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September 22, 2014

MEMORANDUM

TO: Legislative Education Study Committee

FR: Travis Dulany

RE: STAFF REPORT: GRADUATION REQUIREMENTS UPDATE

INTRODUCTION

High school graduation requirements have been a recurring topic of Legislative Education Study Committee (LESC) meetings for a number of years, particularly in terms of the increased number of credits required, more rigorous and extensive course offerings and requirements, and alignment between these requirements and the expectations of postsecondary institutions and the workforce. One example of the committee's continued interest is LESC-endorsed legislation that was enacted in 2007. This legislation requires that, beginning in school year 2010-2011, in order to graduate from high school with a Diploma of Excellence, a student must complete at least 24 units and demonstrate competence in required subject areas either on a standards-based assessment or assessments or by means of a portfolio of standards-based indicators established by Public Education Department (PED) rule. The required subject areas are mathematics; reading and language arts; writing; social studies, including sections on the constitutions of the United States and New Mexico; and science.

In order to provide the LESC with an update and background information on these graduation requirements, this staff report discusses the following:

- overview of current graduation requirements;
- class of 2015 graduation requirements;

- 2014 legislation; and
- background.

Additionally, this staff report includes the following attachments:

- **Attachment 1**, *22-13-1.1 Graduation requirements*;
- **Attachment 2**, *Graduation Checklist: 2015*;
- **Attachment 3**, *6.19.7.10 NMAC Alternate Demonstration of Competency Using Standards-based Indicators*; and
- **Attachment 4**, *Memorandum: Graduation Requirements for Students Graduating by August 1, 2014, dated November 12, 2013*.

OVERVIEW OF CURRENT GRADUATION REQUIREMENTS¹

There are two requirements that students must satisfy in order to receive a New Mexico Diploma of Excellence: unit requirements and demonstration of competence.

*Unit Requirements*²

For students who entered grade 9 beginning in school year 2009-2010, successful completion of a minimum of 24 units aligned to state academic and content standards is required to earn a New Mexico Diploma of Excellence as follows:

- **four units in English**, with major emphasis on grammar, nonfiction writing, and literature;
- **four units in mathematics**, of which one must be the equivalent to or higher than the level of Algebra II, unless the student's parent submits written, signed permission for the student to complete a lesser mathematics unit, and provided that a financial literacy course that meets state mathematics academic content and performance standards qualifies as one of the four required math units;
- **three units in science**, two of which must have a laboratory component;
- **three and a half units in social science**, which must include US history and geography, world history and geography, government and economics, and one-half unit in New Mexico history;
- **one unit in physical education (PE)**, as determined by each school district, which may include PE program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico Activities Association, or any other co-curricular physical activity;
- **one unit** in a career cluster course, workplace readiness, or a language other than English; and
- **seven and one-half elective units** that meet department content and performance standards; financial literacy must be offered as an elective, and pre-apprenticeship programs and media literacy may be offered as electives.

¹ [22-13-1.1 NMSA 1978], see **Attachment 1**.

² [22-13-1.1.J NMSA 1978]

Further, for students entering grade 8 in school year 2012-2013, a course in health education is required prior to graduation. The course may be required in either middle school or high school, as determined by the school district, and must include age-appropriate sexual abuse and assault awareness training that meets PED standards.

Finally, provisions in current statute require that at least one of the units noted above must be earned as an Advanced Placement (AP) or honors course, a dual credit course offered in cooperation with a higher education institution, or a distance learning course.

Demonstration of Competence³

Beginning with school year 2010-2011:

- in order to receive a New Mexico Diploma of Excellence, students must demonstrate competence in the subject areas of mathematics; reading and language arts; writing; social studies, including a section on the US and New Mexico constitutions; and science, based on a standards-based assessment or a portfolio of standards-based indicators (also known as alternative demonstration of competence (ADC)) established by PED rule;
- statute provides that the assessment used for the Statewide Assessment and Accountability System⁴ may be used as the standards-based assessment required for graduation;
- if a student exits the school system at the end of grade 12 without having satisfied demonstration of competence requirements, the student will receive an appropriate state certificate indicating the number of credits earned and the grade completed; and
- if a student satisfies demonstration of competence requirements within five years of exiting the school system, the student may receive a New Mexico Diploma of Excellence.

CLASS OF 2015 GRADUATION REQUIREMENTS

Graduation Checklist

PED provides a graduation checklist for the 2015 cohort on the department's website (see **Attachment 2**). In addition to course requirements, the checklist indicates the standards-based tests and passing scores that may be used to demonstrate competence, as well as the tests and passing scores that may be used for the portfolio of standards-based indicators (or ADC). The checklist states that:

- students must attempt the initial demonstration of competence (the standards-based assessment) before moving on to the ADC option, except in writing;
- for writing, achieving a cut score on a college- and career-readiness indicator (e.g. AP, the ACT, or the SAT) meets graduation requirements, and the student does not need to take an additional assessment;

³ [22-13-1.1.N NMSA 1978]

⁴ [22-2C-4 NMSA 1978]

- using an end-of-course (EoC) exam in Algebra I in order to utilize the ADC option for math negates the ability to waive Algebra II requirements;⁵ and
- students may retake an EoC exam a set number of times:
 - for reading, mathematics, and science, students may take the EoC exam twice;
 - for social studies and writing, students may take an EoC exam three times; and
 - as an example, PED states that students may take a biology EoC exam twice, but if they do not pass they may not retake another biology exam, but could instead take a chemistry EoC test.

Although PED provides this guidance in its checklist for statewide graduation requirements for demonstration of competence, it may be useful to further examine current statute and rule.

Provisions in Current Law

As discussed above, provisions in current statute⁶ require that:

“a student shall not receive a New Mexico diploma of excellence if the student has not demonstrated competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators *established by the department by rule*” (emphasis added).

Turning to PED rule, Section 6.19.7.10 NMAC, *Alternative Demonstration of Competency Using Standards-based Indicators* (see **Attachment 3**) sets forth criteria for what standards-based indicators may be used for the ADC option for high school exit requirements. Specifically, the rule states that “school administrators shall establish local procedures for determining whether the alternate demonstration of competency:

- a. is complete and scorable;
- b. addresses the appropriate academic content standards; and
- c. be determined as adequately showing competency.”

The plain language of the PED rule appears to indicate that local school administrators are responsible for determining whether a student has demonstrated competence through a portfolio of standards-based indicators. In November 2013, PED issued guidance (see **Attachment 4**) to school districts that stated:

⁵ Provisions in current statute allow parents to submit written permission waiving the requirement to pass Algebra II; however, the PED graduation checklist states that any student who uses the Algebra I end-of-course exam to demonstrate competence may not exercise that waiver.

⁶ [22-13-1.1.N NMSA 1978]

“Recently, some Superintendents have asked if they may adopt policies for Alternate Demonstration of Competency under Rule 6.19.7.10 NMAC. The Rule was promulgated in January of 2009, and does not appear to have ever been used by any District. Following this transition year, PED intends to amend the rule to ensure a uniform and consistent expectation for all students graduating in 2015 and beyond. The Rule – which has been on the books since 2009 and has never been changed – sets forth requirements for Districts at their discretion to adopt procedures for students to show alternate demonstration of competency using standards-based indicators.”

Though PED expressed intent to change it, the rule has not yet been amended, at least as of the time this staff report was printed. Because recently enacted legislation – SB 122 and SB 307, further discussed below – requires that “once a student has entered ninth grade, the graduation requirements shall not be changed for that student from the requirements specified in law at the time the student entered ninth grade,” and because the rule was not amended before the current school year, it appears that all current high school students may be able to demonstrate competence through a district-determined portfolio of standards-based indicators in order to receive a New Mexico Diploma of Excellence, rather than the ADC guidance published on the PED website.

2014 LEGISLATION

Multiple Amendments Reconciled

During the 2014 legislative session, two bills amending graduation requirements for PE courses were enacted – SB 122 and SB 307. Though similar, the two bills had slight differences (denoted by an underline):

- SB 122 requires “one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers’ training corps or interscholastic sports sanctioned by the New Mexico activities association”; and
- SB 307 requires “one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers’ training corps or any other co-curricular physical activity.”

In such situations when the Legislature enacts two bills amending the same section of New Mexico Statutes Annotated (NMSA), regardless of the effective date of the acts, the last act signed by the Governor is compiled into NMSA. If the New Mexico Compilation Commission, after consulting with the Legislative Council Service, determines that the provisions of the earlier signed act can be reconciled with the last-signed act, those provisions are to be incorporated into the last-signed act and compiled into NMSA.

As such, current PE unit requirements for graduation reflect both SB 122 and SB 307, specifying that students must complete “one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers’ training corps or interscholastic sports sanctioned by the New Mexico activities association or any other co-curricular physical activity.”

Limitation of Changes to Graduation Requirements

In addition to changes in PE course requirements, both SB 122 and SB 307 added a subsection to the *Public School Code*⁷ stipulating, “Once a student has entered the ninth grade, the graduation requirements shall not be changed for that student from the requirements specified in law at the time the student entered ninth grade.”

Age-appropriate Sexual Abuse and Assault Awareness and Prevention Training

Finally, the 2014 legislative session saw the enactment of House Judiciary Committee Substitute for House Bills 92 and 101, which added the following language for health education courses required for graduation:

“Health education shall include age-appropriate sexual abuse and assault awareness and prevention training that meets department standards developed in consultation with the federal centers for disease control and prevention that are based on evidence-based methods that have proven to be effective.”

BACKGROUND

- Since 1986, to graduate from high school in New Mexico, students had been required to pass the New Mexico High School Competency Exam (NMHSCE) in certain required subjects. In testimony during the 2006 interim regarding college- and career-readiness of New Mexico high school students, the LESC heard from representatives from PED and other sources that the NMHSCE:
 - tested skills only at the eighth grade level; and
 - was not aligned with state high school standards.
- In 2007, LESC-endorsed legislation was enacted to require that, beginning in school year 2010-2011, in order to graduate from high school with a Diploma of Excellence, a student must demonstrate competence:
 - in required subject areas on a standards-based assessment or assessments; or
 - by means of a portfolio of standards-based indicators established by PED.

⁷ [22-13-1.1.F, NMSA 1978]

- These provisions allow PED to establish one exam, a series of exams such as EoC assessments, or a standards-based portfolio, for the following:
 - mathematics;
 - reading and language arts;
 - writing;
 - social studies, including sections on the constitutions of the United States and New Mexico; and
 - science.
- Other provisions require students who exit the school system at the end of grade 12 without having demonstrated competence on a standards-based assessment or by means of a portfolio of standards-based indicators to receive an appropriate state certificate indicating the number of credits earned and the grade completed; and allowed students who demonstrate competence on a standards-based assessment or portfolio of standards-based indicators within five years of exiting the school system to receive a New Mexico Diploma of Excellence.
- Until spring 2009, high school students who took the NMHSCE in their sophomore year, had five additional opportunities to retake the exam and pass it before they were scheduled to graduate, and had five years after they completed the course requirements for graduation to successfully complete all six portions of the exam to earn a diploma.
- Because statute still requires that students be given five years after they exit high school to pass the test, versions of the NMHSCE may still be required to be administered by some school districts until as late as school year 2017-2018 for some students.
- During the 2011 regular session, LESC-endorsed legislation was enacted to temporarily suspend, for school year 2011-2012, requirements to administer the following assessments:
 - in grade 11, a standards-based assessment in social studies;
 - in grades 4, 5, 7, and 11, a standards-based writing assessment;
 - in grades 9 and 10, a short-cycle diagnostic assessment in reading, language arts, and mathematics; and
 - in grade 11, a college placement assessment or a workforce readiness assessment.
- Additional provisions of the 2011 legislation permitted students graduating in school year 2011-2012 to graduate high school without demonstrating competence in required subject areas on standards-based assessments or indicators.

2013 Interim

During the 2013 interim, the LESC continued its examination of high school graduation requirements – this time, however, at the request of district superintendents throughout the state.

To implement the expanded graduation requirements in state law, PED had issued guidance through a number of memoranda and emails. To illustrate, a memo from PED in August 2012 outlined “traditional” and “alternative” demonstrations of competence for students graduating in 2014. The traditional demonstrations for math, reading, and science are prescribed scores on the standards-based assessments; for social studies and writing, the traditional demonstrations are scores on EoC exams or their equivalent. As alternative demonstrations of competence in subject areas that have a related college readiness/placement exam, students must meet the appropriate cut score in one of the following:

- the Advanced Placement exam;
- the ACT, SAT, or PSAT;
- the Accuplacer; or
- the International Baccalaureate curriculum.

For other subject areas, a variety of EoC options comprised the alternative demonstrations.

Since the memoranda in 2012, PED has issued a number of other guidance documents addressing the requirements and circumstances of certain individual subjects for the 2014 cohort, such as science and PE. For example, a November 4, 2013 memorandum describes circumstances under which PED will waive the PE requirement on a case-by-case basis for school year 2013-2014 only. Despite PED’s indication that the multiple guidance documents were intended to clarify requirements and to explain flexibility afforded to school districts, a number of superintendents found the frequent notices to be confusing and inconsistent, and they requested that the LESC hold a hearing on the topic.

Testimony came from several school superintendents, representatives of the New Mexico Coalition of Education Leaders, the New Mexico School Superintendents’ Association (NMSSA), PED, and a high school senior whose graduation status seemed uncertain. Some of the testimony was unique to specific districts. For example, one superintendent reported having told a parent one morning that his child would not graduate only to receive an email from PED that afternoon describing circumstances that would allow the senior to graduate after all. For the most part, however, the testimony raised several common concerns.

- As an indication of the extent of confusion throughout the state, an informal survey of school superintendents found that just over 50 percent of public high school seniors and their parents across the state are uncertain regarding their graduation/diploma status.
- While the alternative demonstrations of competence options are welcome, the cut scores set by PED for those tests are higher than those required by most colleges, and it is unlikely that students unable to pass a standards-based assessment will be able to achieve passing scores on the ACT or other college readiness exams. In addition, the cut scores for some EoC exams would not be set until April 2014, which one superintendent said is “unacceptable for seniors.”
- There seemed to be a limited understanding or awareness among school districts that school boards have legal authority to establish criteria for alternative demonstrations of competence, as discussed previously.

- Although the superintendents have appreciated the opportunities for discussion – like a conference call with the Secretary-designate of Public Education in early November 2013 – there was some concern that a lack of long-term planning may adversely affect the educational system.
- There was confusion among school districts whether marching band would satisfy the PE credit requirements.
- Finally, some of the testimony addressed the effect on students:
 - one superintendent testified that some seniors are considering either dropping out or taking the GED; and
 - an honor student who participated in extracurricular activities and took AP courses, including AP pre-calculus, testified that he was in danger of not graduating because he did not pass an EoC in math.

One specific recommendation to emerge from this testimony – endorsed by individual superintendents and by the NMSSA – was to create a tiered system or pathway to a high school credential, as New York and Texas have done and as Colorado was considering. The intent, this testimony continued, is not to lower standards but to recognize that some students’ success will come from experiences and resources other than college. Under this tiered system, students committed to a college-bound path would fulfill the requirements of the Diploma of Excellence, while students on a different path would receive a general diploma that testifies to their completion of required units and courses that meet state standards and that are taught by highly qualified teachers.

Finally, testimony from PED noted that the department had added flexibility for social studies by allowing the course score to be used to meet competence and also permitted course grades to be used in place of EoC exams for courses taken years ago. PED also testified that the Higher Education Department (HED) had not been involved in the development of the EoCs, prompting committee concern about the requirement in law that PED collaborate with HED in aligning high school curricula and EoC exams with postsecondary placement tests.

22-13-1.1. Graduation requirements.

A. At the end of grades eight through eleven, each student shall prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

B. Each student must complete a final next-step plan during the senior year and prior to graduation. The plan shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

C. An individualized education program that meets the requirements of Subsections A and B of this section and that meets all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act for a student with a disability shall satisfy the next-step plan requirements of this section for that student.

D. A local school board shall ensure that each high school student has the opportunity to develop a next-step plan based on reports of college and workplace readiness assessments, as available, and other factors and is reasonably informed about:

(1) curricular and course options, including honors or advanced placement courses, dual-credit courses, distance learning courses, career clusters, pre-apprenticeship programs or remediation programs that the college and workplace readiness assessments indicate to be appropriate;

(2) opportunities available that lead to different post-high-school options; and

(3) alternative opportunities available if the student does not finish a planned curriculum.

E. The secretary shall:

(1) establish specific accountability standards for administrators, counselors, teachers and school district staff to ensure that every student has the opportunity to develop a next-step plan;

(2) promulgate rules for accredited private schools in order to ensure substantial compliance with the provisions of this section;

(3) monitor compliance with the requirements of this section; and

(4) compile such information as is necessary to evaluate the success of next-step plans and report annually, by December 15, to the legislative education study committee and the governor.

F. Once a student has entered ninth grade, the graduation requirements shall not be changed

for that student from the requirements specified in the law at the time the student entered ninth grade.

G. Successful completion of a minimum of twenty-three units aligned to the state academic content and performance standards shall be required for graduation. These units shall be as follows:

- (1) four units in English, with major emphasis on grammar and literature;
- (2) three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- (3) two units in science, one of which shall have a laboratory component; provided, however, that with students entering the ninth grade beginning in the 2005-2006 school year, three units in science shall be required, one of which shall have a laboratory component;
- (4) three units in social science, which shall include United States history and geography, world history and geography and government and economics;
- (5) one unit in physical education;
- (6) one unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- (7) one-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-2006 school year; and
- (8) nine elective units and seven and one-half elective units for students entering the ninth grade in the 2005-2006 school year that meet department content and performance standards. Student service learning shall be offered as an elective. Financial literacy shall be offered as an elective. Pre-apprenticeship programs may be offered as electives. Media literacy may be offered as an elective.

H. For students entering the ninth grade beginning in the 2009-2010 school year, at least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course.

I. The department shall establish a procedure for students to be awarded credit through completion of specified career technical education courses for certain graduation requirements.

J. Successful completion of the requirements of the New Mexico diploma of excellence shall be required for graduation for students entering the ninth grade beginning in the 2009-2010 school year. Successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows:

- (1) four units in English, with major emphasis on grammar, nonfiction writing and literature;
- (2) four units in mathematics, of which one shall be the equivalent to or higher than

the level of algebra 2, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit; and provided that a financial literacy course that meets state mathematics academic content and performance standards shall qualify as one of the four required mathematics units;

(3) three units in science, two of which shall have a laboratory component;

(4) three and one-half units in social science, which shall include United States history and geography, world history and geography, government and economics and one-half unit of New Mexico history;

(5) one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association or any other co-curricular physical activity;

(6) one unit in one of the following: a career cluster course, workplace readiness or a language other than English; and

(7) seven and one-half elective units that meet department content and performance standards. Student service learning shall be offered as an elective. Financial literacy shall be offered as an elective. Pre-apprenticeship programs may be offered as electives. Media literacy may be offered as an elective.

K. For students entering the eighth grade in the 2012-2013 school year, a course in health education is required prior to graduation. Health education may be required in either middle school or high school, as determined by the school district. Each school district shall submit to the department by the beginning of the 2011-2012 school year a health education implementation plan for the 2012-2013 and subsequent school years, including in which grade health education will be required and how the course aligns with department content and performance standards. Health education shall include age-appropriate sexual abuse and assault awareness and prevention training that meets department standards developed in consultation with the federal centers for disease control and prevention that are based on evidence-based methods that have proven to be effective.

L. Final examinations shall be administered to all students in all classes offered for credit.

M. Until July 1, 2010, a student who has not passed a state graduation examination in the subject areas of reading, English, mathematics, writing, science and social science shall not receive a high school diploma. The state graduation examination on social science shall include a section on the constitution of the United States and the constitution of New Mexico. If a student exits from the school system at the end of grade twelve without having passed a state graduation examination, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student takes and passes the state graduation examination, the student may receive a high school diploma. Any student passing the state graduation examination and completing all other requirements within five years of entering ninth grade, including a final

summer session if completed by August 1, may be counted by the school system in which the student is enrolled as a high school graduate for the year in which completion and examination occur.

N. Beginning with the 2010-2011 school year, a student shall not receive a New Mexico diploma of excellence if the student has not demonstrated competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators established by the department by rule. The standards-based assessments required in Section 22-2C-4 NMSA 1978 may also serve as the assessment required for high school graduation. If a student exits from the school system at the end of grade twelve without having satisfied the requirements of this subsection, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student satisfies the requirement of this subsection, the student may receive a New Mexico diploma of excellence. Any student satisfying the requirements of this subsection and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted by the school system in which the student is enrolled as a high school graduate for the year in which all requirements are satisfied.

O. As used in this section:

(1) "final next-step plan" means a next-step plan that shows that the student has committed or intends to commit in the near future to a four-year college or university, a two-year college, a trade or vocational program, an internship or apprenticeship, military service or a job;

(2) "interim next-step plan" means an annual next-step plan in which the student specifies post-high-school goals and sets forth the coursework that will allow the student to achieve those goals; and

(3) "next-step plan" means an annual personal written plan of studies developed by a student in a public school or other state-supported school or institution in consultation with the student's parent and school counselor or other school official charged with coursework planning for the student that includes one or more of the following:

- (a) advanced placement or honors courses;
- (b) dual-credit courses offered in cooperation with an institution of higher education;
- (c) distance learning courses;
- (d) career-technical courses; and
- (e) pre-apprenticeship programs.

P. The secretary may establish a policy to provide for administrative interpretations to clarify curricular and testing provisions of the Public School Code.

History: 1978 Comp., § 22-2-8.4, enacted by Laws 1986, ch. 33, § 5; 1987, ch. 320, § 2; 1988, ch. 105, § 2; 1989, ch. 220, § 1; 1990 (1st S.S.), ch. 3, § 3; 1993, ch. 68, § 3; 1993, ch. 92, § 1; 1993, ch. 226, § 7; 1993, ch. 230, § 1; 1995, ch. 174, § 1; 1995, ch. 180, § 1; 1997, ch. 234, § 2; 2001, ch. 257, § 1; 2001, ch. 276, § 1; recompiled and amended as § 22-13-1.1 by Laws 2003, ch. 153, § 58; 2004, ch. 29, § 1; 2005, ch. 314, § 1; 2005, ch. 315, § 10; 2007, ch. 305, § 1; 2007, ch. 307, § 8; 2007, ch. 308, § 8; 2008, ch. 21, § 2; 2009, ch. 256, § 1; 2009, ch. 267, § 2; 2009, ch. 268, § 1; 2010, ch. 25, § 1; 2010, ch. 110, § 1; 2014, ch. 9, § 3; 2014, ch. 70, § 1; 2014, ch. 71, § 1.

Cross references. — For student achievement, see 22-2C-1 NMSA 1978 et seq.

For the federal Individuals with Disabilities Education Act, see 20 U.S.C.

2014 Multiple Amendments. — Laws 2014, ch. 9, § 3, effective May 21, 2014, Laws 2014, ch. 70, § 1, effective March 12, 2014, and Laws 2014, ch. 71, § 1, effective March 12, 2014, enacted different amendments to this section that can be reconciled. Pursuant to 12-1-8 NMSA 1978, Laws 2014, ch. 71 § 1, which was last signed by the governor, is set out above and incorporates all three amendments. The amendments enacted by Laws 2014, chs. 9, 70 and 71 are described below. To view the session laws in their entirety, see the 2014 session laws on *NMONESOURCE.COM*.

Laws 2014, ch. 71, § 1, effective March 12, 2014, authorized school districts to determine ways for students to meet the physical education unit requirements for graduation; limited changes to graduation requirements after students enter ninth grade; required health education to include age-appropriate sexual abuse and assault awareness and prevention training that meets federal standards; added Subsection F; in Subsection J, Paragraph (5), after "physical education", added "as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association".

Laws 2014, ch. 70, § 1, effective March 12, 2014, authorized school districts to determine ways for students to meet the physical education unit requirements for graduation; limited changes to graduation requirements after students enter ninth grade; added Subsection F; and in Subsection J, Paragraph (5), after "physical education", added "as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or any other co-curricular physical activity".

Laws 2014, ch. 9, § 3, effective May 21, 2014, required health education to include age-appropriate sexual abuse and assault awareness and prevention training that meets federal standards; and in Subsection J (relettered now as Subsection K), added the fourth sentence.

The 2010 amendment, effective May 19, 2010, added Subsection J.

The 2009 amendment, effective April 8, 2009, in Subsections K and L, added the last sentences.

The 2008 amendment, effective May 14, 2008, added financial literacy as an elective in Paragraph (7) of Subsection I and in Subsection L, provided that the standards-based assessment required by 22-2C-4 NMSA 1978 may serve as the assessment required for high school graduation.

The 2007 amendment, effective July 1, 2007, required school boards to ensure that students have an opportunity to develop next-step plans based on reports of college and workplace readiness

assessments and are informed about honors or advance placement courses, career cluster or remediation programs that college and workplace readiness assessments indicate to be appropriate; added Subsections G, I and L; and required that a "next-step plan" include advanced placement or honors courses, dual-credit courses and distance learning courses.

The 2005 amendment, effective April 7, 2005, deleted reference to "guardian" in Subsections A and B; and deleted "other physical activity" in Subsection F(5).

The 2004 amendment, effective July 1, 2004, deleted Subsection A, added new Subsections A through G, redesignated Subsections C and D as Subsections G and H, added Subsection I, added Subsection J, redesignated former Subsection E as Subsection K and changed "state board" to "secretary of public education" in Subsection K.

The 2003 amendment, effective April 4, 2003, recompiled former 22-2-8.4 NMSA 1978 as present 22-13-1.1 NMSA 1978; deleted "of education" following "the department" throughout the section; substituted "scientifically based reading research that has been" for "research based reading programs" following "based upon quality," near the middle of Subsection A; substituted "licensed school employees" for "classroom certified instructional staff" following "staff development" near the beginning of Subsection A(2); substituted "teachers and other applicable licensed school employees" for "certified school instructors" following "provided to" near the beginning of Subsection A(4); and substituted "licensed" for "certified" following "especially" near the middle of Subsection C.

The 2001 amendment, effective June 15, 2001, in Subsection D, deleted "Beginning with students entering the ninth grade in the 1986-87 school year" from the beginning of the subsection; substituted "state graduation examination" for "state competency examination" throughout the subsection; and inserted "writing" preceding "science and social science".

The 1997 amendment, effective June 20, 1997, inserted "American sign language" following "health education" near the end of Paragraph B(7), and inserted the second sentence in Subsection D.

The 1995 amendment, effective June 16, 1995, added the last sentence in Subsection B, and deleted the first part of Subsection C, which read "Effective with the 1987-88 school year".

The 1993 amendment, effective June 18, 1993, added the final sentence of Subsection D.

The 1990 (1st S.S.) amendment, effective July 1, 1990, deleted "in grades nine through twelve" following "twenty-three units" near the beginning of Subsection B.

The 1989 amendment, effective June 16, 1989, added "which may include a language other than English" at the end of Subsection B(6).

The 1988 amendment, effective May 18, 1988, inserted "or during the ninth grade" in Subsection A and added Subsection E.



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Updated 12/5/2013

Course Requirements

This spreadsheet offers a simple method for tracking courses and ensuring that students meet all graduation requirements. To use the spreadsheet:

- 1) Under each subject area, indicate the course name and course code when a student enters a class.
- 2) Indicate if the course is Honors (H), Advanced Placement (AP), Dual Credit (DC), or Distance Learning (DL) in column D.
- 3) Once the student completes the course, indicate the date of completion (column E) and the number of credits earned (column F). The total number of credits the student has earned in that subject area will automatically update.
- 4) The sum of all course credits will automatically update at the bottom of the spreadsheet.

Assessment Requirements

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

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

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

Please note that implementing the Algebra I EoC to fulfill the math assessment requirements negates the Algebra II waiver. Any student who uses the Algebra I EoC for graduation purposes must pass Algebra II to meet graduation course requirements.

Students may retake an EoC a set number of times. For reading, math, and science courses, students may take an EoC twice. For social studies and writing EoCs, students may take an EoC three times. For example, students may take a Biology EoC twice, but if they do not pass, they may not retake another Biology EoC; they may take a Chemistry EoC (twice).

To use this spreadsheet:

- 1) Input student scores for all assessments. Scores go in the green boxes.
- 2) If a student achieves a passing score, highlight that score yellow.
- 3) For EoCs, indicate the applicable cut score to determine if a student has passed. Passing scores for EoCs are version-dependent. Guidance regarding EoC passing scores is sent regularly from the PED after standard setting processes.
- 4) Students on the career pathway may have individualized cut scores established by the IEP team for the SBA and EoCs. Indicate these cut scores and the student scores in the appropriate boxes.

Please note that these spreadsheets reflect state-level requirements. Districts or charter schools may augment them as necessary to reflect local requirements.

Graduation Checklist for 2015 Cohort: Credit Requirements

At least one course must be Honors (H), Advanced Placement (AP), Dual Credit (DC), or Distance Learning (DL). Distance Learning is not Credit Recovery and cannot be counted as such. Please list which course(s) meets this requirement by placing an H, AP, DC, or DL in the box when completed. Final examinations shall be administered to all students in all classes offered for credit.

Student Name:			Cohort:			
English Language Arts	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of English with major emphasis on grammar, nonfiction writing, and literature. Options: English Language Arts (ELA) 1 (1001), ELA 2 (1002), ELA 3 (1003), ELA 4 (1004). AP courses covering the required content are also permitted.
Total Credits: English Language Arts					0	

Math	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan*. Options: Pre-Algebra (2021)**, Algebra I (2031), Geometry (2034), Applied Math (2024), Algebra II (2041), Algebra II/Trig (2044), Financial Literacy (2097) Integrated Pathway: Math I (2080), Integrated Pathway: Math II (2081), Integrated Pathway: Math III (2083), AP Courses, and courses at a higher level than Algebra II. *Students who use the Algebra I EoC score to meet Assessment Requirements may not waive Algebra II. **Ninth Grade Pre-Algebra will no longer be an option for high school credit beginning with the 2019 cohort.
Total Credits: Math					0	

Social Studies	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. Options: US History and Geography (2729), World History and Geography (2706), 0.5 US Government (2730), 0.5 Economics (2741), 0.5 NM History (2717). AP courses covering the required content are also permitted.
Total Credits: Social Studies					0	

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Science	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3 credits of science, two of which must have a laboratory component. Options: Secondary courses under STARS codes in the 1700s.
	Total Credits: Science					

Physical Education	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in physical education. Option: 2305.
	Total Credits: Physical Education					

Career Cl., Workplace Readiness Language	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in a career cluster course, workplace readiness or a language other than English
	Total Credits: CC, WR, Language					

Electives	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 7.5 elective units that meet department content and performance standards. Options: student service learning, pre-apprenticeship programs, media literacy, additional courses in core subjects, and numerous other options.
	Total Credits: Electives					

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Other	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Districts and charter schools may add additional courses to reflect local credit requirements for graduation.
	Total Credits: Other					

Total High School Credits	0	Required: 24 Credits
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Graduation Checklist for 2015 Cohort: Assessment Demonstrations of Competency

Student Name: _____

Cohort: _____

Subject	Initial Demonstration of Competency			ADC: EoC			ADC: CCR Indicators		
	Assessment	Required Score	Student Score	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Reading	Spring H2 SBA	1137 or 2273 Composite Math+Reading (neither below nearing proficient)		ELA III: Reading V2			AP Eng Lang/C	3	
	Spring H3 HSGA			ELA IV: Reading V1			AP Eng Lit/C	3	
	Fall H4 HSGA						PLAN Reading	17	
							ACT Reading	21	
							PSAT Reading	50	
	Career Pathway*	Out Score	Out Score Met?				SAT Reading	450	
							ACCU Reading	85	
							COMP Reading	88	
						SATSUB Lit	574		

Subject	Initial Demonstration of Competency			ADC: EoC			ADC: CCR Indicators		
	Assessment	Required Score	Student Score	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Math	Spring H2 SBA	1137 or 2273 Composite Math+Reading (neither below nearing proficient)		Algebra I* V1			AP Calculus	3	
	Spring H3 HSGA			Math ADC V1			AP Statistics	3	
	Fall H4 HSGA			Algebra II V1	20		PLAN Math	19	
				Algebra II V2			ACT Math	22	
				Integrat. Math III V1	10		PSAT Math	50	
				Integrat. Math III V2			SAT Math	450	
	Career Pathway*	Out Score	Out Score Met?				ACCU Elem Alg	117	
				Career Pathway*	Out Score	Out Score Met?	ACCU C—L Math	115	
							COMP Math	52	
				*Students who use the Algebra I EoC score to meet Assessment Requirements may not waive the Algebra II course requirement.			IB Math	4	
			SATSUB Lvl 1				587		
						SATSUB Lvl 2	647		

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Subject	Initial Demonstration of Competency			ADC: EoC			ADC: CCR Indicators		
	Assessment	Required Score	Student Score	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Science	Spring H3 HSGA	1138		Biology V1	20		AP Biology	3	
	Fall H4 HSGA			Biology V2	22		AP Chemistry	3	
				Biology V3			AP Computer Sc	3	
				Chemistry V1	12		AP Env. Science	3	
				Chemistry V2	13		AP Physics (any)	3	
				Chemistry V3			PLAN Science	21	
	Career Pathway*	Cut Score	Cut Score Met?				ACT Science	24	
							IB Exp Sciences	4	
				Career Pathway*	Cut Score	Cut Score Met?	SATSUB Eco Bio	593	
							SATSUB Mol Bio	624	
							SATSUB Chem	642	
							SATSUB Physics	632	

Subject	Initial Demonstration of Competency			ADC: CCR Indicators		
	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Writing	ELA III: Writing V2			AP Eng Lang/C	3	
	ELA IV: Writing V1			AP Eng Lit/C	3	
				PLAN English	15	
				ACT English	18	
				PSAT Writing	49	
	Career Pathway*	Cut Score	Cut Score Met?	SAT Writing	450	
				ACCU Writeplacer	6	
				ACCU Sent Skills	109	
				COMP Writ Skills	77	
				COMP Essay 2–12	9	
			COMP Essay 2-8	7		

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Subject	Initial Demonstration of Competency			ADC: CCR Indicators		
	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Social Studies	US History V1	26		AP Art History	3	
	US History V2			AP Euro History	3	
	Economics V1			AP Gov/Politics	3	
	NM History V1			AP Human Geog	3	
	World Hist/Geog V1			AP Macroecon	3	
	US Government V1			AP Microecon	3	
				AP Psychology	3	
				AP US History	3	
	Career Pathway*	Cut Score	Cut Score Met?	AP World History	3	
				IB Ind and Soc	4	
				SATSUB US Hist	610	
				SATSUB World H	589	

Definitions

- H2 2nd year in high school
- H3 3rd year in high school
- H4 4th year in high school
- SBA Standards Based Assessment
- EoC End-of-Course Exam
- CCR College and Career Readiness

* Career Pathway individualized cut scores are only available to special education students on a Career Pathway IEP.

Graduation Checklist for 2015 Cohort: Credit Requirements

At least one course must be Honors (H), Advanced Placement (AP), Dual Credit (DC), or Distance Learning (DL). Distance Learning and cannot be counted as such. Please list which course(s) meets this requirement by placing an H, AP, DC, or DL in the box where examinations shall be administered to all students in all classes offered for credit.

Cohort is the intended grad year based on 9th grade admission, not the year of graduation.

Student Name: Bailey Buttons				Cohort: 2015		
English Language Arts	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of English with major emphasis on grammar, nonfiction writing, and literature. Options: English Language Arts (ELA) 1 (1001), ELA 2 (1002), ELA 3 (1003), ELA 4 (1004). AP courses covering the required content are also permitted.
	ELA 1	1001		5/12	1	
	ELA 2	1002		5/13	1	
	ELA 3	1003		5/14	1	
	ELA 4	1004				
Total Credits: English Language Arts					3	

Complete Date and Credit # columns once student passes the

Math	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan*. Options: Pre-Algebra (2021)**, Algebra I (2031), Geometry (2034), Applied Math (2024), Algebra II (2041), Algebra II/Trig (2044), Financial Literacy (2097) Integrated Pathway: Math I (2080), Integrated Pathway: Math II (2081), Integrated Pathway: Math III (2083), AP Courses, and courses at a higher level than Algebra II. *Students who use the Algebra I EoC score to meet Assessment Requirements may not waive Algebra II. **Ninth Grade Pre-Algebra will no longer be an option for high school
	Algebra I	2031		5/12	1	
	Geometry	2034		5/13	1	
	Algebra II	2041		5/14	1	
	Financial Literacy	2097	DL			
Total Credits: Math					3	

Indicate H, AP, DC or DL where applicable.

Social Studies	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. Options: US History and Geography (2729), World History and Geography (2706), 0.5 US Government (2730), 0.5 Economics (2741), 0.5 NM History (2717). AP courses covering the required content are also permitted.
	U.S. History and Geography	2729		5/12	1	
	World History and Geography	2706		5/13	1	
	NM History	2717		12/13	0.5	
	U. S. Government	2730		5/14	0.5	
	Economics	2741				
Total Credits: Social Studies					3	

Add lines where necessary for additional courses in a subject area. When adding lines, be sure to update the SUM formula in box F60.

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Science	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3 credits of science, two of which must have a laboratory component. Options: Secondary courses under STARS codes in the 1700s.
	Biology	1711		5/12	1	
	Chemistry	1721		5/13	1	
	Physics	1731		5/14	1	
Total Credits: Science					3	

Physical Education	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in physical education. Option: 2305.
	Physical Education	2305		5/12	1	
	Total Credits: Physical Education					

Career Cl., Workplace Readiness Language	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in a career cluster course, workplace readiness or a language other than English
	Intro to Agriculture	0133		5/12	1	
	Total Credits: CC, WR, Language					

Electives	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Requirement: 7.5 elective units that meet department content and performance standards. Options: student service learning, pre-apprenticeship programs, media literacy, additional courses in core subjects, and numerous other options.
	Creative Writing	1021		12/11	0.5	
	Wildlife/Forestry Management	0182		5/12	1	
	Multicultural Studies	0814		5/13	1	
	Drivers Education	0818		5/13	1	
	Physiology of Exercise	2351		5/14	1	
	Teacher Aide	0823		5/14	1	
	Accounting	0207				
	Environmental Science	1751				
Total Credits: Electives					5.5	

Additional career cluster courses in a pathway should be listed under Electives to account for the

Additional courses in core subjects should also be listed under Electives.

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Other	Course Name	Course	H, AP, DC, DL	Date Completed	Credit #	Districts and charter schools may add additional courses to reflect local credit requirements for graduation.
	Health	1401		12/12	0.5	
	Total Credits: Other					

Total High School Credits	20
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Required: 24 Credits

Graduation Checklist for 2015 Cohort: Assessment Demonstrations of Competency

Student Name: Bailey Buttons

Cohort: 2015

Subject	Initial Demonstration of Competency			ADC: EoC			ADC: CCR Indicators		
	Assessment	Required Score	Student Score	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Reading	Spring H2 SBA	1137 or 2273 Composite Math+Reading (neither below nearing proficient)	2272 C - 1134 R	ELA III: Reading	25	28	AP Eng Lang/C	3	
	Spring H3 HSGA		2274 C - 1136 R	ELA IV: Reading			AP Eng Lit/C	3	
	Fall H4 HSGA						PLAN Reading	17	
						ACT Reading	21	20	
						PSAT Reading	50		
						SAT Reading	450		
	Career Pathway	Cut Score	Cut Score Met?				ACCU Reading	85	
							COMP Reading	88	
							SATSUB Lit	574	

Students may bank passing EoC scores but must still try to pass the SBA with all available administrations (including H4 retakes). A student may end up with more than 1 demonstration of competency for a subject area.

Subject	Initial Demonstration of Competency			ADC: EoC			ADC: CCR Indicators		
	Assessment	Required Score	Student Score	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Math	Spring H2 SBA	1137 or 2273 Composite Math+Reading (neither below nearing proficient)	2272 C - 1138 M	Algebra I*			AP Calculus	3	
	Spring H3 HSGA		2274 C - 1135 M	Math ADC			AP Statistics	3	
	Fall H4 HSGA				Algebra II	20		PLAN Math	19
				Integrated Math			ACT Math	22	23
							Math	50	
							Math	450	
	Career Pathway	Cut Score	Cut Score Met?				Math Alg	117	
							Math	115	
							Math	52	
							Math	4	
							SATSUB LV 1	587	
							SATSUB LV 2	647	

The cumulative score is the sum of the highest reading score and highest math score from all SBA administrations during HS. The HSGA Pass/Fail Report in SOAP automatically compiles this cumulative score from all student data.

*Students who use the Algebra I EoC score to meet Assessment Requirements may not waive the Algebra II course requirement.

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Subject	Initial Demonstration of Competency			ADC: EoC			ADC: CCR Indicators		
	Assessment	Required Score	Student Score	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Science	Spring H3 HSGA	1138	1132	Biology V1	20	18	AP Biology	3	
	Fall H4 HSGA		1135	Biology V2	22		AP Chemistry	3	
				Chemistry V1	12		AP Computer Sc	3	
				Chemistry V2	13	13	AP Env. Science	3	
							AP Physics (any)	3	
							PLAN Science	21	
	Career Pathway	Cut Score	Cut Score Met?	Career Pathway	Cut Score	Cut Score Met?	ACT Science	24	20
							IB Exp Sciences	4	
							SATSUB Eco Bio	593	
							SATSUB Mol Bio	624	
							SATSUB Chem	642	
							SATSUB Physics	632	

Subject	Initial Demonstration of Competency			ADC: CCR Indicators		
	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Writing	ELA III: Writing EoC	15	18	AP Eng Lang/C	3	
	ELA IV: Writing EoC			AP Eng Lit/C	3	
				PLAN English	15	
				ACT English	18	17
				PSAT Writing	49	
	Career Pathway	Cut Score	Cut Score Met?	SAT Writing	450	
				ACCU Writeplacer	6	
				ACCU Sent Skills	109	
				COMP Writ Skills	77	
				COMP Essay 2-12	9	
			COMP Essay 2-8	7		

Graduation Checklist for 2015 Cohort: Assessments Demonstrations of Competency

Subject	Initial Demonstration of Competency			ADC: CCR Indicators		
	Assessment	Passing Score	Student Score	Assessment	Required Score	Student Score
Social Studies	EoC US History	26	27	AP Art History	3	
	EoC Economics			AP Euro History	3	
	EoC New Mex Hist			AP Gov/Politics	3	
	Princ of Democr			AP Human Geog	3	
	US Government			AP Macroecon	3	
	World Hist/Geog			AP Microecon	3	
				AP Psychology	3	
	Career Pathway	Cut Score	Cut Score Met?	AP US History	3	
				AP World History	3	
				IB Ind and Soc	4	
				SATSUB US Hist	610	
				SATSUB World H	589	

6.19.7.10 ALTERNATE DEMONSTRATION OF COMPETENCY USING STANDARDS-BASED INDICATORS

A. Alternate demonstration of competency of high school exit requirements using standards-based indicators may include, but is not limited to the following:

- (1) results from post-secondary nationally-normed assessments;
- (2) results from workforce readiness assessments;
- (3) results from end-of-course examinations;
- (4) school-based projects such as extended papers, themes, theses, or research projects;
- (5) performances or works of art that can be recorded in an electronic format; and
- (6) community-based projects such as internships, service learning, pre-apprenticeship, or

after-school job performance.

B. The alternate demonstration of competency must not contain the following:

- (1) products not the result of the student's independent work;
- (2) projects that involve vertebrate animal subjects;
- (3) collaborations where an individual student's contributions cannot be distinguished;
- (4) course grades, teacher or employer recommendations or testimonials;
- (5) artifacts that are not related to the content standards required for graduation;
- (6) material that is inflammatory, derogatory, or humiliating.

C. All projects, including those involving human subjects and microorganisms, or other potentially hazardous biological agents, must follow the international rules and guidelines governing the international science and engineering fair.

D. Requirements for alternate demonstration of competency using standards-based indicators:

(1) Students must have participated in the short-cycle diagnostic type assessments at ninth and tenth grades in the required subject areas at least once and before submitting artifacts to be considered for alternate demonstration of competency.

(2) Students who have participated in a college placement or workplace readiness assessment may create a portfolio of artifacts as further evidence of competency or to submit to postsecondary institutions, potential employers, businesses, community organizations, or any institution that requires educational credentials for admission, scholarships, employment, partnerships, internships, apprenticeships, or any opportunity for advancement in learning, earning potential, military service, and citizenship.

(3) Assembly of the portfolio may incorporate artifacts from as early as grade nine.

(4) Students may submit a portfolio in English, Spanish, or in a Native American language of an Indian nation, tribe or pueblo located in New Mexico as per conditions of a tribal/public education department memorandum of agreement.

(5) Alternate demonstrations of competency shall not be used for federal accountability requirements and will not be included in adequate yearly progress (AYP) calculations. Students who receive a New Mexico diploma of excellence and who have demonstrated competency through the compilation of a portfolio shall be considered to have graduated and shall count as high school graduates.

(6) Students may provide alternate demonstrations of competency using standards-based indicators within five years of exiting a public school or state educational institution in order to satisfy competency in required subject areas and receive a New Mexico diploma of excellence.

(7) Unless special accommodations are required, portfolios shall be submitted to school authorities electronically, use uniform templates, and follow procedures established by the department.

(8) School administrators shall establish local procedures for determining whether the alternate demonstration of competency:

- (a)** is complete and scorable;
- (b)** addresses the appropriate academic content standards; and
- (c)** be determined as adequately showing competency.

(9) Electronic documentation of alternate demonstrations of competency shall be stored electronically by the district for five years from the time of submission.

(10) If at the end of grade twelve a student has not demonstrated competency in the required subject areas on standards-based indicators, the student will be issued a certificate indicating course credits earned and grade level completed.

[6.19.7.10 NMAC - N, 1/30/09]



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HANNA SKANDERA
 SECRETARY OF EDUCATION

SUSANA MARTINEZ
 GOVERNOR

November 12, 2013

MEMORANDUM

TO: Superintendents, Charter School Administrators, Directors of State-Supported Schools, District Test Coordinators, Charter School Test Coordinators, State-Supported Schools Test Coordinators

FROM: Hanna Skandera, Secretary of Education *HS*

RE: GRADUATION REQUIREMENTS FOR STUDENTS GRADUATING BY AUGUST 1, 2014

There have been recent discussions regarding the graduation requirements for students who will graduate by August 1, 2014. In 2008, legislation was adopted (NMSA 1978, Section 22-13-1.1) specifying that, in addition to passing the required courses, students must show competency in mathematics, reading and language arts, writing, social studies and science. In an effort to ensure uniform and high expectations for all students, the Public Education Department (PED) released guidance in 2012 outlining both primary and alternate demonstrations of competency. In any individual content area, students have a minimum of 15 opportunities to show competency based on the 2012 guidance. See Attachment A for details.

The primary and alternative demonstrations of competency have consisted of the SBA, End of Course Exams (EoCs) and College and Career Readiness assessments since the inception of the guidance in 2012. Over the past year and a half, at the request of Superintendents and the Assessment and Accountability Advisory Committee, the PED has provided additional flexibility on three occasions, the most recent occurring two weeks ago when PED extended additional options for students who will graduate by August 1, 2014 to show competency in science. The flexibility for this year mirrored the options granted for the social studies requirement by allowing a student to demonstrate competency in science with a passing grade for a lab science class taken during or prior to the 2011-2012 school year. Also consistent with the two previous options, the most recent one *does not* change graduation guidelines for students who have previously demonstrated competency in all five subject areas—rather it introduces additional

options for students not yet demonstrating competency. The PED will remain responsive to concerns raised by Superintendents but does not intend to extend any additional opportunities for students who will graduate by August 1, 2014.

Recently, some Superintendents have asked if they may adopt policies for Alternate Demonstration of Competency under Rule 6.19.7.10 NMAC. The Rule was promulgated in January of 2009, and does not appear to have ever been used by any District. Following this transition year, PED intends to amend the rule to ensure a uniform and consistent expectation for all students graduating in 2015 and beyond. The Rule—which has been on the books since 2009 and has never been changed—sets forth requirements for Districts at their discretion to adopt procedures for students to show alternate demonstration of competency using standards-based indicators.

Prior to the start of this school year, no District had made the PED aware of any procedures adopted under the Rule. If a District decides to change the current graduation guidance it gives to its students, it is important that the change is made in a uniform manner across the District. Districts must take care to effectively communicate any procedures adopted under the Rule, and to counsel their students as to whether they are on track to graduate, what requirements remain, and what options exist for demonstrating competency. Further, we encourage Districts to begin communicating these options in a manner that is individualized for students in terms of which content areas they already have, or have not, demonstrated competence.

These graduation requirements were passed by the Legislature over 5 years ago and yet Districts are reporting that students are still unclear about what is needed in order to graduate. If Districts exercise the discretion granted in the Rule, it is essential that those Districts effectively communicate the requirements to students and parents.

As Districts determine whether to adopt such procedures for students who will graduate by August 1, 2014, please be cognizant that all demonstrations of competency must be aligned to standards, rigorous, and uniform across individual Districts.

If you have any questions regarding graduation requirements, please contact Joslyn Overby at Joslyn.Overby@state.nm.us.

HS

cc: PED Executive Team

Joslyn Overby, Education Administrator, Assessment and Accountability Division

Attachment A

Number of Testing Opportunities for 2014 Graduates

Subject	SBA/HSGA	EoC Exams*	CCR Assessments**	TOTAL OPPORTUNITIES
Reading	3	3	9	15
Mathematics	3	12	12	27
Science	2	6	12	20
Writing	0	4	11	15
Social Studies	0	4	12	16

* Includes all 2014 retake opportunities for assessments with passing scores established before May 2014

** Based on one attempt at each CCR Assessment

Key:

SBA: Standards Based Assessment

HSGA: High School Graduation Assessment

EoC: End-of-Course

CCR: College and Career Readiness (ex: PSAT, SAT, PLAN, ACT, AP, ACCU, COMP, etc.)