoma Same as for All Students College preparatory/work ready curriculum for high school graduation English – 4 units Mathematics – 3 Units Laboratory Science – 3 units History and Citizenship Skills – 3 units Foreign or Non-English Language or Computer Technology – 2 Units Fine Arts or Speech – 1 Unit Elective – 6 Units 1 additional unit or set of competencies selected from any courses listed previously Personal Financial Literacy Testing Requirements (Unclear if this is needed for Core Curriculum) Core curriculum (opt-out option from College prep) Language Arts – 4 units Mathematics – 3 units Science – 3 units Social Studies – 3 units The Arts – 2 units Electives – 2 units See: http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/SUCCESS_H_S_GRAD_Parent%20Checklist%202014-15.pdf , p. 1</p> <p>Oregon Same as for All Students English Language Arts – 4 units Mathematics – 3 units Science – 3 units</p>
<p>[Same]</p>	

Social Sciences – 3 units
 Physical Education – 1 unit
 Health – 1 unit
 Second Language, The Arts, Career & Technical Education – 3 units
 Electives – 6 units
 Credit for Proficiency – students have the option to earn credit based on demonstrated proficiency.
 Essential Skills Testing
 Personalized Learning Requirements
 Modified Diploma available

See: <http://www.ode.state.or.us/search/page/?id=1681>

And

<http://www.ode.state.or.us/gradelevel/hs/transition/moddipfaq-final.pdf>
 Districts may award credit for proficiency as an option described by the OAR below, adopted by the State Board of Education January 23, 2003.
 Credit Options (581-022-1131)

(1) A school district shall grant credit for work satisfactorily completed in any district school, including an alternative education program as defined in ORS 336.615 and ORS 336.625, provided the method for accruing credit is described in the student's personal education plan and the student either:

- (a) Successfully completes classroom or equivalent work (e.g., required and elective courses, supervised independent study, career-related learning experiences, project based learning) in a course of at least 130 clock hours in accordance with OAR 581-022-0102;
- (b) Successfully completes a unit of credit where performance-based criteria acceptable to the school district are identified; or
- (c) Demonstrates competency or mastery of subject as defined by the school district by any one or more of the following as approved by the district:

- (A) Successfully passes an appropriate exam;
- (B) Provides sample of work or other evidence which demonstrates equivalent knowledge or skill; and
- (C) Provides documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.) or;
- (d) Successfully completes a combination of the requirements set out in subsections (1) (a-c) of this section." (Oregon State Board of Education, 2012, p. 1) See:

<http://www.ode.state.or.us/gradelevel/hs/transition/moddipoar012012.doc>

Pennsylvania "Far From": No Language on Rigor for IEP Requirements for Alternative Coursework

To earn a high school diploma in Pennsylvania, students must complete 120 credits in specific subjects, as well as undertake a final project and

ARE CHILDREN WITH DISABILITIES ENTITLED TO GRADUATE WITH A REGULAR HIGH SCHOOL DIPLOMA?

Yes. A child with a disability in Pennsylvania who is receiving special

<p>education services is entitled to graduate with a regular high school diploma if (1) she completes the same graduation requirements as a regular education child or (2) the child's IEP Team determines that the child has satisfied the IEP goals to the extent necessary for graduation. Pennsylvania does not award children with disabilities "certificates of attendance" as is done in some other states. See: https://www.drmpa.org/wp-content/uploads/2012/10/graduation-requirements-for-children-with-disabilities.pdf</p>	<p>pass keystone exams. Detailed requirements as set by the Pennsylvania Department of Education are outlined below.</p> <p>Credit Hours</p> <p>Students in Pennsylvania must accumulate at least 120 credit hours in the following subjects to earn a high school diploma:</p> <ul style="list-style-type: none"> • English • Science • Social studies • Mathematics • Health and physical education • Arts and humanities <p>Individuals also must choose at least five approved courses in subjects like music, art, business education, computer science, home economics, consumer education, industrial arts, foreign language or vocational education.</p> <p>Culminating Project</p> <p>Pennsylvania secondary students must complete a state-required culminating or senior project by the end of their final year. Students can usually begin working on the project in their sophomore year and typically collaborate with a mentor from the project's initial development to its completion.</p> <p>Before work on the project can begin, students must submit a written proposal to their faculty mentor, who must approve the project before the student can move on. The project serves as an opportunity for students to showcase their talents and interests. It also tests their abilities to go beyond what is taught in a conventional high school curriculum</p> <p>See: http://education-portal.com/pennsylvania_high_school_diploma.html</p>
<p>[Same]</p>	<p>Rhode Island Same as for All Students</p> <ul style="list-style-type: none"> • Demonstrated proficiency in 6 core areas (English Language Arts, math, science, social studies, the Arts and technology) • Successful completion of 20 courses (at a minimum) • Completion of 2 performance assessments (exhibitions, portfolios and/or comprehensive course assessments) • Senior Project, Exhibition or Portfolio <p>Districts may include additional expectations or requirements such as additional coursework requirements, a level of proficiency on the state assessments or community service learning.</p> <p>See: http://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/DiplomaSystem.aspx</p>
<p>[Same]</p>	<p>South Carolina Same as for All Students</p> <p>English Language Arts – 4 units</p>

<p>Mathematics – 4 units Science – 3 units US History and Constitution – 1 unit Economics - .5 unit US Government - .5 unit Other social studies course(s) – 1 unit Physical Education or Junior ROTC 0 – 1 unit Computer science (including keyboarding) – 1 unit Foreign language or career and technology education – 1 unit Electives – 7 units See: http://ed.sc.gov/agency/programs-services/124/</p>	<p>South Dakota “Far From” : No Language on Rigor for IEP Requirements for Alternative Coursework Amending Graduation Requirements: South Dakota State Special Education Rules ARSD 24:05:27:12, allows the IEP team to modify specific units of credits toward the graduation requirements. Amendments may include modifications and/or substitutions made to accommodate the needs of the individual student; the nature and extent of any amendments must be documented in the IEP. See: https://doe.sd.gov/oess/documents/sped_transition_GraduationQA.pdf p.2</p>
<p>English Language Arts – 4 units Mathematics – 3 units Lab Science – 3 units Social Studies – 3 units Approved Career & Technical Education, Capstone Experience or Service Learning, or World Language - ~1 unit Fine Arts – 1 units Personal Finance or Economics - .5 unit Physical Education - .5 unit Health or Health Integration - 1 unit See: http://doe.sd.gov/ocfe/documents/GradRequirements.pdf p.3</p>	<p>Tennessee “Close To” : State Defines Alternative Coursework Math – 4 credits English -4 credits Science -3 credits Social Studies – 3 credits Physical Education and Wellness – 1.5 credits Personal Finance - .5 credit Foreign Language – 2 credits Fine Arts – 1 credit Elective Focus – 3 credits See: http://www.tn.gov/education/instruction/graduation.shtml</p>
<p>Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent), Biology I and two other lab science credits. - The required number of credits in math and science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team. See: http://www.tn.gov/sbe/2008Januarypdfs/IV%20N%20High%20School%20Transition%20Policy%20&%20Rule.pdf p.2, items e and g.</p>	<p>Texas “Far From” : No Language on Rigor for IEP Requirements for Alternative Coursework A student can also graduate and receive a regular high school diploma under the minimum high school program outlined in TAC Chapter 74, upon completing the minimum curriculum and credit requirements for students in general education and participating in required assessments. For these students the ARD committee must determine whether passing the assessment is a requirement for graduation. Additionally, a student can graduate by completing the minimum credit requirements for students in general education, completing the minimum</p>
<p>Minimum High School Program (22 credits): English language arts – 4 credits Mathematics – 3 credits Science – 2 credits Social studies – 2.5 credits Economics, with emphasis on the free enterprise system and its benefits - .5 credit Academic elective – 1 credit</p>	<p>See: http://www.tn.gov/education/instruction/graduation.shtml</p>

<p>Physical education – 1 credit Speech - .5 credit Fine Arts – 1 credit Elective – 6.5 credits Recommended High School Program (26 credits): ELA – 4 credits Math – 4 credits Science – 4 credits Social studies – 3.5 credits Economics - .5 credit Languages other than English – 2 credits Physical Education – 1 credit Speech - .5 credit Fine Arts – 1 credit Elective – 5.5 credits</p> <p>See: http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769809836&libID=25769809849</p>	<p>Utah “Far From” : Allowance for Exemption from Coursework Requirements</p> <p>ELA – 4 credits Math – 3 credits Science – 3 credits Social Studies – 3 credits Directed coursework – 3 credits Physical Education – 2 credits Electives – 6 credits</p> <p>Applied, advanced and supplemental courses may be added to the appropriate list using the following procedure and criteria. Language Arts, Mathematics, Science Determined by the local school board and approved by USOE, using the following criteria.</p> <p>(i) courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills; and (ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts; and (iii) courses apply the fundamental concepts and skills of language arts; and</p> <p>(iv) courses provide developmentally appropriate content; and (v) courses develop skills in reading, writing, listening, speaking, and presentation.</p> <p>See: http://www.schools.utah.gov/CURR/gradinfo/Home/High-School-Requirements-by-Year.aspx [As of October 4, 2014. Updated version at</p>
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curriculum requirements to the extent possible as determined by the ARD committee, and completing the requirements of the IEP, including one of the following conditions outlined in the IEP: (a) full-time employment and sufficient self-help skills to maintain employment without direct support from the school district, (b) demonstration of full-time employability skills, including skills related to obtaining or retaining employment, or (c) access to employment or educational options not within the legal responsibility of public education for which the student has been prepared as part of the IEP. Finally, a student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

See:
<http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147497565>
p.1

G. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications and substitutions or exemptions made to accommodate a student with disabilities.

H. The Board and USOE may review LEA boards' lists of approved courses for compliance with this rule.

I. Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

1. are consistent with the student's IEP or SEOP or both;
2. are maintained in the student's file and include the parent's/guardian's signature; and
3. maintain the integrity and rigor expected for high school graduation, as determined by the Board.

See: <http://www.rules.utah.gov/publicat/code/r277/r277-700.htm>
Part G for exemption language.

<p>same web address shows slightly different information (e.g., 3.5 credits for Directed coursework)]</p>	<p>Vermont “Far From”: Has Language on Rigor for IEP Requirements for Alternative coursework</p> <p>Each supervisory union board shall ensure the written and delivered curriculum within their supervisory union is aligned with the standards approved by the State Board of Education. Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in</p> <ol style="list-style-type: none"> literacy (including critical thinking, language, reading, speaking and listening, and writing); mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10); scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design); global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history); physical education and health education as defined in 16 V.S.A. §131; artistic expression (including visual, media and performing arts); and transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology). <p>...Each school shall provide students in grades 9-12 with one and one-half years of physical education or the equivalent thereof.</p> <p>See: http://education.vermont.gov/documents/EDU-FinalEQS_AsAdopted.pdf p.8</p> <p>Each secondary school board is responsible for setting graduation requirements in accordance with these rules.</p> <p>See: http://education.vermont.gov/documents/EDU-FinalEQS_AsAdopted.pdf p.10</p> <p>Schools must provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards.</p> <p>Students must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.</p> <p>See: http://education.vermont.gov/documents/EDU-FinalEQS_AsAdopted.pdf p.7</p>	<p>Virginia “Close To”: State Defines Alternative Coursework</p>
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For students eligible for special education services under IDEA or protected by Section 504 of the federal Rehabilitation Act, the student shall meet the same graduation requirements as non-disabled peers in an accommodated and/or modified manner. These modifications will be documented in each student's Personalized Learning Plan.

See: http://education.vermont.gov/documents/EDU-FinalEQS_AsAdopted.pdf p.10

<p>English – 4 Mathematics – 3 Laboratory Science – 3 History & Social Sciences – 3 Health & Physical Education – 2 Foreign Language, Fine Arts or Career & Technical Education – 2 Economics and Personal Finance – 1 Electives – 4 See: http://www.doe.virginia.gov/instruction/graduation/standard.shtml</p>	<p>Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. Credit accommodations for students with disabilities may include: •Alternative courses to meet the standard credit requirements •Modifications to the requirements for locally awarded verified credits •Additional tests approved by the Board of Education for earning verified credits •Adjusted cut scores on tests for earning verified credits •Allowance of work-based learning experiences through career and technical education (CTE) courses ... While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma. In contrast, only 20 standard credits and 0 verified credits are required for the Modified Standard Diploma. See: http://www.doe.virginia.gov/instruction/graduation/credit_accommodations/guidelines_standard_diploma_credit_accommodations_for_students_with_disabilities_faq.pdf p.1</p>
<p>Washington Same as for All Students English- 3 Math – 3 Science (without lab) – 1 Science (with lab) – 1 Social studies – 2.5 Occupational Education – 1 Health and Fitness – 2 Arts – 1 Electives – 5.5 Culminating Project See: http://www.k12.wa.us/GraduationRequirements/Requirement-Credits.aspx</p>	<p>[Same]</p>
<p>West Virginia Same as for All Students Language Arts – 4 Social Studies – 4 Mathematics – 4 Science – 3 Career Concentration – 4 General Core – 3 Electives – 2 See: http://wvde.state.wv.us/riseup/graduationRequirements.php</p>	<p>[Same]</p>

<p>Wisconsin “Far From”: No Language on Rigor for IEP Requirements for Alternative Coursework</p> <ul style="list-style-type: none"> • Earned all required credits, or • Participated in an alternative education program and demonstrated proficiency equivalent to earning required credits, or • Successfully completed the program specified in the student’s IEP. <p>See: http://sped.dpi.wi.gov/sped_bul10-08 Part I question 1. What is a regular high school diploma?</p>	<p>English – 4 credits Social Studies – 3 credits Mathematics – 3 Science – 3 Physical Education – 1.5 Health Education - .5 Vocational education, foreign languages, fine arts, and other courses – 8.5 credits</p> <p>See: http://docs.legis.wisconsin.gov/statutes/statutes/118/33/1 Statute 118.33 (1)</p>
<p>[Same]</p>	<p>Wyoming Same as for All Students</p> <ul style="list-style-type: none"> - Four (4) school years of English; - Three (3) school years of Mathematics; - Three (3) school years of science; - Three (3) school years of social studies, including history, American Government and economic systems and institutions; - Successfully passing an examination on the principles of the constitution of the United States and the state of Wyoming. <p>Note that local school district has the right to augment these requirements to fit their needs.</p> <p>See: http://edu.wyoming.gov/in-the-classroom/ Choose What are the graduation requirements for Wyoming to reveal text.</p>

Appendix D

State Exit Assessments Requirements for Graduation with a Regular Diploma

General Requirements	Requirements for Students with Disabilities
Alabama	
Alaska	
<p>Arizona “Far From”: Meet IEP Criteria</p> <p>Yes – the class of 2014-15 must earn passing scores on all three content areas of AIMS High School – Writing, Reading, and Mathematics. These exams are first administered in grade 10, and then students can retest in each grade after that. [Requirements are changing for class of 2017 and beyond; students in those classes will be taking new exams that will be incorporated as a percentage of course grades.</p> <p>There are three alternative routes available to all students:</p> <ul style="list-style-type: none"> • College Entrance Exam Reciprocity – student may earn 420 or higher on the Writing, Critical Reading, and Mathematics tests of the SAT, or 16 or higher on Combined English/Writing, Reading, and Mathematics on the ACT. • Other State Reciprocity – student who transfer from out-of-state can be exempt from the AIMS graduation requirement if the student has successfully passed a statewide assessment on state-adopted standards that are substantially equivalent to the Arizona standards. • Augmentation Option – the school district can augment the score on each section of the AIMS of a student who failed to achieve a passing score on a section; specific calculation rules are used to determine the number of additional points a student can be given. The augmentation points are added to the student’s highest achieved score on each section of the AIMS that the student did not pass. <p>See: http://www.azed.gov/wp-content/uploads/2014/01/aims-hs-graduation-overview_revised-aug-2013.pdf p.1-2</p> <p>In addition, Arizona has a “Grand Canyon Diploma” that “provides the opportunity [for students] to advance through high school at their own pace...” It is a “performance-based diploma. To earn this diploma, students have to meet college and career qualification scores in all core content during the first 2-3 years of high school. Students who do this are exempt from the minimum course of study requirements.</p> <p>See: http://www.azed.gov/hsgraduation/</p>	
Arkansas	
California “Far From”: Exemption	
	<p>The IEP team can identify the expectation for AIMS and graduation. As an example, the IEP may indicate that to graduate with a high school diploma, the student must:</p> <ul style="list-style-type: none"> • Take and pass AIMS with or without accommodations; • Participate in AIMS, but not be required to pass in order to meet graduation requirements (this is presumed if the IEP is silent about the passing of the tests); • For students with significant cognitive disabilities, the State includes an alternate assessment (AIMS-A) that is based on alternate achievement standards; • Pass the test using the augmentation option [Note – the augmentation option is available to both students with and without disabilities – see below] [see “Graduation and Students with Disabilities: A Guide for Public Education Agencies”] <p>The student with an IEP does not have to pass the AIMS tests – the IEP team can decide that only participation is needed; in addition, it appears that AIMS-A is also accepted as evidence. All the other options available to students without disabilities are available to students with disabilities.</p> <p>See: http://www.azed.gov/special-education/files/2013/05/graduation-and-students-with-disabilities-peas2.pdf p.5</p>

Need to pass the CAHSEE: * Beginning in 2005–06, all students must pass the California High School Exit Examination prior to graduation, in addition to meeting course requirements.

See: <http://www.cde.ca.gov/ci/ga/hs/hsgfaq.asp>

9. Does the IEP or 504 plan need to document whether or not the student is exempt from passing the CAHSEE? The Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) require that the IEP and Section 504 plan address how the student will participate in statewide assessments. If a student with disabilities will not be taking the CAHSEE this year, that should be noted in the IEP or Section 504 plan and should state that the student will meet the CAHSEE requirement through the exemption.

10. What are the three pathways that students with an IEP or Section 504 plan can meet the CAHSEE requirement? Exemption for Eligible Students with Disabilities - California High School Exit Examination (CAHSEE) (CA Dept of Education).

Pass the CAHSEE - if a student scores 350 or higher on the mathematics and/or English-language arts (ELA) portion of the CAHSEE with accommodations but without use of modifications. Request a local waiver - if the student scores 350 or higher on the mathematics and/or ELA portion of the CAHSEE with the use of modifications. More information about the students with disabilities - CAHSEE local waiver can be found on the CDE CAHSEE Test Variations, Accommodations and Modifications Web page.

Exemption - The student has a current and valid IEP or Section 504 plan that indicates the student is scheduled to receive a high school diploma, has satisfied or will satisfy all other state and local graduation requirements on or after July 1, 2009. Students using this means of meeting the CAHSEE requirement shall take the CAHSEE in grade ten for the purpose of meeting the federal requirements under the Elementary and Secondary Education Act. The exemption from meeting the CAHSEE requirement will be in effect until June 30, 2015, unless the State Board of Education extends the implementation of the alternative means assessment one additional year.

11. May local educational agencies require students with disabilities to take CAHSEE beyond grade ten until they pass or score at least 350 with modifications and qualify for a waiver? No, the student's right to an exemption is state law and LEAs do not have authority to impose the requirement locally. However, as discussed above, a student should be encouraged to continue to take the CAHSEE with appropriate instructional support as addressed in a revised individual education program (IEP) or Section 504 plan.

12. Is there any required notification to the parent, local board of education, State Board of Education or California Department of Education (CDE) regarding which students are eligible for the exemption? California Education Code Section 60852.3 does not require that parents, local boards of education, the SBE, or the CDE be notified regarding which students are eligible for the exemption. Eligibility is determined by the individual education

	<p>program or Section 504 plan team of which the parent is a member. Local educational agencies may develop their own forms for internal purposes. Parent notification with regard to this exemption should be treated like any other issue affecting eligibility for special education.</p> <p>13. Must students with disabilities take the CAHSEE in grade ten? All grade ten students must participate in the CAHSEE to satisfy Adequate Yearly Progress (AYP) requirements. The exemption from passing the CAHSEE for purposes of receiving a diploma of graduation does not affect the requirement of taking the CAHSEE in grade ten.</p> <p>See: http://www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp</p>
Colorado	
<p>Connecticut “Close To”: Other Assessment</p> <p>State Developed Final Examinations: Algebra 1, Geometry, and Biological/Life Science, English Language Arts 2, American History</p> <p>See: http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf</p> <p>p. 10-11</p>	<p>If a student has been identified as having serious learning or other disabilities that significantly impact the student’s ability to meet standard graduation expectations, as indicated in the IEP, then he or she may receive specific accommodations that modify the curriculum, instructional delivery, and assessments required for graduation. For example, the goal score on the Modified CAPT Assessment is the requirement parallel to the student’s making goal on the standard CAPT. The Committee supports the current policy that the percentage of students requiring such accommodations should not exceed one percent of a school’s student population.</p> <p>See: http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf p. 4-5</p>
Delaware	
District of Columbia	
Florida “Far From”: Exemption	
Georgia “Close To”: Waiver	

through June 2011 must demonstrate their proficiency in the four GHSGT content areas by either passing each of the GHSGTs or by passing one of the two equivalent End of Course Tests in each corresponding content area. These students are also required to take and pass the Georgia High School Writing Test (GHSWT) to be eligible for a diploma.

See:

<http://www.gadoe.org/curriculum-instruction-and-assessment/assessment/Pages/default.aspx>

Hardship Waiver A Hardship Waiver is defined in rule as the situation in which the student did not have a reasonable opportunity to pass a particular section of the high school graduation assessment due to a substantial hardship beyond the student's control.

See:

<http://archives.gadoe.org/DMGetDocument.aspx/Final%20General%20Guidance%20for%20Rule%20Waivers%20and%20Variances%20of%20High%20School%20Graduation%20Assessments%20Vers1.pdf?p=6CC6799F8C1371F6792D06C2AE784022A18E37C43254EAFFAF755C6959D831C7&Type=D> p.7

disability waiver. Applicants may consider addressing some or all of the following supporting details and suggestions that are applicable to their specific case. This list is not exhaustive or conclusive.

- The student has or had an active Individualized Education Plan (IEP) during the time for which the waiver is requested.
- The student's disability makes him or her incapable of passing a section of the high school graduation assessment, even with the provision of all allowable accommodations.
- The student's disability and its impact on the student's achievement must be documented in the IEP over time.
- The student's disability is directly related to the subject in which the student was unsuccessful.
- The inclusion of verified and documented evidence from test, diagnostics, or evaluations conducted by credentialed individuals in the field related to the disability.
- The student was improperly diagnosed or was not assigned to the correct courses according to the defined graduation requirements.
- Documented participation in Express after unsuccessful attempts if applicable to the subject of area of your request. Online ExPreSS, offered by the Georgia Department of Education (GaDOE) for high school students and certificate of attendance recipients who were unsuccessful on or who have not yet taken the English Language Arts, Mathematics, Science and/or Social Studies Georgia High School Graduation Tests (GHSGT), are self-paced online courses.
- Obtaining a written recommendation from a teacher(s) in each subject area in which the applicant has not achieved a passing score on the high school graduation assessment. The written recommendation should be agreed to by the principal of the student's school. The written recommendation must be supported by documentation that lists the skills and knowledge set forth in the GPS and how the student has demonstrated equivalent mastery of these skills and standards through specific class work and performance on other academic achievement assessments.
- The student should document successful completion of a career pathway sequence. The student should also document successful completion of a career internship, based on a career/transition assessment, which includes work-based learning opportunities in a variety of supervised situations or successful integrated

See:

<http://archives.gadoe.org/DMGetDocument.aspx/Final%20General%20Guidance%20for%20Rule%20Waivers%20and%20Variances%20of%20High%20School%20Graduation%20Assessments%20Vers1.pdf?p=6CC6799F8C137>

<p>1F6792D06C2AE784022A18E37C43254EAFFAF755C6959D831C7&Type=D p.6-7</p>	<p>Hawaii Same as for All Students Algebra I, Geometry and Algebra II or the equivalent. Must meet standard on Algebra II End of Course Exam. (In lieu of the Algebra II EOC, students may also take the ACT (cut score: 22) or SAT math (cut score: 510).) See: http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Graduation-Requirements-to-2015.aspx And The High School Diploma shall be issued to students who have met all graduation requirements by demonstrating proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses. (Hawaii Department of Education, n.d., p.5) See: http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/Graduation-Requirements-to-2015.aspx</p>	<p>[Same]</p>
<p>Idaho "Close To": Meet Local Criteria ISAT – Pass the ISAT with a score of Proficient or Advanced in Reading, Math and Language Usage. Students who have scored proficient or above in 9th grade ISAT will count towards passing the ISAT as a graduation requirement. Also College Entrance Exam- Take either the ACT, SAT, or COMPASS exam before the end of the student's 11th grade beginning with students for School Year 2014-15. Students who miss the college entrance exam in 11th grade because they moved to Idaho from out-of-state, were homeschooled, or had a medical issue, could take the state funded make-up exam in the Fall of their 12th grade. See: https://www.sde.idaho.gov/site/hs_grad_requirements/docs/Grad%20minimum%20Requirements.pdf p.2</p>	<p>A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Before entering an alternate measure, the student must be: (4-2-08) i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04) ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04) See: http://www.sde.idaho.gov/site/publicComments/docs/IDAPA%2008.02.03.10.4.%20.105%20-%20Graduation%20Requirements%20-%20ISAT%20for%20the%20purpose%20of%20graduation.pdf p.4</p>	<p>[Same]</p>
<p>Illinois</p>		
<p>Indiana Same as for All Students</p>		
<p>IC 20-32-4-9 Sec.9 this section applies to a student who receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time.</p>		

<p>Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parents shall determine whether the student will achieve greater education benefits by: (1) continuing in the Core 40 curriculum; or (2) completing the general curriculum. See: http://www.doe.in.gov/sites/default/files/curriculum/scopt-outprocess1.pdf p.2 AND The following conditions may trigger a discussion about opting-out of Core 40: ...</p> <p>3) The student receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time. See: http://www.doe.in.gov/sites/default/files/curriculum/scopt-outprocess1.pdf p.1</p> <p>Indiana has two alternative ways of earning a diploma: eligible for <i>evidence-based waiver</i> if: (1) completes remediation opportunities with 95% attendance; (2) takes graduation exam at least once each school year; (3) gets a minimum "C" average in required courses; (4) teacher signs off</p> <p>Eligible for work readiness waiver if: 1) completes remediation opportunities with 95% attendance; (2) takes graduation exam at least once each school year; (3) gets a minimum "C" average in required courses; (4) completes the career academic sequence; a workforce readiness assessment; and at least one career exploration internship, cooperative education, or a workforce credential.</p> <p>See: http://www.doe.in.gov/sites/default/files/curriculum/diplomamatrix2.pdf</p>	<p>Iowa</p> <p>Kansas</p> <p>Kentucky</p> <p>Louisiana "Close To": Other Assessment</p> <p>Students with disabilities who have passed two End-of-Course tests may be eligible for a waiver of the third exam required for graduation. Also, students eligible for LAA 2 may choose to take the LAA 2 tests to meet graduation requirements if they do not pass the End-Of-Course tests. See: http://www.louisianabelieves.com/assessment/end-of-course-tests A brief synopsis of Louisiana H.B. 1015 Requires a student's Individualized Education Program (IEP) team to determine promotion to the next grade for a student with a disability who fails to meet the achievement level required for promotion on a statewide test.</p>
<p>To earn a standard high school diploma, students must earn a score of Fair or above on three End-of-Course tests, including one in each category – Algebra I or Geometry, English II or English III, and Biology or U.S. History. Students who earn a score of Needs Improvement must receive 30 hours of remediation in the course and are eligible to retake the test at the next administration. See: http://www.louisianabelieves.com/assessment/end-of-course-tests</p>	<p>To earn a standard high school diploma, students must earn a score of Fair or above on three End-of-Course tests, including one in each category – Algebra I or Geometry, English II or English III, and Biology or U.S. History. Students who earn a score of Needs Improvement must receive 30 hours of remediation in the course and are eligible to retake the test at the next administration. See: http://www.louisianabelieves.com/assessment/end-of-course-tests</p>

<p>provided the student meets certain criteria established by the IEP team related to performance on the student's IEP goals and objectives. If an IEP team determines the student is not required to meet state or local performance standards on an assessment otherwise required for promotion, requires the IEP team to take specified actions related to goal-setting and instruction, including identifying a course of study that promotes college and/or workforce readiness, career placement and advancement, and transition from high school to postsecondary education or work placement. Provides that an alternative pathway to promotion determination by an IEP team applies only if in the school year prior to each grade level in which the student would otherwise need to demonstrate certain proficiency levels to advance to the next grade level, the student has not otherwise met the state and local requirements for promotion or has not otherwise met state-established benchmarks on the required state assessments. Amends career option provisions to permit a student's IEP team to determine an alternative pathway to graduation for a student only if the student, for any two of the last three school years, or for a high school student, the two most recent administrations of any state assessments required for graduation, has not otherwise met state-established benchmarks on required state assessments. Clarifies that high school promotion determinations for a student with an exceptionality are made by the student's IEP team. Requires a student's IEP team to be involved in the development of a student's individual graduation plan. Requires certain actions by the IEP team relative to the individual graduation plan by the end of a student's 8th grade and 10th grade years. Repeals provision that required school counselor and/or other person designated by school principal to be responsible for completing each 8th grader's five-year individual graduation plan. Requires an IEP team to take specified actions if it determines that state-established benchmarks on the required state assessments are no longer a condition for promotion or graduation for a student, including establishing minimum performance requirements in the student's IEP relevant to promotion or graduation requirements, and providing the student and parent with information on how requirements that vary from standard expectations may impact future educational and career options. Requires that students with exceptionalities be afforded the same opportunities to pursue a high school diploma and to exit with all course credits, honors, and financial awards as other students. Provides a student with an exceptionality is not guaranteed a diploma and must meet either the standard requirements or those established by his/her IEP team to be awarded a diploma. Requires that a student with an exceptionality who meets certain eligibility criteria and who completes the requirements of his/her IEP (including any assessment required for graduation deemed appropriate by the IEP team), be issued a high school</p>	
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<p>diploma. Provides that if an IEP team determines a student is not required to meet state or local performance standards on an assessment for graduation, the student must complete IEP program goals and either be employed in an integrated, inclusive work environment, demonstrate mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district, or have access to services not within the legal responsibility of public education or employment or education options for which the student has been prepared by the academic program. See: http://ipschools.org/wp-content/uploads/2015/02/2014-15-Revised-PPP-Final.pdf p.32-34</p>	
<p>Maine</p>	
<p>[Same]</p>	<p>Maryland Same as for All Students Algebra/Data Analysis, English 10, and Biology. Students who entered grade 9 in the fall of 2005 and later (COMAR 13A.03.02.09) must obtain either a passing score on Algebra/Data Analysis, English 10, and Biology or obtain an overall combined score of 1208 or 1602 (see below). Students who meet specific criteria may use the Bridge Plan for Academic Validation to meet the passing requirement. See http://hsaexam.org/img/HS_Grad_Q_A.pdf p.8 and see questions 20 and 21 (pages 10-11) for further information. Government Students entering 9th grade in the 2012-13, 2011-12, 2010-11, or 2009-2010 school years do not need to pass the Government HSA for graduation, but may use it if they pursue a combined score to satisfy this requirement. These students have two options: 1) Students MAY achieve a combined score of 1602 for English, Algebra/Data Analysis, Biology, and Government. OR 2) Students MAY achieve a combined score of 1208 for English, Algebra/Data Analysis, and Biology. Students entering 9th grade in school year 2013-14 and beyond MUST either pass the Government HSA or include the Government HSA score to meet a combined score of 1602. See: http://hsaexam.org/img/HS_Grad_Q_A.pdf p.8 And ...and he or she must take and pass the Maryland High School Assessments as appropriate to the date of entry into grade 9 or satisfy the HSA graduation requirement by achieving the required combined score or successfully complete the Bridge Plan for Academic Validation (see section on High School Assessments). See: http://hsaexam.org/img/HS_Grad_Q_A.pdf p.2</p>
<p>Massachusetts Same as for All Students</p>	

Students must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering.

And

MCAS Performance Appeals Process: In addition to the standard MCAS tests, retests, and alternate assessment, students may earn a CD through the MCAS Performance Appeals process. The Board established this process in 2002 for students who have been unable to demonstrate the required performance level on MCAS tests to show through their coursework that they have the knowledge and skills to meet or exceed the passing standard. When granted, a performance appeal is not a waiver of CD requirements, but an optional means of earning the CD. If school and district officials believe that there is compelling evidence that a student has demonstrated the attainment of the state's learning standards through coursework, the superintendent may submit a performance appeal to the Commissioner on behalf of the student. Before a performance appeal will be considered, evidence must be presented to show that the student meets performance appeal eligibility guidelines. The Commissioner has the authority to waive one or more of the eligibility requirements if there are extenuating circumstances such as serious illness or other hardship. In these cases, the superintendent must submit a written justification for a waiver of eligibility requirements.

See: <http://www.doe.mass.edu/mcas/graduation.html>

Alternatives for students with disabilities (indicated below) were considered to be the same as those for their peers:

Students with disabilities who are unable to participate in standard MCAS tests, even with accommodations, can earn a CD through the MCAS Alternate Assessment (MCAS-Alt), which provides an opportunity for students to demonstrate their academic knowledge and skills through a collection of work samples (portfolio).

See: <http://www.doe.mass.edu/mcas/graduation.html>

A small number of students with disabilities are able to meet the CD requirement in one or more of the required subject areas through participation in MCAS-Alt. In order to earn a CD through participation in MCAS-Alt, a student must submit a portfolio that demonstrates knowledge and skills at grade-level expectations for a student in grade 10; demonstrates evidence of the student's thinking and problem-solving skills; and demonstrates accurate and independent performance on the work

[Same]

<p>samples that address all required learning standards and strands in the subject being assessed, as described on pages 22–29 of the <i>2015 Educator’s Manual for MCAS-Alt</i>, available at www.doe.mass.edu/mcas/alt/resources.html.</p> <p>See: http://www.doe.mass.edu/mcas/participation/?section=all, document titled “Requirements for the Participation of Students with Disabilities in MCAS (2014-2015 Update)”</p> <p>Students who earn a score of <i>Needs Improvement</i> in ELA and Mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP) in order to be eligible for a diploma. Additional information on EPPs is available on the Department’s website at www.doe.mass.edu/ccr/epp/.</p> <p>See 2015 Educator’s Manual for MCAS-Alt, p. 23 at http://www.doe.mass.edu/mcas/alt/resources.html.</p> <p>(5) Educational Proficiency Plans for each required content area shall include, <i>at a minimum</i>:</p> <p>(a) A review of a student’s strengths and weaknesses in the content area.</p> <p>(b) The courses the student will be required to take and <i>successfully complete</i> in grades 11 and 12 that will move the student toward proficiency on the grade 10 curriculum framework standards as well as on grade 11 and 12 standards in English language arts or grade 11 and 12 grade span standards or Algebra II standards in mathematics.</p> <p>(c) A description of the assessments the school will administer on at least an annual basis to determine whether the student is making progress toward proficiency, or has become proficient on the grade 10 standards. These assessments must include MCAS tests or other tests identified by the Department of Elementary and Secondary Education for this purpose.</p> <p>See: http://www.doe.mass.edu/lawsregs/603cmr30.html?section=03.#5.</p>	<p>Michigan</p> <p>Minnesota “Far From” : Meet IEP Criteria</p> <p>There are additional options available for students to meet their graduation assessment requirement in reading, mathematics and writing, based on the new 2013 legislation; students may take the ACT, ACT plus Writing, Compass, WorkKeys, or ASVAB. Student may also meet their graduation assessment requirement with a score on a district-determined equivalent assessment.</p> <p>See: http://education.state.mn.us/MDE/SchSup/DataSubLogin/GRR/</p> <p>Graduation Assessments: In order to be eligible for a diploma from a Minnesota public high school, all students must fulfill graduation assessment requirements in writing, reading, and mathematics. Based on the revisions to Minnesota Statutes, section 120B.30, the graduation assessment requirements have changed. There are different routes to</p>
<p>Pass at Individual Rate (Code: 0001): This code is entered when the Individualized Education Program (IEP) or 504 plan team sets an individual passing score on a GRAD, MCA-Modified or MTAS test for the subject. The code can be entered as soon as the IEP or 504 plan team makes its decision.</p> <p>See: http://education.state.mn.us/MDE/SchSup/DataSubLogin/GRR/</p> <p>Note: 2013–2014 was the last administration year of the MCA-Modified assessments. As a result of U.S. Department of Education regulations that require states to discontinue alternate assessments based on modified achievement standards, MCA-Modified will no longer be offered in spring of 2015 or thereafter.</p> <p>See: http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/</p>	<p>Michigan</p>

<p>meeting graduation assessment requirements, depending on what year students were first enrolled in grade 8.</p> <p>And</p> <p>Grade 12 student in School Year 2014–2015 (first enrolled in grade 8 in 2010–2011)</p> <ul style="list-style-type: none"> • Meet or have met graduation assessment requirements through GRAD in writing, reading, and mathematics by: achieving proficiency on high school standards-based accountability assessments; passing GRAD retests (Minnesota Alternate Assessment: Writing can still be administered to students who need an alternate assessment to meet the requirements for writing); and/or meeting GRAD alternate routes [GRAD alternate routes for this group of students refers to, individual passing score, ELL exemption, and pass other state (reciprocity)]. OR • Take or have taken ACT/WorkKeys/Compass/Armed Services Vocational Aptitude Battery (ASVAB) to meet requirements in writing, reading, and/or mathematics. OR • Have or receive a score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics. <p>Note: 2013–2014 was the last administration year of the MCA-Modified assessments. As a result of U.S. Department of Education regulations that require states to discontinue alternate assessments based on modified achievement standards, MCA-Modified will no longer be offered in spring of 2015 or thereafter.</p> <p>Mathematics Alternate Pathway (Code 0006): This code is assigned to students who did not pass the Mathematics MCA or two subsequent Mathematics GRAD retests (or three Mathematics GRAD retests, if the student did not participate in the initial Mathematics MCA), and who participated in the following activities: Completed with a passing grade all state and local coursework and credits required for graduation by the school board granting the students their diploma. Participated in the initial administration of the Mathematics MCA and in at least two GRAD retests (Students who did not participate in the initial MCA administration will need to participate in three retests or until they pass a retest.) This is available to students through the graduating class of 2014.</p> <p>See: http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/</p>	<ul style="list-style-type: none"> • II. Appeal for an Alternative Assessment as a Substitute Evaluation Appeals Process: The Appeal for an Alternative Assessment as a Substitute Evaluation may not begin until a student has scored within one scale score point of the passing cut score on the same subject area content test on any three separate occasions (i.e., initial test, first retest, second retest, or any other combination) and has participated in
<p>Mississippi “Close To”: Other Assessment</p> <p>DESCRIPTOR TERM: Assessments Required for Graduation CODE: 3803</p> <p>ADOPTION DATE: July 15, 1988 REVISION: September 15, 2000, July 18, 2003, February 20, 2004, May 18, 2012 Academic end-of-course tests were phased in during the 2001-2002 school year to replace the (FLE) as a requirement for graduation.</p>	

1. Students who began 9th grade PRIOR to 1999-2000 must pass the Functional Literacy Examination (FLE).

2. Students who began 9th grade in school year 1999-2000 must pass the Functional Literacy Examination (FLE) plus the Subject Area Test in U.S. History.

3. Students who began 9th grade in school year 2000-2001 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History and English II.

4. Students who began 9th grade in 2001-2002 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History, English II, and Biology I.

5. Students who began 9th grade in 2002-2003 must pass the Subject Area Tests in U.S. History, English II, Biology I and Algebra I. Students who began 9th grade in 2003-2004 and each year thereafter must pass all required Subject Area Tests in U.S. History, English II, Biology I, and Algebra I.

See: <http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3803-assessments-required-for-graduation> p.1

Descriptor Term: Additional Assessments Options for Meeting End-of-Course Subject Area Test Graduation Requirements Code: 3804 Adoption Date: July 15, 1988 Revision: September 15, 2000, July 18, 2003, February 20, 2004, May 18, 2012, January, 2014 State Board Policy 3803, Assessments Required for Graduation, outlines the end-of-course subject area test graduation requirements. State Board Policy 3804 provides approved options for students to meet these high school end-of-course subject area test graduation requirements through approved alternate measures. State Board Policy 3804 applies to past, current, and future Mississippi students. While it is possible that a student will meet one of the options below before taking the subject area test, this policy states that a student is eligible to use any of these options once he or she has failed to pass any required end-of-course subject area test two times. Specifically, students may meet the graduation requirement outlined in State Board Policy 3803 by attaining any one of the measures outlined below for each of the subject area tests listed.

1. Algebra I
 - a. Obtain a score of 17 or higher on the Math subject subscore of the ACT.
 - b. Earn a C or higher in an entry level, credit-bearing dual enrollment/dual credit /college credit course with a MAT prefix.
 - c. Obtain an ASVAB AFQT score of 36 plus one of the following:

remediation designed to assist students in passing the appropriate subject area test.

- The student or parent may request an appeal to be initiated by a teacher, or a teacher may initiate an appeal. The teacher may deny a request from a student or parent if, in the teacher's professional opinion, there is no basis for the appeal. The student's teacher for the specific subject area course or a course in the same content at a higher level must be the teacher involved in the appeal process. To initiate an appeal the teacher must confirm the student has met the testing criteria outlined above and then submit a portfolio of student work that demonstrates the student's mastery of the course content accompanied by a letter of recommendation to the principal of the student's school.
- This portfolio will consist of documentation that supports student mastery at the expectation defined by the curriculum framework and will be submitted in accordance with the requirements for the Alternative Assessment for Subject Area Tests, a process available only to students with an IEP. The composition of the evidence portfolio must address the course-specific framework competencies and objectives for the relevant subject area test.
- The teacher must sign the Ethics in Data Collection Form for the Appeal for an Alternative Assessment as a Substitute Evaluation to accompany the portfolio. The teacher's letter of recommendation, the portfolio, and the Ethics in Data Collection Form must be reviewed and agreed to as accurate by the school principal and district superintendent. If the portfolio State Board Policy is found not to substantiate the appeal, the appeal may be denied by the principal and/or district superintendent. If the principal and superintendent support the appeal, they must also sign the Ethics in Data Collection Form.
- If the appeal is approved by the superintendent, the district test coordinator will then review the appeal and verify that all requirements of the Appeal for an Alternative Assessment as a Substitute Evaluation have been met. The district test coordinator will submit the student portfolio including the teacher's letter of recommendation and the Ethics in Data Collection Form, which the district test coordinator must also sign, to the Office of Student Assessment by March 30 in the year that the student is anticipated to graduate or at any time following the student's meeting criterion (a).
- If the results of the review of the portfolio determine that the student has demonstrated mastery of the curriculum, a passing score will be substituted for a failing score on the standard statewide subject area test, and the Mississippi Department of Education will bear the cost associated with the review.
- If the results of the review of the portfolio do not determine that the student has demonstrated mastery of the curriculum, the student must continue

- 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
- 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and outlined in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
- d. Obtain the Silver Level on the ACT WorkKeys plus one of the following:
 - 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
2. Biology I
 - a. Obtain a score of 17 or higher on the Science subject subscore of the ACT.
 - b. Earn a C or higher in an entry level, credit-bearing dual enrollment / dual credit / college credit course with a BIO prefix.
 - c. Obtain an ASVAB AFQT score of 36 plus one of the following:
 - 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
 - d. Obtain the Silver Level on the ACT WorkKeys plus one of the following:
 - 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
3. English II
 - a. Obtain a score of 17 or higher on the English subject subscore of the ACT.
 - b. Earn a C or higher in an entry level, credit-bearing dual enrollment / dual credit / college credit course with an ENG prefix.
 - c. Obtain an ASVAB AFQT score of 36 plus one of the following:

participating in subsequent standard statewide assessment administrations. In this case, the costs associated with the review of the portfolio will be borne by the school district that submitted the appeal. If the Appeal for an Alternative Assessment as a Substitute Evaluation is denied and the student continues to participate in subsequent standard statewide assessment administrations, the teacher may again initiate an appeal, or a student or parent may request another appeal, following any subsequent retest opportunity that results in the student's again scoring within one scale score point of the passing cut score.

See:
https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Special_Populations/Subject%20Area%20Alternative%20Assessment%20%28SAAA%29/State%20Board%20Policy%207610%20-%20Subject%20Area%20Testing%20Program%20Appeals%20Process.pdf
 p.1-2

- 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
- d. Obtain the Silver Level on the ACT WorkKeys plus one of the following:
- 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
4. U.S. History Policy
- a. Obtain a score of 17 or higher on the reading subject subscore of the ACT.
 - b. Earn a C or higher in an entry level credit-bearing dual enrollment / dual credit / college credit course with a HIS prefix
 - c. Obtain an ASVAB AFQT score of 36 plus one of the following:
 - 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
 - d. Obtain the Silver Level on the ACT WorkKeys plus one of the following:
 - 1) Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - 2) Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
Source: MS Code 37-17-6 and 37-16-7 (Adopted 01/2014)

See: <http://www.mde.k12.ms.us/mississippi-board-of-education/board-of-education-policy-manual/policy-3800-graduation-requirements/policy-3804-additional-assessment-options-for-meeting-end-of-course-subject-area-test-graduation-requirements>

p.1-2

Missouri "Far From" : Exemption

<p>1. Any specific graduation requirement may be waived for a disabled student if recommended by the student's IEP Committee. See: http://dese.mo.gov/sites/default/files/Graduation_Handbook_2010.pdf p.11</p>	<p>Graduation Requirements Contained in Section 170.011, RSMo To be eligible for graduation from high school, a student must satisfactorily pass a test or tests on the provisions and principles of the U.S. and Missouri constitutions and in American history and institutions at some time(s) during grades 7-12. The design, content and passing criteria for the test(s) are at the discretion of local school districts.</p> <p>Students must also pass the course or courses designated as containing the required instruction in the institutions, branches and functions of federal, state and local government and in the electoral processes.</p> <p>Designation of Courses Containing Required Content</p> <p>Typically, content such as the functions of federal, state and local government and the electoral processes fits within the general scope of courses such as citizenship or civics, government, and current affairs or contemporary issues. One or a combination of those classes should be considered first. Other courses may be designated, but the required content must be clearly identifiable.</p> <p>School districts may not designate courses as meeting this requirement that are required to be taken for graduation or for the College Preparatory Studies Certificate. For example, districts may not designate American history as the only course in which the required content is taught. To devote an entire semester of a one-unit American history course to governmental functions and the electoral process would reduce the time available for American history instruction to only one semester. Such a course could not be counted as a full unit toward meeting the Missouri School Improvement Program curriculum standards or for any other program or purpose requiring a full unit of American history.</p> <p>See: http://dese.mo.gov/sites/default/files/Graduation_Handbook_2010.pdf p.25-26</p>
<p>Montana</p>	
<p>Nebraska</p>	
<p>Nevada Same as for All Students</p> <p>High School Proficiency Subjects passing scores:</p> <p>Reading (300)</p> <p>Mathematics (300)</p> <p>Writing (7)</p> <p>Science (300) ...</p> <p>See:</p> <p>http://www.doe.nv.gov/NDE_Offices/APAC/Resources/Nevada_State_Requirements_for_Graduation/ p.1</p> <p>AND</p>	<p>[Same]</p>

3. In addition to earning 22.5 credits students, must pass the Nevada High School Proficiency Exam (HSPE) in reading, math, and writing. Beginning with the class of 2010, students must also pass the HSPE in science.

a. The reading portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate reading proficiency by responding to question based on skills pertaining to:

1. Comprehension, interpretation, and evaluation of authors, cultures and times in literary text;
2. Comprehension, interpretation, and evaluation for specific purposes in expository text.

b. The math portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate math proficiency by responding to questions based on skills pertaining to:

1. Numbers and operations;
2. Algebra and functions;
3. Geometry and measurement;
4. Data analysis; and
5. Probability and statistics.

c. The writing portion of the HSPE is a performance based test requiring students to demonstrate writing proficiency by responding in writing to two prompts: one narrative or descriptive and one persuasive or expository. Students demonstrate proficiency in writing based on the Nevada holistic rubric.

d. The science portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate science proficiency by responding to questions based on skills pertaining to:

1. Physical science;
2. Life science;
3. Earth/space science; and
4. The nature of science.

4. If a student achieves a passing score on any portion of the HSPE, he or she does not have to retake that portion. Currently, students have multiple opportunities to retake the assessment.

5. Students will need to complete 2 semesters or earn 5 units of credit to be promoted to grade 10, they will need to have completed 4 semesters or earn 11 units of credit to be promoted to 11th grade, and complete 6 semesters or earn 17 units of credit to be promoted to grade 12.

See:
<http://www.doe.nv.gov/search.aspx?q=graduation%20requirements&t=site>
p.1-2

New Hampshire

New Jersey "Close To": Other Assessment

The High School Proficiency Assessment is used to determine student achievement in reading, writing, and mathematics as specified in the New Jersey Core Curriculum Content Standards. First-time eleventh grade students who fail the HSPA in March of their junior year will have an opportunity to retake in October and March of their senior year.

See: <http://www.state.nj.us/education/assessment/hs/hspa/> p.1

The New Jersey Biology Competency Test (NJBCCT) is a state test given to students to measure whether they have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Content Standards (CCCS). The CCCS adopted by the State Board of Education, identify what students should know and be able to do at the end of various benchmark years. In May 2008, all New Jersey public high school students enrolled in a requisite Biology course were required to participate in the End of Course Biology Test, which replaced HSPA Science. In 2010, the End of Course Biology test was renamed New Jersey Biology Competency Test (NJBCCT). For the NJBCCT, all New Jersey public high school students, regardless of grade level, who are enrolled in a Biology course or content equivalent during the school year must take the test, regardless of prior testing exposure and experience.

See: <http://www.state.nj.us/education/assessment/hs/njbct.shtml>

p.1

The Alternative High School Assessment (AHSA) is a student's alternative means of meeting the state graduation assessment requirement through one or more of the following:

- demonstrating proficiency on the AHSA PATs,
- matching or exceeding the Just Proficient Mean or Cluster Points, and/or having an AHSA appeal approved. (p.2)

AHSA test items are called Performance Assessment Tasks (PATs).

- PATs are open-ended items with multiple parts.
- A Reading PAT usually has three separate and distinct open-ended parts while a Math PAT typically has four to five open-ended parts.
- The assessment vendor, Measurement, Inc., scores student responses holistically and a passing score is based on the responses to all the parts of the PAT.

- Each window will have six LAL PATs and ten Math PATs. The PATs differ from one administration window to the next. (p.10)

AHSA APPEALS May 19, 2014 through May 30, 2014

Special Education (SE) Students: SE students exempt from taking the HSPA [High School Proficiency Assessment] are not placed in the AHSA [Alternate High School Assessment] process. These students usually take the APA [Alternate Proficiency Assessment]. SE students exempt from passing one or both HSPA content areas, do not take the AHSA in those HSPA content areas that they are exempt from passing. SE students who do not pass one or both HSPA content areas and have not been exempt from passing, are eligible for the AHSA process. IEP team may exempt SE students from repeat HSPA testing.

See: <http://www.state.nj.us/education/assessment/hs/sra/tapp.pdf>

<p>□ The second AHSA administration scores will be posted on MI's website on May 23, 2014, and the 2014 March HSPA All Sections Roster will be posted May 16, 2014. AHSA appeals for students not yet demonstrating proficiency on the Language Arts Literacy (LAL) or Mathematics state assessments may be submitted from May 19, 2014 through May 30, 2014.</p> <ul style="list-style-type: none"> ◦ These appeals should be for students who can demonstrate proficiency through two graded work samples as well as performance on the HSPA/AHSA assessments. It is important to note that work samples must clearly demonstrate a level of proficiency at a minimum equal to that required by the High School Proficiency Assessment (HSPA) and/or AHSA. ◦ The 2014 March HSPA Cycle I Reports will be posted May 30, 2014. ◦ AHSA Appeals results are e-mailed on a rolling basis and schools will be notified before their graduation ceremonies. (p.27) <p>See: http://www.state.nj.us/education/assessment/hs/sra/tapp.pdf p.2, 10, 27</p> <p>In order to earn a New Jersey high school diploma a student must demonstrate proficiency in both mathematics and language arts literacy. A student may do this in the following ways:</p> <ul style="list-style-type: none"> • Achieving a score of 200 or above on the High School Proficiency Assessment (HSPA), or • Alternative demonstration of proficiency in each content cluster by <ul style="list-style-type: none"> ◦ Passing the Alternative High School Assessment (AHSA) ◦ Meeting or exceeding the Just Proficient Means (JPM) on any administration of the HSPA ◦ Demonstrating alternative classroom work aligned to the content cluster. <p>See: http://www.state.nj.us/education/assessment/hs/sra/epp/core.doc p.1</p>	<p>[Same]</p>
<p>New Mexico Same as for All Students</p> <p>M. Beginning with the 2010-2011 school year, a student shall not receive a New Mexico diploma of excellence if the student has not demonstrated competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators established by the department by rule. The standards-based assessments required in Section 22-2C-4 NMSA 1978 may also serve as the assessment required for high school graduation. If a student exits from the school system at the end of grade twelve without having satisfied the requirements of this subsection, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade</p>	<p>[Same]</p>

completed. If within five years after a student exits from the school system the student satisfies the requirement of this subsection, the student may receive a New Mexico diploma of excellence. Any student satisfying the requirements of this subsection and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted by the school system in which the student is enrolled as a high school graduate for the year in which all requirements are satisfied.

See:

<http://ped.state.nm.us/ped/GradDocs/requirement/NMSA%2022.13.1.1.%20Graudation%20Requirements.pdf> p.3-4

This sheet outlines the possible methods a student may employ to demonstrate competency in all five (5) subject areas of reading, math, science, writing, and social studies. All possible assessments and their passing scores are listed.

Students must attempt the initial demonstration of competency before moving on to an ADC except in writing. For writing, achieving a cut score on a CCR indicator meets graduation requirements and the student does not need to take an additional assessment.

For reading, math, and science, students must take all available administrations of the HSGA before using an ADC. However, students may take an EoC after completing any high school level course and may bank a passing score to employ at a later date in case they do not pass the SBA in a subject area. (p.2)

And

Please note that implementing the Algebra I EoC to fulfill the math assessment requirements negates the Algebra II waiver. Any student who uses the Algebra I EoC for graduation purposes must pass Algebra II to meet graduation course requirements. Students may retake an EoC a set number of times. For reading, math, and science courses, students may take an EoC twice. For social studies and writing EoCs, students may take an EoC three times. For example, students may take a Biology EoC twice, but if they do not pass, they may not retake another Biology EoC; they may take a Chemistry EoC (twice). (p.3)

See:

<http://ped.state.nm.us/ped/GradDocs/requirement/Graduation%20Checklist%20Print%202015%20JO.pdf> p. 2-3

The state had other adjustments for students transferring and what year they transferred as to what was required/or possibly waived.

See:

<http://ped.state.nm.us/ped/GradDocs/requirement/Graduation%20Assessment%20Requirements%20Transfers%2001142014.pdf> p.1

<p>New York “Close To”: Other Assessment</p> <p>Need to pass for Regents Diploma: English, Global History & Geography, US History & Government, Mathematics, Science.</p> <p>For advanced designation Regents Diploma, also Languages Other Than English.</p> <p>Students who successfully appeal two Regents Examinations scores within three points of the 65 passing score and who meet the other requirements of the appeals process specified in CR 100.5(d)(7) will earn a local diploma.</p> <p>See: http://www.p12.nysed.gov/cia/gradreg/gradreg3columnstyle01_10.pdf p.1</p> <p>Appeal of Regents Examination Score Option</p> <p>School districts must provide unlimited opportunities for all students (students with and without disabilities) to retake required Regents examinations to improve their scores so that the student may graduate with a Regents diploma. A student with or without a disability who fails, after at least two attempts, to attain a score of 65 or above on a required Regents examination for graduation must be given an opportunity to appeal such score in accordance with the provisions of section 100.5(d)(7)(i) of the Regulations of the Commissioner of Education. No student may appeal his or her score on more than two of the five required Regents examinations. A student whose appeal is accepted for one required Regents examination, and who has attained a passing score of 65 or above on each of the four remaining required Regents examinations, earns a Regents diploma. A student whose appeal is accepted for two required Regents examinations, and who has attained a passing score of 65 or above on each of the three remaining required Regents examinations, earns a local diploma.</p> <p>See: http://www.p12.nysed.gov/special/publications/localdiplomaoptions-may2011.pdf p.2</p> <p>Appeal Committee and Review</p> <p>An appeal committee comprised of the school principal as chair, three teachers (not including the teacher of the student making the appeal), and one additional administrator will review the appeal to determine if the student has demonstrated the knowledge and skills required under the State Learning Standards. The appeal committee may, in its discretion, interview the student or the teacher or Department chairperson recommending the appeal. The appeal committee will review the appeal and rule on it within five days of submission. The school superintendent, or Chancellor in New York City or his/her designee, may also interview the student and will sign off on all appeals. The decision to grant or deny an appeal is made at the district level and is not subject to State Education Department (SED) approval.</p> <p>See: http://www.p12.nysed.gov/cia/gradreg/appeal-form.pdf p.2</p>	<p>For Students with Disabilities</p> <p>Safety Net Regents Examination score of 55-64(m)</p> <p>Compensatory Safety Net Regents Exam with a score of 45-54 (s)</p> <p>Regents Competency Tests (n).</p> <p>(l) Students who successfully appeal two Regents examination scores within three points of the 65 passing score and who meet the other requirements of the appeals process specified in CR100.5(d)(7) will earn a local diploma. (m) For students with disabilities who first enter grade 9 in September 2005 and thereafter, a score by the student of 55-64 may be considered as a passing score on any Regents Examination required for graduation with a local diploma.</p> <p>(n) Students with disabilities entering grade 9 prior to 2011-12 who fail one or more Regents Examinations and who pass the corresponding Regents Competency Test (RCT) will receive a local diploma. This option may NOT be used in combination with the compensatory scoring option listed in footnote (s) below</p> <p>And</p> <p>(s) For students with disabilities a score of 45-54 on a required Regents exam (except English and mathematics) can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or above on ELA and math. In addition the student must pass the course in which the s/he earned a score of 45-54 and have satisfactory attendance. Students utilizing this option may NOT substitute any RCT examination for Regents examinations.</p> <p>See: http://www.p12.nysed.gov/cia/gradreg/gradreg3columnstyle01_10.pdf p.2</p>
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<p>Assessment: 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner's Regulation section 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government See: http://www.p12.nysed.gov/special/diploma-credentials.html See: Local Diploma (through Appeal) in table</p>	<p>Assessment: 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner's Regulation section 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government See: http://www.p12.nysed.gov/special/diploma-credentials.html See: Local Diploma (through Appeal) in table</p>
<p>North Carolina Same as for All Students</p> <p>Use of End of Course Tests [Math I, Biology, English II] 4.4 Where available, EOG tests, EOC tests, and post-assessments must be used as an indicator of student mastery. The student's base school schedules and administers EOC and EOG tests. These scores shall be included in the determination of the base school's state and federal accountability reports. (p.3) And Repeating a course for credit shall be governed by the following definitions and parameters: 7.1 The term "repeating a course for credit" will be used to refer to a high school course repeated via any delivery method when the entire Standard Course of Study for that course is being taught to the student for a second time. 7.2 Students are permitted to repeat a course for credit when they have failed a course. Local boards of education may develop policies that define specific circumstances when students other than those who fail a course may repeat a course for credit. 7.3 Students repeating a course for credit shall receive a grade and take the associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect to either retake the EOC or use the previous passing EOC score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. 7.4 Beginning with students entering the ninth grade in 2015-16, upon completion of the repeated course, the new course grade shall replace the previous grade for the course (p.4) And Students repeating a course for credit shall receive a grade and take the associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect to either retake the EOC or use the previous passing EOC score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.(p.4) And</p>	<p>[Same]</p>

<p>8.4 Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks. This multi-phase assessment process builds a body-of-evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area, as defined by the North Carolina Standard Course of Study, thereby earning credit for the course without experiencing it in the school setting. (p.5)</p> <p>See: http://www.ncpublicschools.org/docs/accountability/testing/eoc/credtrecofvfaq.pdf p.3-5</p>	
<p>North Dakota</p>	
<p>Ohio “Far From”: Exemption</p> <p>Students must pass all five parts of the Ohio Graduation Tests (OGT) in order to receive high school diplomas: Reading, Writing, Mathematics, Science and Social Studies</p> <p>And</p> <ul style="list-style-type: none"> • Pass four of the five tests and have missed passing the fifth test by no more than 10 scale score points; • Have had a 97 percent attendance rate each of the last four years and must not have had an expulsion in the last four years; • Have a grade point average of 2.5 out of 4.0 in the subject area missed and have completed the curriculum requirement in the subject area missed; • Have participated in any intervention programs offered by the school and must have had a 97 percent attendance rate in any program offered outside the normal school day or year, including those offered by someone other than the school; • Obtain letters of recommendation from each teacher in the subject area not yet passed and the high school principal. <p>See: http://education.ohio.gov/Topics/Testing/Ohio-Graduation-Test-OGT/Ohio-Graduation-Tests-FAQs</p> <p>Curriculum Opt-Out for Math and Science starting with Class of 2014 – 2017 (this option allow students to earn a high school diploma but under the Opt-Out provision, it prohibits them from attending most state universities in Ohio without further coursework. Exceptions to this are: Central State, Shawnee, State and Youngstown State Universities. Might also have impact to enlisting in military).</p> <p>To be considered, a signed written statement may be filed for a student who</p>	<p>Students whose Individual Education Plan (IEP) excuses them from the consequence of having to pass the OGT [Ohio Graduation Test] may be awarded a diploma. However, federal law (Elementary and Secondary Education Act of 2002) requires every student to take the OGT or an alternate assessment.</p> <p>See: http://education.ohio.gov/Topics/Testing/Ohio-Graduation-Test-OGT/Ohio-Graduation-Tests-FAQs</p> <p>And</p> <p>Four cohorts of entering ninth graders will be eligible to pursue the Opt-Out provision. Unless the provision is extended by legislative action, it will end with students who enter ninth grade for the first time on or after July 1, 2014.</p> <p>See: http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/The-Ohio-Core-Opt-Out/Core-Opt-Out-FAQs.pdf.aspx</p>

<p>enters ninth grade on or after July 1, 2010 and before July 1, 2014, and has attended high school for two years. No specific written consent form is required; it could be provided by the district or developed by the student and parent, guardian or custodian. See: http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/The-Ohio-Core-Opt-Out-Core-Opt-Out-FAQs.pdf.aspx p.1</p>	
<p>Oklahoma “Far From”: Meet IEP Criteria Must demonstrate proficiency in four of seven subject areas to graduate by scoring a satisfactory or advanced on the End of Instruction (EOI). (a) Algebra I; (b) English II; and (c) Two of the following five: (1) Algebra II, (2) Biology I, (3) English III, (4) Geometry, and (5) United States History. See: http://ok.gov/sde/sites/ok.gov/sde/files/SB-Jan12-7bAltTest.pdf p.2 Alternate Tests - There are also alternate tests for each subject area as well as approved projects that can be completed independently. End of Course Projects - Students who do not score Proficient or Advanced on one of the required EOI exams after the first attempt may use one or more End-of-Course Projects to meet this requirement. Some End of Course projects were approved by the State Board of Education on December 16, 2010. More projects will be developed and submitted for approval in the future. Some students may have other special circumstances related to meeting the ACE Testing Requirements. Some examples of students with special circumstances include, but are not limited to, students who used proficiency based promotion to earn credit in one of the required courses, students who transferred to a public school from a private school or home school, or students with medical conditions that make testing difficult. Students with special circumstances may be able to meet the ACE Testing Requirements through alternate tests or End-of-Course Projects instead of taking the EOI exams. More information about students with special circumstances is available in the ACE Implementation Guide. See: http://www.ok.gov/sde/achieving-classroom-excellence-act-ace</p>	<p>Students with an Individualized Education Program (IEP) may be able to meet the ACE Testing Requirements through modified assessments (OMAAP), portfolio assessments (OAAP), accommodations to the regular assessments (OCCT), or modified proficiency scores. See: http://www.ok.gov/sde/achieving-classroom-excellence-act-ace And Students who have an Individualized Education Program (IEP) Mastery in required subject areas may be demonstrated through a modified proficiency score on the state assessment(s) as established by the IEP team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established with the student's IEP and denoted on the student's ACE Demonstration of Mastery Cumulative Record. See: http://ok.gov/sde/sites/ok.gov/sde/files/ACE-Flowchart.pdf</p>
<p>Oregon “Close To”: Other Assessment Students first enrolled in Grade 9 in 2010-2011 or later, list these Essential Skills as graduation requirements: 1. Read and comprehend a variety of text</p>	<p>All students who want to graduate with an Oregon Diploma must take and pass the required Essential Skills, however modifications are allowed for the Modified diploma if a student who is on an IEP or 504 Plan. Students</p>

<p>2. Write clearly and accurately</p> <p>3. Apply mathematics in a variety of settings</p> <p>Student cohorts beyond 2013-14 may also be accountable for these additional Essential Skills</p> <p>4. Listen actively and speak clearly and coherently</p> <p>5. Think critically and analytically</p> <p>6. Use technology to learn, live, and work</p> <p>7. Demonstrate civic and community engagement</p> <p>8. Demonstrate global literacy</p> <p>9. Demonstrate personal management and teamwork skills</p> <p>See: http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_definitons_grad-requirements.pdf p.1-3</p> <p>Students prove that they have mastered these Essential Skills by earning at or above a cut score on one of the approved assessment options in their district (statewide assessment, Work Samples and other standardized assessments).</p> <p>See: http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_overview_eng.pdf p. 1-2</p>	<p>who are on an IEP or 504 Plan may receive a modified OAKS assessment if receiving a Modified Diploma.</p> <p>See: http://www.ode.state.or.us/gradelevel/hs/transition/moddipfaq-final.pdf, See questions 51-52</p>
<p>Pennsylvania “Far From”: Meet IEP Criteria</p> <p>For each core subject (see list on page 2), individual school districts will decide whether they will administer a state-developed final exam (Keystone) or create their own local assessment.</p> <p>If administering a Keystone Exam, each district will choose to include the exam score as at least 33% of a student’s course grade; or, to require proficiency on a Keystone Exam as a stand-alone graduation requirement, which allows the district discretion on how to weight the assessment in course grades. (p.1)</p> <p>In an effort to move assessment closer to the point of instruction and reduce testing time, the Department of Education is developing Keystone Exams in 10 core academic subjects: <i>Algebra I, Algebra II, Geometry, Biology, Chemistry, English Composition, Literature, Civics and Government, U.S. History, and World History</i>. Keystone Exams can replace locally-developed final exams in these courses and will serve as the state’s high school-level measure for compliance under <i>No Child Left Behind</i>.</p> <ul style="list-style-type: none"> • Students should take the Keystone Exam when they complete the related coursework. Some students may begin taking Keystone Exams as early as grades 6, 7, or 8; for example, if they take Algebra I in middle school. • Students may retake a Keystone Exam to raise their score; and, if a student has not achieved proficiency after 2 attempts, he/she can complete a project-based alternative to demonstrate his/her knowledge in the subject matter. (p.2) <p>And Proficiency in each main subject as determined by:</p>	<p>DO CHILDREN WITH DISABILITIES HAVE TO ACHIEVE A CERTAIN SCORE IN A STATE OR LOCAL ACHIEVEMENT TEST IN ORDER TO GRADUATE?</p> <p>To graduate, Pennsylvania children are expected to score at the proficient level or better in reading, writing and mathematics in the PSSA, the PASA, or in a district-wide assessment that is aligned with the state’s academic standards. However, children with disabilities who take the PSSA or the local test, but who cannot perform at the proficient level or better due to their disabilities, can still graduate and receive a regular high school diploma if they have met their IEP goals.</p> <p>See: https://www.drmpa.org/wp-content/uploads/2012/10/graduation-requirements-for-children-with-disabilities.pdf p.2</p>

<p>State developed Keystone Exam Counting as at least 33% of Course Grade OR Independently-validated Local Assessment OR Keystone Exam as a Stand-alone Graduation Requirement OR Advanced Placement (AP) or International Baccalaureate (IB) Exam See: http://static.pdesas.org/Content/Documents/PDE_PSFactSheet.pdf p.1-2</p>	
<p>Rhode Island South Carolina South Dakota</p>	
<p>Tennessee “Close To”: Other Assessment High School End of Course examinations are given in English I, English II, English III, Algebra I, Algebra II, U.S. History, Biology I and Chemistry. The results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2). Students will not be required to pass any one examination, but instead students must achieve a passing score for the course in accordance with the State Board of Education's uniform grading policy. See: http://www.tn.gov/education/assessment/high_school.shtml</p>	<p>Students with disabilities must participate in the state End of Course (EOC) assessment. These students must receive appropriate support and accommodations with the goal of mastering course content and passing the EOC assessment. However, a student on an active IEP whose disability interferes with performance on the EOC assessment may demonstrate mastery of core knowledge and skills for that course through the approved alternative performance based assessment. See: http://www.tn.gov/education/assessment/alt_assessment.shtml</p>
<p>Texas “Far From”: Exemption Students who were first enrolled in Grade 9 prior to the 2011-2012 school year or enrolled in Grade 10 or above in the 2011-2012 school year must fulfill testing requirements for graduation with the assessments required by the Texas Education Code (TEC), §39.023(c), as that section existed before amendment by Senate Bill (SB) 1031, 80th Texas Legislature, 2007. For purposes of this section, coursework necessary to graduate means all the coursework required under the student's graduation plan. A student fulfilling testing requirements under subsection (c) of this section will be required to take only those sections of the exit level Texas Assessment of Knowledge and Skills (TAKS) that correspond to the subject areas formerly assessed by the exit level Texas Assessment of Academic Skills (TAAS) (reading, writing, and mathematics) for which the student has not yet met the passing standard. (1) If a student has not yet met the passing standard on TAAS reading, the student will be administered only the reading multiple-choice items from the TAKS English language arts (ELA) test. (2) If a student has not yet met the passing standard on TAAS writing, the student will be administered only the writing prompt and the revising and editing multiple-choice items from the TAKS ELA test. (f) A student fulfilling testing requirements under subsection (d) of this section will be required to take only those sections of the exit level TAKS that</p>	<p>A student can also graduate and receive a regular high school diploma under the minimum high school program outlined in TAC Chapter 74, upon completing the minimum curriculum and credit requirements for students in general education and participating in require assessments. For these students the ARD committee must determine whether passing the assessment is a requirement for graduation. See: http://texasstudentdatasytem.org/WorkArea/DownloadAsset.aspx?id=2147497565. p.1</p>

<p>correspond to the subject areas formerly assessed by the exit level TEAMS (reading and mathematics) for which the student has not yet met the passing standard. If a student has not yet met the passing standard on TAAS reading, the student will be administered only the reading multiple-choice items from the TAKS ELA test.</p> <p>(g) Notwithstanding any of the requirements in subsections (a)-(f) of this section, students who pass all of the required exit level TAKS tests have fulfilled their testing requirements for graduation.</p> <p>See: http://itea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769804283&libID=25769804283 p.7</p>	
<p>Utah</p> <p>Vermont</p>	
<p>Virginia Same as for All Students</p>	
<p>Standards of Learning (SOL) end-of-course exams</p> <p>As mentioned above, students may retake tests needed to earn verified units of credit for graduation. Students who score between 375-399 on a test are eligible for an expedited retake and may retake a test before the next scheduled test administration.</p> <p>Students who after remediation fail a retake of history/social studies or science test, but achieve a score of 375 or better, may be awarded a verified credit by their local school board, following a review of their class work and/or demonstration of their mastery of the content of the course. Verified credits awarded in this manner are given at the discretion of local school boards and apply only toward a Standard Diploma. Ask your school counselor for more information about locally awarded verified credits.</p> <p>And</p> <p>The Board of Education has approved a number of tests that students may take to earn verified credits toward graduation. The Board also has approved a schedule of career and technical examinations for licensure or certification that may be substituted for SOL tests to earn student-selected verified units of credit. Tests for licensure or certification that require the demonstration of knowledge and skills beyond what is associated with a single course may result in the awarding of two units of verified credit. Your school counselor and career and technical education teacher can provide more information about these examinations.</p> <p>See: http://www.doe.virginia.gov/instruction/graduation/faq.shtml</p>	<p>[Same].</p>
<p>Washington “Close To” : Other Assessment</p> <p>High School Proficiency Exam: Reading Writing</p>	<p>The test requirements are the same for students with and without disabilities to receive a regular diploma. However, students without disabilities may use Certificate of Individual Achievement.</p> <ul style="list-style-type: none"> • Collection of evidence

<p>One math End-of-Course – algebra 1/Integrated Math 1 or Geometry/Integrated Math 2</p> <p>See: http://www.k12.wa.us/assessment/statetesting/</p> <p>Most Washington state public high school students will fulfill the assessment portion of the graduation requirements by passing state exit exams. If students don't pass on their first attempt, there are retake opportunities. Some students, however, may need to demonstrate their skills in a different way. For these students, state-approved alternatives are available, called Certificate of Academic Achievement (CAA) options.</p> <p><u>Collection of Evidence</u></p> <p>The COE is an evaluation of a set of work samples prepared by the student in a classroom environment with instructional support from a teacher. Students must meet eligibility criteria and must attempt an exit exam at least once before attempting this CAA option.</p> <p><u>GPA Comparison</u></p> <p>A student's grades in courses corresponding to specific content areas are compared with the grades of students who took the same courses and passed the exit exam. This option is available to students in their 12th-grade year who have an overall grade-point average of 3.2. Students must attempt an exit exam at least once before attempting this CAA option.</p> <p><u>College Admission/AP/IB Tests</u></p> <p>Students may use their math, reading and/or writing scores on the SAT reasoning test, ACT or ACT Plus Writing tests, specified Advanced Placement (AP) or International Baccalaureate (IB) examinations, or Smarter Balanced assessments (starting in 2015) to show they have key skills expected of high school graduates. They may also use scores from specified AP or IB exams to meet the science graduation assessment requirement, which starts with the Class of 2015. Students must attempt an exit exam at least once before attempting this CAA option.</p> <p><u>Special, Unavoidable Circumstance Appeal (SUCA)</u> (All students)</p> <p>This applies to students in their 12th grade year who have yet to meet standard on the High School Proficiency Exam, Exit Exam or a state-approved alternative, and experience a "special, unavoidable circumstance" that precludes their ability to access a state-approved assessment as a senior.</p> <p><u>Out of State Transfer Waiver</u> (All students)</p> <p>This waiver is for students who transfer from another state in the 11th or 12th grade. The student may apply to receive a waiver of the assessment graduation requirement if the student has previously passed another state's high school exit or accountability examination. The waiver does not grant the student a Certificate of Academic Achievement (CAA) or Certificate of</p>	<ul style="list-style-type: none"> • GPA comparison • College admission, AP/IB tests <p>Students with disabilities may use Certificate of Individual Achievement</p> <ul style="list-style-type: none"> • Basic on General Assessment/COE • Off-grade level assessment • Locally determined assessments • Awareness Level Waiver <p>All students</p> <ul style="list-style-type: none"> • Out of state Transfer Waiver • Special, unavoidable Circumstance Appeal <p>See: http://www.k12.wa.us/assessment/GraduationAlternatives/</p>
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Individual Achievement (CIA). These transfer students may also be eligible to receive access to the CAA Options via Direct Access.

See: <http://www.k12.wa.us/assessment/GraduationAlternatives/>

West Virginia

Wisconsin

Wyoming

COLLEGE OF EDUCATION
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