

Legislative and Administrative Excerpts: Raising Graduation Requirements

DISCLAIMER:

This document includes a collection of legislative and administrative excerpts downloaded from the web in January 2007. It is not intended to be a comprehensive guide or include all relevant clauses, rather it is intended to reflect a variety of approaches state legislatures and boards of education have used to raise graduation requirements.

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College and Workplace Readiness

Delaware House Joint Resolution 9

Be it further resolved that the members, with the approval of the Governor, support the State Board of Education in establishing as part of the graduation requirement a core workplace and college readiness high school curriculum that includes, but is not limited to, four years each of the four content areas of English language arts, mathematics, science and social studies. Be it further resolved that the members, with the approval of the Governor, support that this more rigorous workplace and college readiness curriculum graduation requirement shall be considered the default curriculum and that parents must be made aware of the importance of their children engaging in coursework that will prepare them for adult success.

Kentucky HB 352

Section 1 (1) The General Assembly hereby finds that in order for students to fully realize the capacities set forth in KRS 158.645, Kentucky's system of common schools must ensure that high school graduates are adequately prepared for the academic expectations of postsecondary education and the workplace. The number of recent high school graduates who are underprepared to meet the academic expectations of college without postsecondary remediation or supplemented courses is unacceptably high. This systemic inefficiency results in an increased overall cost of postsecondary education to students, their families, institutions, and the Commonwealth, lower postsecondary retention and graduation rates, and diminished opportunities for success later in life.

Mississippi SB 2602

Section 12. The following shall be codified as Section 1428 37-15-39, Mississippi Code of 1972: 37-15-39. (1) The purpose of this section is to ensure that each student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds and enhance their knowledge skill. (4) (a) In order to ensure that each student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds and enhance their knowledge skill, school districts shall offer pre-advanced placement courses to prepare students for advanced placement course work.

Ohio Am. Sub. SB 311

Sec. 3313.603. Ohioans must be prepared to apply increased knowledge and skills in the workplace and to adapt their knowledge and skills quickly to meet the rapidly changing conditions of the twenty-first century. National studies indicate that all high school graduates need the same academic foundation, regardless of the opportunities they pursue after graduation. The goal of Ohio's system of elementary and secondary education is to prepare all students for and seamlessly connect all students to success in life beyond high school graduation, regardless of whether the next step is entering the workforce, beginning an apprenticeship, engaging in post-secondary training, serving in the military, or pursuing a college degree. The Ohio core curriculum is the standard expectation for all students entering ninth grade for the first time at a public or chartered nonpublic high school on or after July 1, 2010. A student may satisfy this expectation through a variety of methods, including, but not limited to, integrated, applied, career-technical, and traditional coursework.

Opt-out

Arkansas Engrossed HB 1102

SECTION 1. Arkansas Code § 6-18-104 is amended to read as follows: 6-18-104. Placement. (a) All students in grades kindergarten through twelve (K-12) of the public schools of this state shall be placed in an educational program that includes the minimum core curriculum established pursuant to § 6-61-217, the Smart Core curriculum established by the State Board of Education, unless a medical doctor and the parent or custodian of the student certifies that a medical condition exists that impairs cognitive functioning and that the student should not pursue the minimum core curriculum. (b)(1) For the purposes of this section, students beginning with the class of 2002 shall meet all of these requirements be enrolled in the minimum core curriculum established pursuant to § 6-61-217 and be better prepared to make career choices. (2) Beginning with students in grade seven (7) in the 2004-2005 school year, students shall be enrolled as required under subsection (a) of this section in the minimum core curriculum established pursuant to § 6-6135 217 and the Smart Core curriculum established by the state board.

Indiana Senate Enrolled Act 200

(f) Upon the request of a student's parent, the student may be exempted from the Core 40 curriculum requirement set forth in subsection (b) and required to complete the general curriculum to be eligible to graduate. Except as provided in subsection (j), 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 parent shall determine whether the student will achieve greater educational benefits by: (1) continuing the general curriculum; or (2) completing the Core 40 curriculum. (g) This subsection applies to a student who does not pass at least three (3) courses required under the Core 40 curriculum. (h) This subsection 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. (j) This subsection applies of the parent of a student to whom subsection (g) or (h) applies does not attend a meeting with the student and the student's counselor after receiving two (2) written requests to attend a meeting. If the student's parent does not attend a meeting described in subsection (g) or (h), the student and the student's counselor shall meet and : (1) the student's counselor shall make a recommendation to the student as to whether the student will achieve greater educational benefits by: (A) continuing in the Core 40 curriculum; or (B) completing the general curriculum; and (2) the student shall determine which curriculum the student will complete.

Michigan Enrolled HB 5606

Sec. 1278b. (5) The parent or legal guardian of a pupil may request a personal curriculum for the pupil that modifies certain of the Michigan merit standard requirements under subsection (1) or section 1278a(1)(a). If all of the requirements under this subsection for a personal curriculum are met, then the board of a school district or board of directors of a public school academy may award a high school diploma to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan merit standard required under subsection (1) and section 1278a(1)(a). All of the following apply to a personal curriculum: (a) The personal curriculum shall be developed by a group consisting of the pupil, at least 1 of the pupil's parents or the pupil's legal guardian, and the pupil's high school counselor or another designee qualified under section 1233 or 1233a selected by the high school principal. (b) The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan merit standard required under subsection (1) and section 1278a(1)(a) as is practicable; shall establish measurable goals that the pupil must achieve while enrolled in high school and shall provide a method to evaluate whether the pupil achieved these goals; and shall be aligned with the pupil's educational development plan developed under subsection (11). (c) Before it takes effect, the personal curriculum must be agreed to by the pupil's parent or legal guardian and by the superintendent of the school district or chief executive of the public school academy or his or her designee. (d) The pupil's parent or legal guardian shall be in communication with each of the pupil's teachers at least once each calendar quarter to monitor the pupil's progress toward the goals contained in the pupil's personal curriculum. (e) Revisions may be made in a personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum. (f) The English language arts credit requirements of

subsection (1)(a) and the science credit requirements of subsection (1)(b) are not subject to modification as part of a personal curriculum under this subsection. (g) Except as otherwise provided in this subdivision, the mathematics credit requirements of section 1278a(1)(a)(i) may be modified as part of a personal curriculum only after the pupil has successfully completed at least 2-1/2 credits of the mathematics credits required under that section and only if the pupil successfully completes at least 3-1/2 total credits of the mathematics credits required under that section before completing high school. The requirement under that section that a pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment is not subject to modification as part of a personal curriculum under this subsection. The algebra II credit required under that section may be modified as part of a personal curriculum under this subsection only if the pupil has successfully completed at least 2 credits of the mathematics credits required under section 1278a(1)(a)(i) and meets 1 or more of the following: (i) Has successfully completed the same content as 1 semester of algebra II, as determined by the department. (ii) Elects to complete the same content as algebra II over 2 years, with a credit awarded for each of those 2 years, and successfully completes that content. (iii) Enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as 1 semester of algebra II, as determined by the department. (h) The social science credit requirements of section 1278a(1)(a)(ii) may be modified as part of a personal curriculum only if all of the following are met: (i) The pupil has successfully completed 2 credits of the social science credits required under section 1278a(1), including the civics course described in section 1166(2). (ii) The modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2). (i) The health and physical education credit requirement under section 1278a(1)(a)(iii) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2). (j) The visual arts, performing arts, or applied arts credit requirement under section 1278a(1)(a)(iv) may be modified as part of a personal curriculum only if the modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2). (k) If a pupil is at least age 18 or is an emancipated minor, the pupil may act on his or her own behalf under this subsection. (l) This subsection does not apply to a pupil enrolled in a high school that is designated as a specialty school under section 1278a(5) and that is exempt under that section from the English language arts requirement under subsection (1)(a) and the social science credit requirement under section 1278a(1)(a)(ii).

Minnesota S.F. 2994, 4th Engrossment

Article 2, Sec. 2., Subd. 1a. Rigorous course of study; waiver. (a) Upon receiving a student's application signed by the student's parent or guardian, a school district, area learning center, or charter school must declare that a student meets or exceeds a specific academic standard required for graduation under this section if the local school board, the school board of the school district in which the area learning center is located, or the charter school board of directors determines that the student: (1) is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the district, area learning center, or charter school; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the district, area learning center, or charter school; (2) would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and (3) satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program. Consistent with the requirements of this section, the local school board, the school board of the school district in which the area learning center is located, or the charter school board of directors also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section. (b) A student who satisfactorily completes a postsecondary enrollment options course or program under section 124D.09, or an advanced placement or international baccalaureate course or program under section 120B.13, is

not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

North Carolina State Board of Education – Academic Rigor, Relevance and Relationship Policy: Timelines for Implementing the Core Course of Study

Preparing for the Core Course of Study. As described in the Academic Rigor Policy adopted in 2005, all students shall enroll in the University/College Preparatory* or College Technical Preparation* except those determined by a professional review team (to include a counselor and administrator) to be better served through participation in another pathway. Parents shall also sign off on the pathway recommended for their students.

Ohio Am. Sub. SB 311

Sec. 3313.603.(D) Except as provided in division (E) of this section, a student who enters ninth grade on or after July 1, 2010, and before July 1, 2014, may qualify for graduation from a public or chartered nonpublic high school even though the student has not completed the Ohio core curriculum prescribed in division (C) of this section if all of the following conditions are satisfied: (1) After the student has attended high school for two years, as determined by the school, the student and the student's parent, guardian, or custodian sign and file with the school a written statement asserting the parent's, guardian's, or custodian's consent to the student's graduating without completing the Ohio core curriculum and acknowledging that one consequence of not completing the Ohio core curriculum is ineligibility to enroll in most state universities in Ohio without further coursework. (2) The student and parent, guardian, or custodian fulfill any procedural requirements the school stipulates to ensure the student's and parent's, guardian's, or custodian's informed consent and to facilitate orderly filing of statements under division (D)(1) of this section. (3) The student and the student's parent, guardian, or custodian and a representative of the student's high school jointly develop an individual career plan for the student that specifies the student matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship. (4) The student's high school provides counseling and support for the student related to the plan developed under division (D)(3) of this section during the remainder of the student's high school experience. (5) The student successfully completes, at a minimum, the curriculum prescribed in division (B) of this section.

Oklahoma Enrolled SB 982

Section 8. B. A student may enroll in a curriculum that does not meet the requirements of subsection A of this section upon approval of the parent or legal guardian of the student. School districts may require a parent or legal guardian of the student to meet with a designee of the school prior to the enrollment in such a curriculum. The State Department of Education shall develop and distribute to school districts a form suitable for this purpose which shall include information on the benefits to students of completing the college preparatory curriculum required pursuant to this section.

South Dakota SL 2004, ch. 121

13-33-19. However, a student may be excused from taking courses of instruction necessary to complete the recommended high school program if the student's parent or guardian and a school counselor or school administrator agree that the student should instead take courses of instruction necessary to complete the basic high school program also established by the board pursuant to § 13-1-12.1.

Texas Chapter 74. Curriculum Requirements, Subchapter E. Graduation Requirements, Beginning with School Year 2004-2005. Statutory Authority: The provisions of this Subchapter E issued under the Texas Education Code, §§7.102, 28.002, 28.023, and 28.025, unless otherwise noted.

(c) A student entering Grade 9 in the 2004-2005 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the recommended high school program specified in §74.53 of this title (relating to Recommended High School Program) or the advanced program specified in §74.54 of this title (relating to Distinguished Achievement High School Program--Advanced High School

Program) unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the minimum high school program specified in §74.52 of this title (relating to Minimum High School Program).

Special student populations

Arkansas Engrossed HB 2824

Section 1. (2) (B) If a student with disabilities identified under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq., is unable to meet the requirements of subdivision (a)(2)(A) of this section because of the nature of his or her disabilities, the student may graduate from high school by demonstrating alternative competencies or alternative levels of competency as contained in the student's individualized education program.

Indiana Enrolled SB 200

SECTION 1. IC 20-10.1-16-13 IS AMENDED TO READ AS FOLLOWS (e) This subsection applies to a student who is a child with a disability (as defined in IC 20-1-6-1). If the student does not achieve a passing score on the graduation examination, the student's case conference committee may determine that the student is eligible to graduate if the case conference committee finds the following:(1) The student's teacher of record, in consultation with a teacher of the student in each subject area in which the student has not achieved a passing score, makes a written recommendation to the case conference committee. The recommendation must:(A) be concurred in by the principal of the student's school; and (B) be supported by documentation that the student has attained the academic standard in the subject area based upon:(i) tests other than the graduation examination; or (ii) classroom work. (2) The student meets all of the following requirements: (A) Retakes the graduation examination in each subject area in which the student did not achieve a passing score as often as required by the student's individualized education program.(B) Completes remediation opportunities provided to the student by the student's school to the extent required by the student's individualized education program.(C) Maintains a school attendance rate of at least ninety-five percent (95%) to the extent required by the student's individualized education program with excused absences not counting against the student's attendance.(D) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the board. (E) Otherwise satisfies all state and local graduation requirements.

Kentucky 704 KAR 3:305

Section 3. (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.

Michigan Enrolled HB 5606

Sec. 1278b. (6) If a pupil receives special education services, the pupil's individualized education program, in accordance with the individuals with disabilities education act, title VI of Public Law 91-230, shall identify the appropriate course or courses of student and identify the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements of this section and section 1278a, or in a personal curriculum as provided under subsection (5), and meet the requirements for a high school diploma.

New York Regulations of the Commissioner of Education. Section 100.9

High school individualized education program diplomas. Notwithstanding the provisions of section 3.45 of this Title, the board of education or trustees of a school district shall, and the principal of a nonpublic school may, issue a high school individualized education program diploma to a pupil with a disability, as defined in section 200.1 (mm) of this Title, in accordance with the following provisions: (a) Prior to awarding any high school individualized education program diploma, the governing body of the school district or nonpublic school shall adopt written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with the provisions of section 100.5 of this Part. (b) A

board of education or trustees of a school district shall, and the principal of a nonpublic school may, award a high school individualized education program diploma to a student with a disability at the end of the school year in which the student attains the age of twenty one upon a finding that such student has achieved the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current individualized education program. (c) A board of education or trustees of a school district or the principal of a nonpublic school may, upon application of a student with a disability, or such student's parent, as defined in section 200.1 (cc) of this Title, award a high school individualized education program diploma at any time after such student has attended school or has received a substantially equivalent education elsewhere for at least twelve years, excluding kindergarten, upon a finding that such student has achieved the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current individualized education program. (d) Each high school individualized education program diploma shall be identical in form to the diploma issued by the school district or nonpublic school, except that there shall appear on the front of such high school individualized education program diploma a clear annotation to indicate that the diploma is awarded on the basis of the student's successful achievement of the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current individualized education program as recommended by the committee on special education. (e) If the student receiving a high school individualized education program diploma is less than twenty-one years of age, such diploma shall be accompanied by a written statement of assurance that the student named as its recipient shall continue to be eligible to attend the public schools of the school district in which the student resides without the payment of tuition until the student has earned a high school diploma or until the end of the school year of such student's twenty-first birthday, whichever is earlier. (f) Each superintendent of a school district or principal of a nonpublic school shall submit to the department, within fifteen days after the June graduation, a report concerning students awarded individualized education program diplomas in that school year. Such report shall be in a form prescribed by the commissioner and shall contain such information as the commissioner may require. A copy of the school district's or nonpublic school's policies and procedures adopted pursuant to subdivision (a) of this section shall be on file in the district office and available for review by the commissioner.

Oklahoma Enrolled SB 982

Section 6. D. Students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) shall be exempt from the requirements of subsection A of this section unless provided for in the student's individualized education program. {note: refers to end-of-instruction assessments}

Oklahoma Enrolled SB 982

Section 7. L. Children who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA), and who satisfy the graduation requirements through the individualized education program for that student shall be awarded a standard diploma. M. Students enrolled in an alternative education program who meet the requirements of their plans leading to high school graduation developed pursuant to Section 1210.568 of this title shall be awarded a standard diploma.

Alternative means to earn course credit

Delaware Administrative Code Title 14, Chapter 500, Subchapter 8.0

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 Correspondence Courses. 8.1.6 Distance learning courses. These courses may be delivered by the teacher to the learner in real time, online or by video. 8.1.7 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. 8.1.8 Course credit transferred from another high school. 8.1.9 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. 8.1.10 Tutoring programs taught by a teacher certified in the subject being taught. 8.1.11 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.

Delaware Administrative Code Title 14, Chapter 89A

(a) The Delaware Office of Volunteerism, and the Department of Education, having knowledge of bona fide volunteer opportunities, shall make those opportunities known to high school students through the schools' guidance counseling program and shall update their information regularly. (b) High schools, through guidance counselors, shall promote known opportunities to students by stressing the desirability of giving back to one's community, helping people and of the benefits of such experience in the process of finding employment and applying for acceptance in institutions of secondary education. (c)(1) A student in grades 9-12 who performs voluntary community service for at least 45 hours per semester for 2 semesters shall receive 1 Delaware Volunteer credit. The credit may count as an elective for graduation requirements if approved by, and conducted under the supervision of, the school principal. This credit shall appear prominently on the student's high school transcript. The Department of Education shall prepare a statement of explanation of the Delaware Volunteer credit and attach the statement to or include it on its response to any official transcript request for a student transcript that contains the credit. Voluntary community service performed during the summer or other recess periods shall count toward the fulfillment of required hours.

Indiana SB 310

Chapter 5, Sec. 1. A student shall receive credits towards graduation or an honors diploma by demonstrating the student's proficiency in a course or subject area required for graduation or the academic honors diploma, whether or not the student has completed course work in the subject area by any one (1) or more of the following methods: (1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary institutions. (2) Receiving a high proficiency level score on an end of course assessment for a course without taking the course. (3) Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under IC 20-30-11. (4) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course subject area. (5) Other methods approved by the state board.

Kentucky 704 KAR 3:305

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.

Mississippi HB 214

Section 1. The State Department of Education shall design curriculum choices within the current requirements for a high school diploma for students who are interested in direct entry into the workforce immediately following high school graduation. It is the intent of the Legislature that the curriculum for this program be rigorous, meeting the requirements based on research outlining the skills needed for entry into the workforce. The program shall comply with the federal No Child Left Behind Act. The department shall design the program for entering ninth graders beginning with the 2007-2008 school year. The department shall report to the Legislature on January 1, 2007, on its plan for the program. Students who choose the curriculum under the program will receive a standard diploma.

New York Regulations of the Commissioner of Education. 100.5

(d) Alternatives to specific Regents and local diploma requirements. (1) Credit by examination. A student may earn a maximum of six and one-half units of credit for either a Regents or local diploma without completing units of study for such units of credit if: (i) based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a registered nonpublic high school, or his or her designee, determines that the student will benefit academically by exercising this alternative; (ii) The student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved assessment pursuant to section 100.2(f) of this Part; (iii) the student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the principal; and (iv) The student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of sixteen, pursuant to sections 3204 and 3205 of the Education Law.

New York Regulations of the Commissioner of Education. 100.8

Local high school equivalency diploma. Boards of education specified by the commissioner may award a local high school equivalency diploma based upon experimental programs approved by the commissioner until January 31, 2008, after which date such boards may no longer award a local high school equivalency diploma.

Oklahoma Enrolled SB 982

Section 7. I. 1. Academic and vocational-technical courses designed to offer sets of competencies integrated or embedded within the course that provide for teaching and learning of the appropriate skills and knowledge in the Priority Academic Student Skills (PASS), as adopted by the State Board of Education, may upon approval of the Board be counted for academic credit and toward meeting the graduation requirements of subsection B of this section. 4. Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and provide for the teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting the graduation requirements of subsection B of this section.

Curriculum materials and models

Indiana IC 20-30-10-1

Sec. 1. The department shall develop and recommend to the state board for adoption the Core 40 college preparation curriculum models. Indiana IC 20-30-10-3 Curriculum models; conditions Sec. 3. The college/technology preparation curriculum models must meet the following conditions: (1) Be performance based. (2) Allow for dual credit, advanced study, and cooperative agreements. (3) Provide a student with: (A) the subject and skill areas required by a state educational institution to gain admittance into the respective state educational institution; and (B) the skills necessary to gain employment upon the student's completion of formal education; upon the satisfactory fulfillment of the curriculum. (4) Relate to a broad scope of subject areas and include all the subject areas to be taught under Indiana law. (5) Be designed to satisfy the graduation requirements established by the state board.

Kentucky HB 93

SECTION 1. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

(1) The Center for Mathematics is hereby created to make available professional development for teachers in reliable, research-based diagnostic assessment and intervention strategies, coaching and mentoring models, and other programs in mathematics. The center shall be headed by an executive director and administered by a public postsecondary education institution. The center shall: (a) Act as a clearinghouse for information about professional development programs for teachers that address mathematics diagnostic assessment, intervention programs, coaching and mentoring programs, and other instructional strategies to address students' needs; (b) Collaborate with Kentucky's other public and private postsecondary institutions to develop teachers' mathematical knowledge needed for teaching and help teachers improve students' mathematical concepts, thinking, problem-solving, and skills, with an emphasis on diagnostic assessment and intervention programs for students in the primary program; (c) Provide teacher training to develop teacher leaders and teaching specialists in primary programs who have skills in diagnostic assessment and intervention services to assist struggling students or those who are at risk of failure in mathematics. The center may contract for services in order to carry out this responsibility; (d) Maintain a demonstration and training site for mathematics located at each of the public universities; (e) Advise the Kentucky Department of Education and Kentucky Board of Education regarding: 1. Early mathematics content, diagnostic assessment practices, and intervention programs; 2. Costs and effectiveness of various mathematics intervention programs; 3. Coaching and mentoring models that help improve student achievements; and 4. Trends and issues relating to mathematics programs in schools throughout the state; and (f) Disseminate information to teachers, administrators, and policymakers on an ongoing basis.

Mississippi HB 214

Section 1. The State Department of Education shall design curriculum choices within the current requirements for a high school diploma for students who are interested in direct entry into the workforce immediately following high school graduation. It is the intent of the Legislature that the curriculum for this program be rigorous, meeting the requirements based on research outlining the skills needed for entry into the workforce. The program shall comply with the federal No Child Left Behind Act. The department shall design the program for entering ninth graders beginning with the 2007-2008 school year. The department shall report to the Legislature on January 1, 2007, on its plan for the program. Students who choose the curriculum under the program will receive a standard diploma.

Michigan Enrolled HB 5606

Sec. 1278b. (e) Develop and make available material to assist school districts and public school academies in implementing the requirements of this section and section 1278a. This shall include developing guidelines for alternative instructional delivery methods in subsection 7.

Texas HB 1

Sec. 61.0763. COURSE REDESIGN PROJECT. (a) To improve student learning and reduce the cost of course delivery, the board, with the assistance of advisory committees and nonprofit organizations with expertise in methodologies for developing and delivering college-level courses in a cost-effective manner, shall implement a project under which institutions of higher education selected by the board will review and revise entry-level lower division academic courses. In selecting institutions of higher education to participate in the project, the board shall determine the criteria for participation and must encourage collaboration among institutions, including institutions of different types. Participating institutions of higher education shall:(1) review and revise one or more courses from among not more than 25 entry-level lower division academic courses identified by the board; (2) draw on established best practices regarding effective course redesign techniques; (3) use information technology to enhance the effectiveness of revised courses; and (4) determine whether any cost savings and increased student success result from the review and revision of courses under this section.(b) Not later than September 1, 2006, the board shall initiate the development of the project and recruit institutions of higher education to participate in the project. Not later than September 1, 2007, each participating institution of higher education shall begin offering courses reviewed and revised by the institution under this section. Not later than September 1, 2009, each participating institution of higher education shall submit a report to the board describing the results of the project at the institution. Not later than January 1, 2011, the board shall submit a summary report describing the results of the project at participating institutions of higher education to the clerks of the standing committees of the senate and house of representatives with primary jurisdiction over the higher education system. (c) This section expires May 1, 2011.

Consistency of rigor

Michigan Enrolled HB 5606

Sec. 1278b. (15) Not later than April 1 of each year, the department shall submit an annual report to the legislature that evaluates the overall success of the curriculum required under this section and section 1278a, the rigor and relevance of the course work required by the curriculum, the ability of public schools to implement the curriculum and the required course work, and the impact of the curriculum on pupil success, and that details any activities the department has undertaken to implement this section and section 1278a or to assist public schools in implementing the requirements of this section and section 1278a.

Oklahoma Enrolled SB 982

Section 7. G. 1. The State Board of Education shall adopt a plan to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses taught to meet the graduation requirements as specified in subsection B of this section. 2. The State Board of Education shall allow as much flexibility at the district level as is possible without diminishing the rigor or undermining the intent of providing these courses. To accomplish this purpose, the State Department of Education shall work with school districts in reviewing and approving courses taught by districts that are not specifically listed in subsection B of this section. Options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles.

Coursework prior to entering 9th grade

Title 511 Indiana State Board of Education, Final Rule, LSA Document #04-277

Sec. 4. (3) Four (4) mathematics credits must be earned after the student enters high school. Mathematics credits earned prior to entering Grade 9 may meet specific course requirements but not the credit requirements for graduation. Such credits are considered elective mathematics credits. The purpose of taking mathematics courses before entering grade 9 is to give the student the opportunity to take an additional mathematics course in high school or take a challenging mathematics course in high school over an extended period of time. If the student completes any of the required mathematics courses before entering high school, the student must complete additional mathematics courses in high school. M before mathematics credits must include two (2) credits in Algebra I or Integrated Mathematics I unless a student has completed Algebra I or Integrated Mathematics I before entering high school. A minimum of two (2) credits of the mathematics requirement shall be from the mathematics area of study. Two (2) credits may be from : (A) business technology; (B) family and consumer sciences; (C) technology education; or (D) career-technical; courses having predominantly mathematics content.

Oklahoma Enrolled SB 982

Section 6. 5. Beginning with ninth-grade students enrolled in the 2008-2009 school year, the three units or sets of competencies in mathematics required in subsection B of this section shall be completed in the ninth through twelfth grades; provided, if a student completes any required courses in mathematics prior to ninth grade, the student may taken any other mathematics courses to fulfill the requirement to complete three units in grades nine through twelve after the student has satisfied the requirements of paragraph 2 of subsection B of this section.

Remediation and intervention

Arkansas Section 1. Arkansas Code Title 6, Chapter 15, Subchapter 20, 6-15-2009.

C(1) Beginning with the 2005-2006 school year, any student required to take an end-of-course assessment that is identified as not meeting the satisfactory pass levels for a particular assessment shall participate in his or her remediation activities as required in his or her individualized academic improvement plan in the school year the assessment results are reported in order to receive credit on his or her transcript for the course related to the end-of-course assessment. (2) The individualized academic improvement plan shall include remediation activities focused on those areas in which a student failed to pass an end-of-course assessment. (3) Until the 2009-2010 school year, students that are identified as not meeting the satisfactory pass levels for an end-of-course assessment shall not receive credit on their transcript for the course related to the end-of-course assessment until the students are identified as having participated in remediation through an individualized academic improvement plan. Prior to the 2009-2010 school year, remediation does not require that a student must pass a subsequent end-of-course assessment in order to receive credit for a course. D(3) Schools shall also provide for the frequent of the student's progress in meeting the desired levels of performance. Remedial activities and instruction provided during high school shall not be in lieu of English, mathematics, science, history, or other core courses required for graduation.

Oklahoma HB 2367

Section 1-109. D. Notwithstanding the provisions of subsections B and Cc of this section, a school district board of education may adopt and implement an extended day schedule for grades nine through twelve subject to the following requirements: 1. The annual number of hours of instruction shall equal or exceed one thousand eighty (1,080) hours, which is the equivalent to one hundred eighty (180) days of instruction as specified in subsection A of this section for six (6) hours each day as specified in Section 1-111 of this title; 4. The district shall hold a public hearing prior to the adoption of an extended day schedule authorized pursuant to this subsection; and 5. The district shall document the impact on student achievement as determined by the academic performance index score and any other relevant factors that are a result of implementation of an extended day schedule authorized pursuant to this subsection and provide an annual report to the State Board of Education of the results. If improvement in student achievement cannot be documented in the report, the district board of education shall revoke authorization as provided by this subsection. If the district does not revoke authorization after student achievement is not documented in the report, the State Board of Education may deny accreditation of any school in violation of this subsection.

Texas HB 1

Sec. 61.0762. PROGRAMS TO ENHANCE STUDENT SUCCESS. To implement the college readiness and success strategic action plan adopted under Section 61.0761 and to enhance the success of students at institutions of higher education, the board by rule shall develop:(1) summer higher education bridge programs in the subject areas of mathematics, science, and English language arts; (2) incentive programs for institutions of higher education that implement research-based, innovative developmental education initiatives; (3) financial assistance programs for educationally disadvantaged students, as defined by Section 5.001, who take college entrance and college readiness assessment instruments; (4) professional development programs for faculty of institutions of higher education on college readiness standards and the implications of such standards on instruction; and (5) other programs as determined by the board that support the participation and success goals in "Closing the Gaps," the state's master plan for higher education.

Individual student learning and career plans

Arkansas Code 6-18-1009, Section 3, Title 6, Chapter 18, Subchapter 10

(a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

Delaware Administrative Code Title 14, Chapter, 500, Subchapter 4.0

4.1 Beginning with the 2007-2008 school year each district or charter school board, as applicable, shall require each middle school to develop an Individual Learning Plan (ILP) for all eighth grade students. ILPs shall be developed by the guidance counselor, the student, the student's parent(s), guardian(s) or Relative Caregiver, and at least one core content teacher. For the 2007-2008 school year only each district or charter school board, as applicable, shall also require each high school to develop an Individual Learning Plan (ILP) for all ninth grade students. 4.2 Beginning with the 2007- 2008 school year each high school shall establish Instructional Support Teams to monitor student progress in consultation with students and their parent(s), guardian(s) or Relative Caregiver to recommend and arrange support services.4.2.1 Each marking period student progress on the ILP shall be monitored by Instructional Support Teams. Students not making satisfactory progress in the courses required for graduation in English Language Arts, Mathematics, Science or Social Studies shall receive support services.

4.2.2 Students who have failed courses required for graduation in English Language Arts, Mathematics, Science or Social Studies at the end of any high school year may have their ILP revised to include appropriate support services. A fifth year of high school may be an option for inclusion in the student's ILP. Changes in a student's ILP shall require consultation with the student and with the student's parent(s), guardian(s) or Relative Caregiver, if appropriate.

Indiana HB 1347; IC 20-30-4-6

Sec. 6. (a) A student's guidance counselor shall, in consultation with the student and the student's parent, review annually a student's career plan to determine if a student is progressing toward fulfillment of the career plan. (b) If a student is not progressing toward fulfillment of the career plan, the school shall provide remediation programs to the student to ensure that the student successfully completes the student's career plan. The school counselor shall provide counseling services for the purpose of advising the student of credit recovery options and services available to the student progress towards graduation.

Kentucky Revised Statute 704 KAR 3:305

Section 4. (1) A district shall implement an advising and guidance process throughout the middle and high schools to provide support for the development and implementation of an individual learning plan for each student. The plan shall include career development and awareness and specifically address Vocational Studies Academic Expectations 2.36-2.38 as established in Academic expectations, 703 KAR 4:060. (2) A district shall develop a method to evaluate the effectiveness and results of the individual learning plan process. The evaluation method shall include input from students, parents, and school staff. As part of the evaluation criteria, the district shall include indicators related to the status of the student in the twelve (12) months following the date of graduation. (3) A feeder middle school and a high school shall work cooperatively to ensure that each student and parent shall receive information and advising regarding the relationship between education and career opportunities. Advising and guidance shall include information about financial planning for postsecondary education. (4) A school shall maintain each student's individual learning plan. The individual learning plan shall be readily available to the student and parent and reviewed and approved at least annually by the student, parents, and school officials. (5) Beginning with a student's eighth grade year, the individual learning plan shall set learning goals for the student based on academic and career interests and shall identify required academic courses, electives, and extracurricular opportunities aligned to the student's postsecondary goals. The school shall use information from the individual learning plans about student needs for academic and elective courses to plan academic and elective offerings. (6) Beginning with the graduating class of 2013, the development of the

individual learning plan for each student shall begin by the end of the sixth grade year and shall be focused on career exploration and related postsecondary education and training needs.

Michigan Enrolled SB 1427

Sec. 1278b.(11) The board of a school district or board of directors of a public school academy shall ensure that each pupil in grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the high school principal and shall be based on a career pathways program or similar career exploration program. In addition, if the pupil receives special education services, a school psychologist should also participate in developing the pupil's educational development plan.

Ohio Am. Sub. SB 311

Sec. 3313.603. (H) The department shall make its individual academic career plan available through its Ohio career information system web site for districts and schools to use as a tool for communicating with and providing guidance to students and families in selecting high school courses.

Dropout prevention and recovery

Arkansas Code 6-18-1004

Section 1 (7) C (1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. C(2) The tracking system shall include provisions for student services personnel in all schools to conduct an exit interview of students who are dropping out of school and for follow-up of such students when possible.

Delaware Administrative Code Title 14, Chapter 915

1.0 James H. Groves High School” or “Groves” means an adult high school established by the State of Delaware to provide the opportunity for adults and out of school youth to earn and obtain a high school diploma. The James H. Groves High School is a single school with multiple centers established and operated through a proposal application process. The James H. Groves High School is administered by the Delaware Department of Education. 10 DE Reg. 988 (12/01/06) 2.0 Admission Criteria The following individuals may enroll in the James H. Groves High School: 2.1 An adult 18 years of age and older, who resides in the State of Delaware or is a resident of another state and is currently employed in Delaware and has been so employed for a minimum of six months prior to enrollment. 2.1.1 The applicant shall: 2.1.1.1 Submit an application on forms approved by the Department; 2.1.1.2 Qualify as meeting secondary level skills, as determined by the Department, on a standardized assessment. 2.2 Out of school youth 16 to 17 years of age, who have officially withdrawn from a day school and who have not been expelled or have an expulsion pending shall enroll under a waiver process. 2.2.1 To apply for an age waiver, the prospective student must submit a letter of request for admission to the State Director of Adult Education with the rationale for granting a waiver with a letter of recommendation from the high school of record. 2.2.2 The prospective student seeking the waiver shall also meet the admission process of all other enrollees. 2.2.3 The decision regarding admission shall be made by the Center administrator. 2.3 High school students who are at least 16 years of age and enrolled for at least one credit in their high school of record may earn an unrestricted number of credits in the Groves In School Credit Program and still graduate from their high school of record. 2.3.1 To enroll in this program, students shall have the permission of their high school of record, their parent(s), guardian(s) or Relative Caregiver and the Groves High School principal or designee. 2.3.2 All students enrolled in the Groves In School Credit Program shall be included in the September 30th unit count of their high school of record. 2.3.3 Students who withdraw from their high school of record and transfer to the Groves High School shall no longer be considered a student in the Groves In School Credit Program and shall be assessed the materials fee for that semester. 2.4 Individuals expelled or pending expulsion from a local school district or charter school shall not be enrolled in Groves High School during the period of expulsion or pending expulsion without a waiver from the Department. Individuals who enroll without a waiver shall lose credits earned during the expulsion period. 2.4.1 An applicant for a waiver shall: 2.4.1.1 Be 16 or 17 years of age; 2.4.1.2 Intend to graduate from the James H Groves High School; 2.4.1.3 Be expelled or be pending expulsion for a nonviolent reason and not be a security threat; 2.4.1.4 Submit a letter of recommendation signed by the principal of their high school of record; and 2.4.1.5 Meet the requirements in 2.1.1.

Indiana HB 1347; IC 20-12-13-6

Sec. 6. (a) The department may authorize a state educational institution (as defined in IC 20-12-0.5-1) to establish a high school fast track to college program that offers qualified individuals an opportunity to earn a high school diploma while earning credits for a degree. (b) To be eligible to earn a high school diploma under this section, an individual must meet all the following qualifications: (1) The individual is either (A) at least nineteen (19) years of age and not enrolled in school; or (B) at least seventeen (17) years of age and has withdrawn with consent under IC-20-32-2-28.5 from the high school that the individual attended most recently. The school corporation in which an individual to whom this clause applies resides shall pay the individual's tuition for high school level courses taken at the state education institution. (2) The individual has: (A) passes the graduation examination given under IC-20-32-4; (B) received a general educational development (GED) diploma under IC-20-20-6; (C) passed an examination equivalent to the graduation examination: (i) administered by the state educational institution; and (ii) approved by the department. (3) The individual has the credits

toward graduation that the individual successfully completed in high school transferred to the state educational institution.

Indiana HB 1347; IC 20-33-2-28.5

Sec. 19. (a) This section applies to an individual who (1) who: (A) attends or last attended a public school; (B) is at least sixteen (16) years of age but less than eighteen (18) years of age; and (C) has not completed the requirements for graduation; (2) who: (A) wishes to withdraw from school before graduation; (B) fails to return at the beginning of a semester, or C) stops attending school during a semester; and (3) who has no record of transfer to another school. (b) An individual to whom this section applies may withdraw from school only if all the following conditions are met: (1) An exit interview is conducted. (2) The individual's parent consents to the withdrawal. (3) The school principal approves of the withdrawal. (4) The withdrawal is due to: (A) financial hardship and the individual must be employed to support the individual's family or a dependent; (B) illness; or (C) an order by a court that has jurisdiction over the child. During the exit interview, the school principal shall provide to the student and the student's parent a copy of statistics compiled by the department concerning the likely consequences of life without a high school diploma. The school principal shall advise the student and the student's parent that the student's withdrawal from the school may prevent the student from receiving or result in the revocation of the student's employment certificate and driver's license or learner's permit.

Kentucky HB 479

Section 2. KRS 159.080 is amended to read as follows: (3) In any action brought to enforce compulsory attendance laws, the director of pupil personnel or an assistant shall document the home conditions of the student, and the intervention strategies attempted.

Michigan Enrolled HB 5606

Sec. 1278b. (9) If a pupil is not successfully completing a credit required for graduation under this section and section 1278a, or is identified as being at risk of withdrawing from high school, then the pupil's school district or public school academy shall notify the pupil's parent or legal guardian or, if the pupil is at least age 18 or is an emancipated minor, the pupil, of the availability of tutoring or other supplemental educational support and counseling services that may be available to the pupil under existing state or federal programs, such as those programs or services available under section 31a of the state school aid act of 1979, MCL 388.1631a, or under the no child left behind act of 2001, Public Law 107-110.

Mississippi 6202

SECTION 6. (1) There is created the Office of Dropout Prevention within the State Department of Education. The office shall be responsible for the administration of a statewide dropout prevention program and the Office of Compulsory School Attendance Enforcement. (2) The State Superintendent of Public Education shall appoint a director for the Office of Dropout Prevention, who shall meet all qualifications established by the State Superintendent of Public Education and the State Personnel Board. The director shall be responsible for the proper administration of the Office of Dropout Prevention and any other regulations or policies that may be adopted by the State Board of Education. The director shall report to the Legislature on the activities and programs of the office by January 1 of each year beginning in 2009. (3) Each school district shall implement a dropout prevention program approved by the Office of Dropout Prevention of the State Department of Education by the 2008-2009 school year. (4) It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.

New York Regulations of the Commissioner of Education 100.5

(iii) Earning a Regents or local high school diploma shall be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law section 3202(1) and shall terminate a student's entitlement to a free public education pursuant to such statute. Earning a high school equivalency diploma or an Individualized Education Program Diploma shall not be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law section 3202(1) and shall not terminate a student's entitlement to a free public education pursuant to such statute.

New York Regulations of the Commissioner of Education 100.7

(h) Alternative high school equivalency preparation programs operated by school districts, boards of cooperative educational services, and facilities operated by the Office of Children and Family Services for students at least 16 years of age and under the age of 19. Students who are at least 16 years of age, or such older maximum age as the board of education of the school district may designate for required school attendance pursuant to section 3205 (3) of the Education law, and who have completed the school year during which they reached 16 years of age, and who are under the age of 19, may be enrolled in alternative high school equivalency programs. Students who do not meet the age requirements above, but who are at least 16 years of age, may be enrolled in an approved full-time alternative transition program. Such alternative transition programs may include components of the alternative high school equivalency preparation program but shall provide sufficient instruction to meet the full-time day instruction requirements of section 3205(1)(c) of the Education Law. Such pupils may transfer directly from a regular high school program or enroll after having left secondary school. In order to obtain the approval of the department for alternative high school equivalency preparation programs, the governing body of the school district, or boards of cooperative educational services, or Office of Children and Family Services facility shall submit an application in the same manner as set forth in paragraph (i) (2) of this section, and shall assure in such application that: (1) the program approval requirements set forth in paragraph (j)(2) of this section are satisfied; (2) the program offered each student shall consist of not less than twelve hours per week; (3) subjects or activities are scheduled in addition to preparation for the high school equivalency examination as part of the program of at least twelve hours as follows: (i) for students with reading and mathematics levels at grade nine or above on tests approved by the Commissioner, preparation for the high school equivalency examination shall be no less than six hours of the minimum 12-hour program. Activities other than preparation for the high school equivalency examination shall include counseling and support services related to the instructional program. Such subjects or activities which are scheduled in addition to preparation for the high school equivalency examination shall be subject to approval by the department; (ii) for students with reading or mathematics levels below grade nine on tests approved by the Commissioner, no less than 9 hours of the minimum 12-hour program shall be instruction in reading, mathematics, oral and written communication, and life skills. Activities other than such instruction shall include counseling and support services related to the instructional program, and shall be subject to approval by the department; and (iii) A workforce preparation component shall be provided to all students. The component shall be approved by the department and may include career and technical education, career exploration, internships, work experience or other school-to-work transition activities; (4) written approval by a person in parental relation to the student or by the student, as provided for in Education Law, section 3212(1) and (4), of each student's enrollment shall be obtained;

New York Regulations of the Commissioner of Education 100.7

(i) High school equivalency preparation programs operated by school districts and boards of cooperative educational services for students at least eighteen years of age and under the age of twenty one. (1) In order to meet the requirements for a State high school equivalency diploma, students at least eighteen years of age and under the age of twenty one who have not received a high school diploma or equivalency diploma, may be enrolled in programs approved in accordance with Part 168 of this Title for employment preparation education, in programs approved pursuant to subdivision (i) of this section. (3) Program approval requirements. In order to obtain the approval of the department for any program to prepare students to meet the requirements of the State high school equivalency diploma, the governing body of the school district or board of cooperative educational services shall assure in its application that: (i) a curriculum developed or approved by the department is to be

used; (ii) instruction is individually prescribed and paced in each class; (iii) individual student folders are easily accessible to students and teachers and include information concerning registration, attendance, testing and individual program needs; (iv) no class register exceeds twenty students; (v) at least 150 hours per year of total instruction is made available to individual students; (vi) English-speaking students are given entrance tests in reading and mathematics to determine the approximate skill level; (vii) English-speaking students in need of basic education are provided instruction in reading, mathematics, oral and written communication and life skills; (viii) English-speaking students are given standardized achievement tests which report scores in grade equivalents and which have forms for retesting at required intervals or other such instruments approved by the commissioner; (ix) students with limited English proficiency are given placement tests prior to placement in an appropriate level of the instructional program; (x) students with limited English proficiency are provided instruction in listening, reading, mathematics, oral and written communication and life skills; (xi) students with limited English proficiency are given achievement tests specifically designed for such students or other such instruments approved by the commissioner; (xii) students preparing for the high school equivalency examination are given diagnostic tests to determine the specific instruction needed to attain the minimum score to qualify for a New York State high school equivalency diploma and are provided such instruction; (xiii) students with needs other than basic education, high school equivalency examination preparation, and English as a second language are provided appropriate instruction, such as bilingual instruction, as authorized by the commissioner; (xiv) all students are tested at intervals necessary to determine status and progress; (xv) individual and group counseling are available to all students enrolled in the program; (xvi) professional staff assigned to conduct programs of preparation for a high school equivalency diploma shall be provided with appropriate staff development; (xvii) enrolled students shall not begin instruction specifically designed to prepare for the high school equivalency examination, unless they read at a 9.0 grade level on tests approved by the commissioner; and (xviii) students preparing to take high school equivalency examination shall not be referred to that test unless they demonstrate readiness as indicated by tests approved by the commissioner.

North Carolina SB 571

SECTION 1. Research shows that school counselors can provide effective services to students that encourage them to stay in school, succeed in school, and graduate from high school. Research also shows that middle school is a critical time for students who are at risk of dropping out of school. The General Assembly currently provides funding that local school administrative units may use to hire school counselors; it is unclear, however, what role school counselors play in providing effective and efficient dropout prevention and intervention services to students in middle and high school. The General Assembly needs additional information to determine whether adjustments should be made in funding for school counselors or assignment of duties to school counselors; therefore, the State Board of Education shall report the following information to the Joint Legislative Education Oversight Committee prior to March 15, 2007. (1) The counselor-to-student ratio in schools with a sixth grade or higher grade; (2) The source of funds used for each of these counselors; (3) A review and analysis of the counselors' primary duties by school; (4) A summary and description of school-based dropout prevention and intervention services provided directly to students in the sixth grade and higher grades, including the role of school counselors in providing the services; and (5) The number of school counselors and other individuals per local school administrative unit whose primary responsibility is to provide school-based dropout prevention and intervention services and the percentage of their time spent providing these services.

Ohio Am. Sub. SB 311

Sec. 3313.603. (F) A student enrolled in a dropout prevention and recovery program, which program has received a waiver from the department of education, may qualify for graduation from high school by successfully completing a competency-based instructional program administered by the dropout prevention and recovery program in lieu of completing the Ohio core curriculum prescribed in division (C) of this section. The department shall grant a waiver to a dropout prevention and recovery program, within sixty days after the program applies for the waiver, if the program meets all of the following conditions: (1) The program serves only students not younger than sixteen years of age and not older than twenty-one years of age. (2) The program enrolls students who, at the time of their initial enrollment, either, or both, are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress such that they are prevented from continuing their traditional programs. (3) The program requires students to attain at least the applicable

score designated for each of the tests prescribed under division (B) of section 3301.0710 of the Revised Code. (4) The program develops an individual career plan for the student that specifies the student's matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship. (5) The program provides counseling and support for the student related to the plan developed under division (F)(4) of this section during the remainder of the student's high school experience. (6) The program requires the student and the student's parent, guardian, or custodian to sign and file, in accordance with procedural requirements stipulated by the program, a written statement asserting the parent's, guardian's, or custodian's consent to the student's graduating without completing the Ohio core curriculum and acknowledging that one consequence of not completing the Ohio core curriculum is ineligibility to enroll in most state universities in Ohio without further coursework. (7) Prior to receiving the waiver, the program has submitted to the department an instructional plan that demonstrates how the academic content standards adopted by the state board of education under section 3301.079 of the Revised Code will be taught and assessed. If the department does not act either to grant the waiver or to reject the program application for the waiver within sixty days as required under this section, the waiver shall be considered to be granted.

Texas HB 1

Sec. 29.0822. OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM. (a) Notwithstanding Section 25.081 or 25.082, a school district may apply to the commissioner to provide a flexible school day program for students in grades nine through 12 who: (1) have dropped out of school or are at risk of dropping out of school as defined by Section 29.081; or (2) attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the commissioner. (b) To enable a school district to provide a program under this section that meets the needs of students described by Subsection (a), a school district that meets application requirements may: (1) provide flexibility in the number of hours each day a student attends; (2) provide flexibility in the number of days each week a student attends; or (3) allow a student to enroll in less than or more than a full course load. (c) A course offered in a program under this section must provide for at least the same number of instructional hours as required for a course offered in a program that meets the required minimum number of instructional days under Section 25.081 and the required length of school day under Section 25.082. (d) The commissioner may adopt rules for the administration of this section, including rules establishing application requirements. The commissioner shall calculate average daily attendance for students served under this section. The commissioner shall allow accumulations of hours of instruction for students whose schedule would not otherwise allow full state funding. Funding under this subsection shall be determined based on the number of instructional days in the school district calendar and a seven-hour school day, but attendance may be cumulated over a school year, including any summer or vacation session. The attendance of students who accumulate less than the number of attendance hours required under this subsection shall be proportionately reduced for funding purposes. The commissioner may set maximum funding amounts for an individual course under this section.

Assessment

Indiana Enrolled SB 200

SECTION 1. IC 20-10.1-16-13 IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2005]: Sec. 13. Except as provided in subsection (b), each student is required to meet: (1) the academic standards tested in the graduation examination; and (2) any additional requirements established by the governing body; to be eligible to graduate. (b) Except as provided in subsections (d), (e), (f), (g), (h), and (i), beginning with the class of students who expect to graduate during the 2010-2011 school year, each student is required to meet: (1) the academic standards tested in the graduation examination; (2) the Core 40 course and credit requirements adopted by the board under IC 20-10.1-5.7; and (3) any additional requirements established by the governing body; to be eligible to graduate. (c) A student who does not meet the academic standards tested in the graduation examination shall be given the opportunity to be tested during each semester of each grade following the grade in which the student is initially tested until the student achieves a passing score. (d) A student who does not achieve a passing score on the graduation examination and who does not meet the requirements of subsection (b) may be eligible to graduate if the student does all of the following: (1) Takes the graduation examination in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination. (2) Completes remediation opportunities provided to the student by the student's school. (3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student's attendance. (4) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the board. (5) Otherwise satisfies all state and local graduation requirements. (6) Either: (A) completes: (i) the course and credit requirements for a general diploma, including the career academic sequence; (ii) a workforce readiness assessment; and (iii) at least one (1) career exploration internship, cooperative education, or workforce credential recommended by the student's school; or (B) obtains a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination. The written recommendation must be concurred in by the principal of the student's school and be supported by documentation that the student has attained the academic standard in the subject area based upon: (i) tests other than the graduation examination; or (ii) classroom work.

Kentucky HB 197

Section 1(4)The Kentucky Department of Education shall conduct a study of the end-of-course examinations and the processes used during the pilot of the exams. (a) Following the initial use of the end-of-course exams in Algebra 1, Algebra II, and Geometry, the department, with assistance from the developers identified in subsection (2)(b) of this section, shall determine whether the exams meet the requirements in subsection (2)(c) of this section. The determination shall be based on an analysis of individual test items, analyses of student results on the exams, pilot teachers' input, and review of other data gathered during the pilot year. (b)The department shall consult with the Education Assessment and Accountability Review Subcommittee, the National Technical Advisory Panel on Assessment and Accountability, and the School Curriculum, Assessment, and Accountability Council regarding the implications for statewide implementation and shall advise the Kentucky Board of Education of its findings and recommendations. (c) Following the consultations and discussions required in paragraphs (a) and (b) of this subsection, the commissioner of education shall report the findings of the pilot project and policy options to the Interim Joint Committee on Education. (5) End-of-course exams in the pilot period shall not be used as a criterion for formally evaluating or compensating teachers. Student results may be discussed during the formative evaluation stage in compliance with KRS 156.557. (6)The department shall develop the test procedures, including testing accommodations for students with special needs, re-test provisions, reporting requirements, and other procedures as necessary to implement the provisions of this section. (7) A teacher shall use a student's score on any end-of-course exam that is administered in calculating the student's final grade in accordance with policies of the local board of education and the school-based decision making council. (8)The commissioner of education or a designee shall provide a written status report regarding implementation of this section to the Interim Joint Committee on Education and the Education Assessment and Accountability Review Subcommittee by December 1, 2007, and July 1, 2008. (9)The Kentucky Department of Education and local school districts shall use end-of-course exams to promote increased student accountability. The department and local school districts shall also use test results to

determine the need for technical assistance, professional development, and other resources to improve instruction.

Kentucky SB 130

Section 1 (4) No later than the 2007-2008 school year, and each year thereafter, the following provisions shall apply to the assessment program for middle and high schools: (a)The assessment program shall include:1.A high school readiness examination to assess English, reading, mathematics, and science in grade eight (8); 2.A college readiness examination to assess English, reading, mathematics, and science in grade ten (10); 3.The ACT college admissions and placement examination to assess English, reading, mathematics, and science, to be taken by all students in grade eleven (11); and 4. Any other component necessary to comply with the No Child Left Behind Act of 2001, 20 U.S.C. sec. 6301 et seq., as determined by the United States Department of Education.(b)1.A student whose scores on the high school readiness examination administered in grade eight (8) indicate a high degree of readiness for high school shall be counseled to enroll in accelerated courses; and 2. A student whose scores on the college readiness examination administered in grade ten (10) or the ACT college admissions and placement examination administered in grade eleven (11) indicate a high degree of readiness for college shall be counseled to enroll in accelerated courses, with an emphasis on Advanced Placement classes. (c)The cost of the initial ACT examination administered to students in grade eleven (11) shall be paid for by the Kentucky Department of Education. The costs of additional ACT examinations shall be the responsibility of the student. (d) The components of the middle and high school assessment program set forth in paragraph (a) of this subsection shall be administered in lieu of a customized or commercially available norm-referenced test under subsection (2)(a) of this section. (5)No later than the 2007-2008 school year, and each year thereafter, students in grades ten (10), eleven (11), and twelve (12) may take the WorkKeys assessments from ACT, Inc. in reading for information, locating information, and applied mathematics. (a)The costs of the initial WorkKeys assessments shall be paid by the Kentucky Department of Education. The cost of additional WorkKeys assessments shall be the responsibility of the student.(b) A student whose scores on the WorkKeys assessments indicate that additional assistance is required in reading for information, locating information, or applied mathematics shall have intervention strategies for accelerated learning incorporated into his or her learning plan. (c) A student meeting the WorkKeys threshold established by the Cabinet for Workforce Development shall be issued the appropriate Kentucky employability certificate. (6)(a)The Kentucky Department of Education shall conduct periodic studies comparing the standards in reading, mathematics, and science for middle and high school within the Kentucky core content for assessment and the concepts and content measured by the ACT and the high school and college readiness examinations under subsection (4)(a) of this section. (b)If the department determines that reading, mathematics, and science assessments required under subsection (4)(a) of this section are shown to provide direct measures of content standards and concepts identified in the Kentucky core content for assessment, the Kentucky Board of Education shall seek the advice of the Office of Education Accountability, the School Curriculum, Assessment, and Accountability Council, and the National Technical Advisory Panel on Assessment and Accountability regarding reducing the number of questions on the Commonwealth Accountability Testing System. (c)The Kentucky Department of Education shall continue to include open-response or multiple-choice items, or both, that assess student knowledge and skills in reading, mathematics, and science to the degree necessary for adequate coverage of the elements of the Kentucky core content for assessment not covered by the examinations.

Michigan Enrolled HB 5606

Sec. 1278b. 3 (d) Not later than 3 years after the effective date of this section, develop or select and approve assessments that may be used by school districts and public school academies to determine whether a pupil has successfully completed a credit required under the Michigan merit standard under subsection (1) or section 1278a(1). The assessments for each credit shall measure a pupil's understanding of the subject area content expectations or guidelines that apply to the credit. The department shall develop or select and approve assessments for at least each of the following credits: algebra I, geometry, algebra II, Earth science, biology, physics, chemistry, grade 9 English, grade 10 English, grade 11 English, grade 12 English, world history, United States history, economics, and civics.

Mississippi SB 2602

Section 12. 4(b) (b) Subject to appropriation, funding shall be made available for the 2007-2008 school year so that all sophomores in Mississippi's public schools may take an examination that measures the students' ability to succeed in an advanced placement course. The State Department of Education shall seek federal funding through the Advanced Placement Incentive Grant Program and other available funding for this purpose. Funding efforts must be focused with an intent to carry out advanced placement and pre-advanced placement activities in school districts targeted as serving a high concentration of low-income students.

New York Regulations of the Commissioner of Education 100.5

(7) (vi) For students with disabilities who first enter grade nine in or after September 2001 and prior to September 2010 and who fail required Regents examinations for graduation but pass Regents Competency Tests in those subjects, as provided for in paragraph (5) of subdivision (a) of this section, a local diploma may be issued by the local school district. For students with disabilities who first enter grade nine in September 2005 and thereafter, a score by such student of 55-64 may be considered as a passing score on any Regents examination required for graduation, and in such event and subject to the requirements of paragraph (c)(6) of this section, the school may issue a local diploma to such student. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5). (vii) For students who first enter grade nine in or after September 2001 and prior to September 2005, a score by a student of 55-64, as determined by the school, may be considered as a passing score on any Regents examination required for graduation and, in such event, the school may issue a local diploma to such student. (viii) For students who first enter grade nine in or after September 2005 and prior to September 2008, a score by a student of 55-64, as determined by the school, may be considered as a passing score on any Regents examination required for graduation and, in such event and subject to the requirements of paragraph (c)(6) of this section, the school may issue a local diploma to such student.

Oklahoma Enrolled SB 982

Section 6. A. Except as provided in subsections C and D of this section, 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 a minimum of four out of six selected subject areas in order to receive a high school diploma from a public school in the state. To demonstrate mastery, the student shall attain a satisfactory or advanced score on the end-of-instruction criterion-referenced tests administered pursuant to Section 1210.508 of Title 70 of the Oklahoma Statutes. Two of the four required end-of-instruction tests shall include Algebra I, or the additional mathematics test developed based upon the recommendation of the Achieving Classroom Excellence Task Force as provided for in subsection B of this section, and English II. Notwithstanding any other provision of law, students who do not attain a satisfactory or advanced score on any required test shall be provided remediation and the opportunity to retake the test until a satisfactory or advanced score is attained. B. Determination of the two additional end-of-instruction tests to be developed shall be made by the Legislature upon receipt of recommendations of the Achieving Classroom Excellence Task Force created pursuant to Section 4 of this act. One of the two additional end-of-instruction tests developed shall be a mathematics test with rigor which is equal to or greater than the core curriculum courses listed in paragraph 2 of subsection B of Section 11-103.6 of Title 70 of the Oklahoma Statutes. The second of the two additional end-of-instruction tests developed shall assess one of the core curriculum subjects or units listed in paragraph 1,3, or 4 of subsection B of Section 11-103.6 of Title 70 of the Oklahoma Statutes.

Texas HB 1

Sec. 39.034. MEASURE OF ANNUAL IMPROVEMENT IN STUDENT ACHIEVEMENT. (d) The agency shall determine the necessary annual improvement required each year for a student to be prepared to pass the exit-level assessment instrument required under this subchapter for graduation. The agency shall report the necessary annual improvement required to the district. Each year, the report must state whether the student fell below, met, or exceeded the necessary target for improvement. (e) The agency shall report to each school district the comparisons made under this section. Each school district shall provide the comparisons to each

teacher for all students who were:(1) assessed on an assessment instrument; and (2) taught by that teacher in the subject for which the assessment instrument was administered. (f) The school a student attends shall provide a record of the comparisons made under this section and provided to the school under Subsection (e) in a written notice to the student's parents. (g) To the extent practicable, the agency shall combine the report of the comparisons required under this section with the report of the student's performance on assessment instruments administered under Section 39.023. (h) The commissioner shall implement this section beginning with the 2007-2008 school year. This subsection expires September 1, 2008.

Texas HB 1

Sec. 39.0232. USE OF END-OF-COURSE ASSESSMENT INSTRUMENT AS PLACEMENT INSTRUMENT. To the extent practicable, the agency shall ensure that any high school end-of-course assessment instrument developed by the agency is developed in such a manner that the assessment instrument may be used to determine the appropriate placement of a student in a course of the same subject matter at an institution of higher education.

Funding

Ohio Am. Sub. SB 311

Sec. 3313.603. Whereas teacher quality is essential for student success in completing the Ohio core curriculum, the general assembly shall appropriate funds for strategic initiatives designed to strengthen schools' capacities to hire and retain highly qualified teachers in the subject areas required by the curriculum. Such initiatives are expected to require an investment of \$120,000,000 over five years.

Ohio Am. Sub. SB 311

Sec. 6. OHIO CORE SUPPORT The foregoing appropriation item 200-536, Ohio Core Support, shall be used to support implementation of the Ohio Core Program, which requires establishment of a rigorous high school curriculum for Ohio's high school students. The Department of Education and the Board of Regents shall jointly plan and work collaboratively to guide implementation of the Ohio Core Program and to administer funding to eligible school districts, fiscal agents, individuals, and programs as determined by this section. The Department of Education and the Board of Regents shall jointly agree to the awarding and expenditure of funds appropriated in this section. (A) Of the foregoing appropriation item 200-536, Ohio Core Support, up to \$2,600,000 in fiscal year 2007 shall be used to support the participation of teachers licensed in Ohio and mid-career professionals not currently employed by a school district or chartered nonpublic school or licensed to teach at the primary or secondary education levels in a twelve-month intensive training program that leads to teacher licensure in a laboratory-based science, advanced mathematics, or foreign language field at the secondary education level and employment with an Ohio school district or chartered nonpublic school. (B) Of the foregoing appropriation item 200-536, Ohio Core Support, up to \$1,500,000 in fiscal year 2007 shall be used to support alternative teacher licensure programs developed by educational service centers, in partnership with institutions of higher education. Participants shall be teachers licensed in Ohio and mid-career professionals not currently employed by a school district or chartered nonpublic school or licensed to teach at the primary or secondary education levels. Programs shall be consistent with the State Board of Education's alternative licensure requirements. (C) Of the foregoing appropriation item 200-536, Ohio Core Support, up to \$3,600,000 in fiscal year 2007 shall be distributed to school districts, and to public fiscal agents on behalf of chartered nonpublic schools, to be used to obtain contracted instruction with institutions of higher education in mathematics, science, or foreign language for public and chartered nonpublic high school students that results in dual high school and college credit. Costs shall be based upon reasonable expenses that institutions of higher education could incur for faculty, supplies, and other associated costs. (D) Of the foregoing appropriation item 200-536, Ohio Core Support, up to \$2,000,000 in fiscal year 2007 shall be disbursed to the eTech Ohio Commission within sixty days after the effective date of this section June 23, 2006. Funding shall be used to implement and support the Ohio Students Choosing On-line Resources for Educational Success Initiative that increases the educational options available for students in mathematics, advanced laboratory-based science, and foreign language. The eTech Ohio Commission shall work collaboratively with the Department of Education and the Board of Regents on this initiative. (E) Of the foregoing appropriation item 200-536, Ohio Core Support, up to \$3,500,000 in fiscal year 2007 shall be disbursed to the Board of Regents within sixty days after the effective date of this section June 23, 2006. The Board of Regents shall use the funds to support up to ten regional summer academies that focus on foreign language, science, mathematics, engineering, and technology and prepare eleventh and twelfth grade students enrolled in public or chartered nonpublic schools to pursue college-level foreign language, mathematics, science, technology, and engineering, with a focus on secondary teaching in these disciplines. Successful completion of these academics shall result in dual high school and college credits. Costs shall be based upon reasonable expenses, as determined by the Board of Regents, that institutions of higher education could incur for faculty, supplies, and other associated costs. (F) Of the foregoing appropriation item 200-536, Ohio Core Support, up to \$16,800,000 in fiscal year 2007 shall be used to fund grants under the Ohio Core Grant Program. This program shall be administered by the Ohio Department of Education. Grant funds shall be used by eligible school districts to directly support Ohio Core purposes such as building teacher capacity, recruiting and retaining teachers in required disciplines, providing intervention services to students, and other related purposes. The grants shall be awarded by the Department to eligible school districts, as determined by the Department. The Department shall consult with the Partnership for Continued Learning in establishing processes and procedures to distribute funds to eligible school districts. The Department shall evaluate the

effectiveness of the grant program. The General Assembly intends to fund the Ohio Core Grant Program from fiscal year 2008 through fiscal year 2012 at a minimum of \$16,800,000 each fiscal year.

Texas HB 1

Sec. 39.114. HIGH SCHOOL ALLOTMENT. (a) Except as provided by Subsection (b), a school district or campus must use funds allocated under Section 42.2516(b)(3) to: (1) implement or administer a college readiness program that provides academic support and instruction to prepare underachieving students for entrance into an institution of higher education; (2) implement or administer a program that encourages students to pursue advanced academic opportunities, including early college high school programs and dual credit, advanced placement, and international baccalaureate courses; (3) implement or administer a program that provides opportunities for students to take academically rigorous course work, including four years of mathematics and four years of science at the high school level; (4) implement or administer a program, including online course support and professional development, that aligns the curriculum for grades six through 12 with postsecondary curriculum and expectations; or (5) implement or administer other high school completion and success initiatives in grades six through 12 approved by the commissioner. (b) A school district may use funds allocated under Section 42.2516(b)(3) on any instructional program in grades six through 12 other than an athletic program if: (1) the district is recognized as exceptional by the commissioner under the academic accountability indicator adopted under Section 39.051(b)(13); and (2) the district's completion rates for grades nine through 12 meet or exceed completion rate standards required by the commissioner to achieve a rating of exemplary under Section 39.072. (b-1) Subsection (b) applies beginning with the 2008–2009 school year. This subsection expires September 1, 2009. (c) An open-enrollment charter school is entitled to an allotment under this section in the same manner as a school district. d) The commissioner shall adopt rules to administer this section, including rules related to the permissible use of funds allocated under this section to an open-enrollment charter school.

Sec. 42.2516. ADDITIONAL STATE AID FOR TAX REDUCTION. (3) an amount equal to the product of \$275 multiplied by the number of students in average daily attendance in grades nine through 12 in the district.

§61.1093. Use of Funds. In accordance with the Texas Education Code, §39.114(a), high school allotment funds may be spent on the following, which, unless otherwise noted, shall be targeted toward Grades 6-12:(1) programs that provide underachieving students, as defined by local policy, with the following:(A) instruction in study skills for success in college level work; (B) academic and community support for success in college preparatory classes; (C) support to participate in academic competitions; and (D) information about and access to college and financial aid; (2) activities designed to increase the number of students who take preparatory college entrance examinations and college entrance examinations; (3) programs that increase the number of students who enroll and succeed in College Board advanced placement courses and International Baccalaureate courses; (4) programs that increase the number of students who take College Board advanced placement examinations and International Baccalaureate examinations; (5) programs that expand participation in dual enrollment or concurrent enrollment courses; (6) activities designed to increase access for underachieving students to college and financial aid; (7) activities designed to create a college-going culture within a district or on a campus; (8) early college high school programs that provide at-risk students and other students with the opportunity to graduate from high school with an associate's degree or 60 hours of credit toward a baccalaureate degree; (9) programs that provide academic support and instruction to increase the number of students who complete the Recommended High School Program or the Distinguished Achievement Program as defined in Chapter 74, Subchapter E, of this title (relating to Graduation Requirements, Beginning with School Year 2004-2005), or Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007-2008); (10) strategies that create small learning communities, advocacy programs, or advisory programs for students; (11) programs or activities that create individualized high school graduation and postsecondary plans for students; (12) programs that ensure that students have access to rigorous curriculum, effective instruction, and timely formative assessment; (13) programs that create opportunities for middle and high school educators and college and university faculty to jointly identify college and secondary curricular requirements and expectations and develop means to align these requirements and expectations; (14) summer transition programs and other programs that provide academic support and instruction for students entering Grade 9; and (15) other high school completion and success initiatives as

approved by the commissioner of education. Source: The provisions of this §61.1093 adopted to be effective November 9, 2006, 31 TexReg 9025.

§61.1094. Exceptions for Alternative Uses of Funds. In accordance with the Texas Education Code (TEC), §39.114(b), before the beginning of the 2008-2009 school year, the commissioner of education shall identify school districts that are eligible for exceptions for alternative uses of high school allotment funds. Source: The provisions of this §61.1094 adopted to be effective November 9, 2006, 31 TexReg 9025.

§61.1095. Allowable Expenditures. (a) A school district may use high school allotment funds to support a program or activity that is currently in place in the district or on a campus, provided that the program satisfies at least one of the permissible uses of funds identified in the Texas Education Code (TEC), §39.114(a), and further defined in §61.1093 of this title (relating to Use of Funds). (b) A school district may spend high school allotment funds on the following, provided these items are for uses identified in the TEC, §39.114(a), and further defined in §61.1093 of this title: (1) tuition and fees; (2) textbooks and other instructional materials; (3) transportation; (4) equipment, including science laboratory equipment; (5) technology; (6) parent and community involvement and outreach; (7) professional development; (8) technical assistance services; (9) performance reward and incentive programs for students; (10) personnel costs, including salaries and benefits; (11) stipends and extra-duty pay; and (12) performance reward and incentive programs established in district policy or employment contracts. (c) School districts may pool high school allotment funds to implement multi-district programs for the uses of funds identified in the TEC, §39.114(a), and further defined in §61.1093 of this title. Source: The provisions of this §61.1095 adopted to be effective November 9, 2006, 31 TexReg 9025.

§61.1096. Unallowable Expenditures. A school district may not spend high school allotment funds on indirect or administrative costs or athletic programs. Source: The provisions of this §61.1096 adopted to be effective November 9, 2006, 31 TexReg 9025.

Coordination with post-secondary institutions and leadership

Arkansas Engrossed HB 1034

(a) The Arkansas Commission for Coordination of Educational Efforts shall study and recommend policies related to the improvement of coordination among and between the levels of education from pre-kindergarten to the graduate level. (b)(1) The commission shall give priority to improvements benefiting students at all levels of education in Arkansas. (2) The commission shall work to benefit the State of Arkansas and improve the economy of the state by recommending a more efficient system of education. (c) The commission shall: (1) Recommend policies on concurrent enrollment of high school students in college courses; (2) Make recommendations related to a common calendar for all public schools and institutions of higher education; (3) Study the various delivery systems of distance learning and recommend ways to improve and make more efficient a delivery system for Arkansas; (4) Recommend ways that the public schools, the Department of Education, the Department of Higher Education, and the institutions of higher education can improve working relationships in order to improve the effectiveness of teaching for the public schools; (5)(A) Recommend ways of improving the transfer of credit from institution to institution for the benefit of the student. (B) This includes recommendations for improving the transfer from two-year to four-year institutions as well as the transfer among two-year institutions and four-year institutions; (6) Make recommendations related to aligning the curriculum from kindergarten through the bachelor's level in colleges and universities; (7) Recommend ways of improving the link between educational efforts and economic development for Arkansas; (8) Recommend priorities for the funding of education; (9) Review all current scholarship programs of the state and institutions of higher education and make recommendations for improving future scholarship programs; (10) Make recommendations related to the future need for remediation of beginning college students; and (11) Recommend any other improvements in education at any level to benefit students and the state. 6-1-304. Reporting requirements. (a)(1) The Arkansas Commission for Coordination of Educational Efforts shall submit an annual report to the Governor, Senate and House Committees on Education, the State Board of Education, the Arkansas Higher Education Coordinating Board, and to all boards of trustees of public institutions of higher education.

Indiana Senate Enrolled Act 200, Section 2, Chapter 17.5 Admission Requirements for State Educational Institutions

(b) Except as provided in sections 5 and 6 this chapter, each state educational institution must require a student who is an Indiana resident to have completed either: (1) the Core 40 curriculum established under IC 20-30-10; or (2) a curriculum that is equivalent to the Core 40 curriculum; as a general requirement for regular admission as a freshman to the state educational institution. Sec. 4. The commission for higher education created under IC 20-12-0.5-2 shall encourage accredited private institutions of higher education to adopt general regular admissions requirements that are similar to the requirements set forth in section 2 of this chapter.

Kentucky HB 352

Section (2) The General Assembly declares as a goal for each Kentucky high school to reduce the postsecondary remediation rate for its recent high school graduates by fifty percent (50%) by the 2011-2012 academic year. (3) Beginning with the fall 2006 academic term, the Kentucky Council on Postsecondary Education and the Kentucky Department of Education shall develop and implement a postsecondary remediation information collection and reporting system. Student-level and summary postsecondary remediation data for recent high school graduates enrolled in Kentucky public postsecondary institutions shall be produced and distributed within sixty (60) days of the beginning of an academic term for each postsecondary academic term. An annual summary of remediation rate data shall be produced within sixty (60) days of the beginning of the summer academic term. (4) Postsecondary remediation data shall be: (a) Provided to schools and school districts for their recent high school graduates to assist in identifying areas for improvement in curriculum, instruction, courses of study, and the counseling of students; (b) Included on school report cards required under subsection (7) of Section 3 of this Act; and (c) Used by the Kentucky Board of Education to determine financial rewards for schools to reduce their remediation rates as set forth in subsection (2) of Section 4 of this Act. (4) The Council on Postsecondary Education and the Kentucky Department of Education shall provide leadership in the creation of a collaborative framework among schools, school districts, and public postsecondary institutions

to develop and implement strategies to reduce postsecondary remediation rates for recent high school graduates. The Council on Postsecondary Education and the Kentucky Department of Education shall submit a joint annual report to the Interim Joint Committee on Education by November 1, 2006, and each year thereafter through 2012, regarding strategies, actions, and results of efforts taken to improve the academic preparedness of recent high school graduates and to reduce postsecondary remediation rates.

Mississippi HB 1130

Section 4. (1) There is established a commission to be known as the "Lifelong Learning Commission." (2) The commission shall consist of four (4) members, who shall serve ex officio, as follows: (a) The Governor of the State of Mississippi, who shall serve as chairman; (b) The State Superintendent of Public Education; (c) The Commissioner for the State Board for Community and Junior Colleges; and (d) The Commissioner of Higher Education. (3) The duties of the Lifelong Learning Commission shall include, but not necessarily be limited to, the following: (a) To assess the dropout crisis in Mississippi and recommend action steps to address it; (b) To create a set of common definitions for graduation and dropout rates which can be used to compare the commission's progress relative to other states; (c) To facilitate agreements that will make the Mississippi high school experience more meaningful; (d) To encourage more rigor and relevance in the high school experience; (e) To facilitate the transferability of education from secondary to postsecondary institutions; (f) To raise state awareness on the need for improving Mississippi's high schools; (g) To develop a series of best practices policy actions that state policymakers and legislators can implement to achieve system-wide high school reform; and (h) To convene town hall meetings around the state, when the commission determines necessary, where students, teachers, administrators and parents can discuss high school, the senior year and impediments to greater success. (4) The commission may prepare an annual report for the consideration of the Chairman of the House and Senate Education and Universities and Colleges Committees pertaining to the information gathered in the performance of its duties. (5) The commission members shall meet at those times and places deemed necessary by the commission. The commission may use any available resources to fulfill its mission.

Ohio Am. Sub. SB 311

Sec. 3313.603. Stronger coordination between high schools and institutions of higher education is necessary to prepare students for more challenging academic endeavors and to lessen the need for academic remediation in college, thereby reducing the costs of higher education for Ohio's students, families, and the state. The state board of education, the Ohio board of regents, and the partnership for continued learning shall develop policies to ensure that only in rare instances will students who complete the Ohio core curriculum require academic remediation after high school.

Oklahoma SB 1792

Section 2. P. For purposes of this section, the courses approved for college admission requirements shall be courses which are approved by the Oklahoma State Regents for Higher Education for admission to an institution within The Oklahoma State System of Higher Education.

Texas HB 1

SECTION 5.01. Subchapter A, Chapter 28, Education Code, is amended by adding Sections 28.008 and 28.009 to read as follows: Sec. 28.008. **ADVANCEMENT OF COLLEGE READINESS IN CURRICULUM.** (a) To ensure that students are able to perform college-level course work at institutions of higher education, the commissioner of education and the commissioner of higher education shall establish vertical teams composed of public school educators and institution of higher education faculty.(b) The vertical teams shall: (1) recommend for approval by the commissioner of education and the Texas Higher Education Coordinating Board college readiness standards and expectations that address what students must know and be able to do to succeed in entry-level courses offered at institutions of higher education; (2) evaluate whether the high school curriculum requirements under Section 28.002 and other instructional requirements serve to prepare students to successfully perform college-level course work; (3) recommend how the public school curriculum requirements

can be aligned with college readiness standards and expectations; (4) develop instructional strategies for teaching courses to prepare students to successfully perform college-level course work; and (5) develop or establish minimum standards for curricula, professional development materials, and online support materials in English language arts, mathematics, science, and social studies, designed for students who need additional assistance in preparing to successfully perform college-level course work. (c) The commissioner of education and the Texas Higher Education Coordinating Board by rule shall establish the composition and duties of the vertical teams established under this section. (d) The State Board of Education shall incorporate college readiness standards and expectations approved by the commissioner of education and the Texas Higher Education Coordinating Board under Subsection (b) into the essential knowledge and skills identified by the board under Section 28.002(c). (e) Notwithstanding any other provision of this section, the State Board of Education retains its authority under Section 28.002 concerning the required curriculum. (f) Not later than September 1, 2011, the vertical teams shall complete the development of or establish minimum standards for the curricula and related materials under Subsection (b)(5). The vertical teams shall develop or establish minimum standards for the English language arts curricula and materials first, followed by mathematics, science, and social studies, respectively. The vertical teams shall complete the development of or establish minimum standards for the English language arts curricula and materials for approval by the State Board of Education not later than June 1, 2009. The English language arts curricula and online materials must be made available to high school students beginning with the 2009 fall semester, with the mathematics, science, and social studies curricula and online materials respectively becoming available each subsequent fall semester. This subsection expires December 1, 2012. (g) The agency shall coordinate with the Texas Higher Education Coordinating Board as necessary in administering this section.

Data

Indiana HB 1347; IC 20-20-8-8

Sec. 8. The report must include the following information: (19) The number of students who have dropped out of school, including the reasons for dropping out. (20) The number of student work permits revoked. (21) The number of student driver's licenses revoked. (22) The number of students who have not advanced to grade 10 due to a lack of completed credits. (23) The number of students suspended for any reason.

Kentucky HB 352

Section 1.(3) Beginning with the fall 2006 academic term, the Kentucky Council on Postsecondary Education and the Kentucky Department of Education shall develop and implement a postsecondary remediation information collection and reporting system. Student-level and summary postsecondary remediation data for recent high school graduates enrolled in Kentucky public postsecondary institutions shall be produced and distributed within sixty (60) days of the beginning of an academic term for each postsecondary academic term. An annual summary of remediation rate data shall be produced within sixty (60) days of the beginning of the summer academic term. (4) Postsecondary remediation data shall be: (a) Provided to schools and school districts for their recent high school graduates to assist in identifying areas for improvement in curriculum, instruction, courses of study, and the counseling of students; (b) Included on school report cards required under subsection (7) of Section 3 of this Act; and (c) Used by the Kentucky Board of Education to determine financial rewards for schools to reduce their remediation rates as set forth in subsection (2) of Section 4 of this Act.

Oklahoma Enrolled SB 982

Section 8. C. The State Department of Education shall collect and report data by school site and district on the number of students whose parents or legal guardians approve enrollment in other than the college preparatory curriculum required pursuant to this section.

Oklahoma SB 1792

Section 2. Q. The State Department of Education shall collect and report data by school site and district on the number of students who enroll in the core curriculum as provided in subsection D of this section.

Monitoring and overcoming challenges

Indiana Senate Enrolled Act 200, Section 12

(b) To ensure the successful implementation of the requirement that, beginning with the 2010-2011 school year and with certain exceptions, a student must complete the Core 40 curriculum in order to graduate from high school, the department shall conduct a survey to determine whether a shortage of mathematics, science, and special education teachers exists in public schools, particularly in urban and rural areas. (c) Not later than November 1, 2005, the department must: (1) report the results of the survey conducted under subsection (b); and (2) recommend strategies to address any shortages that are found to exist; to the Indiana state board of education established by IC 20-19-2-2, the education roundtable established by IC 20-19-4-2, and the legislative council. (d) This section expires November 2, 2005.

Texas HB 1

SECTION 5.06. Subchapter F, Chapter 39, Education Code, is amended by adding Sections 39.113 and 39.114 to read as follows: Sec. 39.113. RECOGNITION OF HIGH SCHOOL COMPLETION AND SUCCESS AND COLLEGE READINESS PROGRAMS. (a) The agency shall: (1) develop standards for evaluating the success and cost-effectiveness of high school completion and success and college readiness programs implemented under Section 39.114; (2) provide guidance for school districts and campuses in establishing and improving high school completion and success and college readiness programs implemented under Section 39.114; and (3) develop standards for selecting and methods for recognizing school districts and campuses that offer exceptional high school completion and success and college readiness programs under Section 39.114.

Specialty High Schools and Courses

Michigan Enrolled SB 1124

Sec. 1278a. (5) If a high school is designated by the superintendent of public instruction as a specialty school and the high school meets the requirements of subsection (6), then the pupils of the high school are not required to successfully complete the 4 credits in English language arts required under section 1278b(1)(a) or the 3 credits in social science required under subsection (1)(a)(ii) and the school district or public school academy is not required to ensure that each pupil is offered the curriculum necessary for meeting those English language arts or social science credit requirements. The superintendent of public instruction may designate up to 15 high schools that meet the requirements of this subsection as specialty schools. Subject to this maximum number, the superintendent of public instruction shall designate a high school as a specialty school if the superintendent of public instruction finds that the high school meets all of the following criteria: (a) The high school incorporates a significant reading and writing component throughout its curriculum. (b) The high school uses a specialized, innovative, and rigorous curriculum in such areas as performing arts, foreign language, extensive use of internships, or other learning innovations that conform to pioneering innovations among other leading national or international high schools. (6) A high school that is designated by the superintendent of public instruction as a specialty school under subsection (5) is only exempt from requirements as described under subsection (5) as long as the superintendent of public instruction finds that the high school continues to meet all of the following requirements: (a) The high school clearly states to prospective pupils and their parents that it does not meet the requirements of the Michigan merit standard under this section and section 1278b but is a designated specialty school that is exempt from some of those requirements and that a pupil who enrolls in the high school and subsequently transfers to a high school that is not a specialty school meeting the requirements of this subsection will be required to comply with the requirements of the Michigan merit standard under this section and section 1278b. (b) For the most recent year for which the data are available, the mean scores on both the mathematics and science portions of the ACT examination for the pupils of the high school exceed by at least 10% the mean scores on the mathematics and science portions of the ACT examination for the pupils of the school district in which the greatest number of the pupils of the high school reside. (c) For the most recent year for which the data are available, the high school had a graduation rate of at least 85%, as determined by the department. (d) For the most recent year for which the data are available, at least 75% of the pupils who graduated from the high school the preceding year are enrolled in a postsecondary institution. (e) All pupils of the high school are required to meet the mathematics credit requirements of subsection (1)(a)(i), with no modification of these requirements under section 1278b(5), and each pupil is offered the curriculum necessary to meet this requirement. (f) All pupils of the high school are required to meet the science credit requirements of section 1278b(1)(b) and are also required to successfully complete at least 1 additional science credit, for a total of at least 4 science credits, with no modification of these requirements under section 1278b(5), and each pupil is offered the curriculum necessary to meet this requirement.

New York Regulations of the Commissioner of Education 100.5

After passing the required New York State assessment or approved alternative in mathematics, science, and English language arts, the remaining units of credit required in that discipline may be in specialized courses. A specialized course is a course that meets the requirements of a unit of credit as defined in section 100.1(a) of this Part and the New York State commencement learning standards as established by the commissioner. A specialized course develops the subject in greater depth and/or breadth and/or may be interdisciplinary. Successful completion of one unit of study in an interdisciplinary specialized course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject. In a public high school, an interdisciplinary specialized course shall be taught by a teacher certified in at least one of the subjects.

**North Carolina State Board of Education – Academic Rigor, Relevance and Relationship Policy:
Timelines for Implementing the Core Course of Study**

Implementation of the Core Course of Study. All freshman entering high school fall 2008* will participate in the required core course of study.* They will also earn at least one endorsement in a specialty area by taking at least four units in the selected area of interest. [endorsements: Career-Technical Education, Arts Education, JROTC, Advanced Placement IB, Second Language, Other]

Revision of benchmarks

Minnesota S.F. 2994, 4th Engrossment

Subd. 2. Revisions and reviews required. (a) The commissioner of education must revise and appropriately embed technology and information literacy standards consistent with recommendations from school media specialists into the state's academic standards and graduation requirements and implement a review cycle for state academic standards and related benchmarks, consistent with this subdivision. During each review cycle, the commissioner also must examine the alignment of each required academic standard and related benchmark with the knowledge and skills students need for college readiness and advanced work in the particular subject area.