Graduation Requirements

HB171

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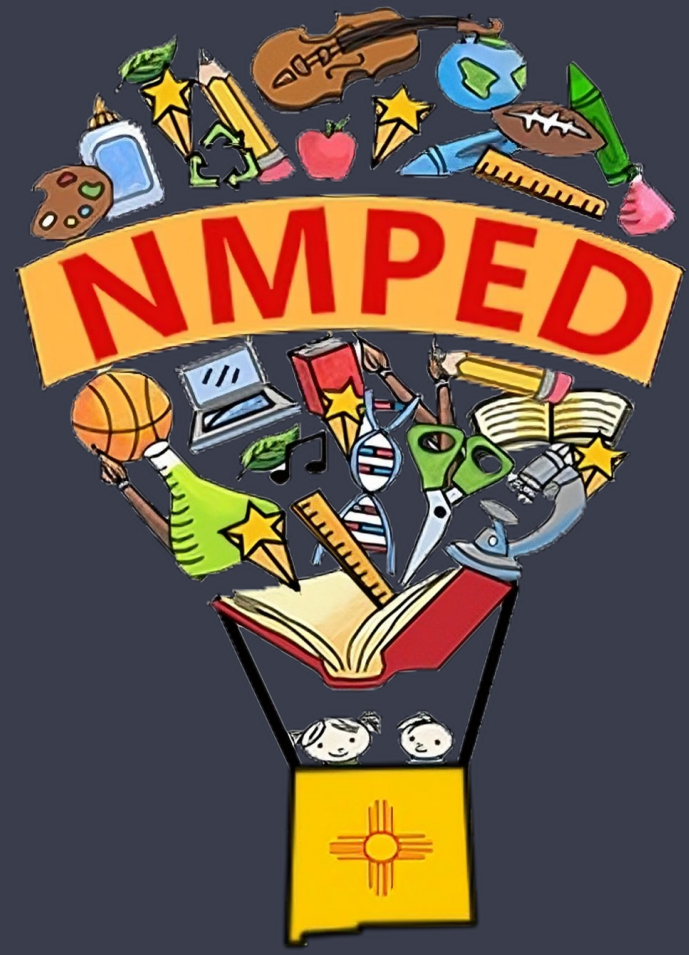
Lynn Vásquez, Director
Assessment, Research, Evaluation, & Accountability (AREA)

Ria Gill, Assistant Deputy Director
Office of Special Education (OSE)

Judy Cruz, Education Administrator
College and Career Readiness Bureau (CCRB)



Presenters

Lynn Vásquez
Division Director
Assessment, Research, Evaluation, & Accountability (AREA)
Lynn.Vasquez@ped.nm.gov

Ria Gill
Assistant Deputy Director
Office of Special Education (OSE)
Ria.Gill@ped.nm.gov

Judy Cruz
Education Administrator
College and Career Readiness Bureau (CCRB)
Judith.Cruz@ped.nm.gov

Overview

- Introduction
- Key Changes
- Removal of DOC

Introduction

During the 2024 legislative session, Governor Michelle Lujan Grisham signed House Bill 171, School Graduation Requirements, updating high school graduation requirements for the first time in over a decade, with changes becoming effective for students entering ninth grade in the 2025-2026 school year.

The new requirements include the successful completion of a minimum of 24 units aligned to the state academic content and performance standards.

Graduation Requirements – New Mexico Public Education Department

Key Changes

Graduation-Manual—HB171.pdf

CTE and WBL

Department-approved work-based learning, and career technical in the core content areas of English, mathematics, and science.

Removal of Requirements

- Removal of Algebra 2 as a requirement, although it must still be offered as a mathematics course.
- Removal of the required Advanced Placement®, honors, dual credit or distance learning units, although a student's opportunity to take these courses shall not be affected.

Credits Prior to High School

Units prior to enrolling in high school that shall satisfy unit requirements to earn a New Mexico diploma of excellence include:

Health, Algebra 1, and Geometry

Key Changes

Student Choice

- Electives shall include a two-unit pathway of concentration of the student's choice in a language other than English, including American Sign Language (ASL); fine arts; health; military career preparation; career technical education, community or service learning, capstone courses, work-based learning courses;
- Provided that financial literacy and computer science shall be offered as electives.

LEA Choice

Two units set by each local school board or governing body that meet department academic content and performance standards.

Demonstration of Competency

Removal of the state required demonstrations of competency in five core subject areas (i.e., mathematics, reading and language arts, writing, social studies, and science). Although high school students must still participate in the state's required Every Student Succeeds Act (ESSA) assessments, the additional requirement of demonstrating competency in five core subject areas is no longer necessary.

Coursework Requirements

Content Area	Coursework Requirements	Coursework Options (Course Codes)
English	**4 credits of English** (must include a 3-unit sequence)	• ELA 1 (1001)/ELA-ELD I (1064)** • ELA 2 (1002)/ELA-ELD II (1065)** • ELA 3 (1003)/ELA-ELD III (1066)** • Additional options vary by school > Department-approved WBL Course > Department-approved CTE Course **English development courses that meet ELA development academic content and performance standards. ELD courses are intended for English learners whose proficiency level is nearing proficiency, as measured by the PED-approved English language proficiency assessment.
Mathematics	**4 credits of math** (2 units shall include a sequence of Algebra I and Geometry or equivalent Integrated Pathway)	• Algebra I (2031) or Integrated Pathway: Math I (2080) • Geometry (2034) or Integrated Pathway: Math II (2081) • Additional options vary by school. > Department-approved WBL Course > Department-approved CTE Course Algebra 2 and Financial Literacy shall be offered as math courses. Units earned in Algebra 1 and Geometry prior to high school shall satisfy.
Science	**3 credits of science** (must include 2 units of a laboratory component)	• 2 laboratory sciences • Additional options vary by school. > Department-approved WBL Course > Department-approved CTE Course
Social Studies	**4 credits of social studies** (Government/Economics and Personal Financial Literacy course content shall contain civics)	• U.S. History and Geography (2729)* • U.S. Government (2730)^ • Economics (2741)^ • World History and Geography (2706) • Additional options vary by school *Course content shall contain NM history. Note: NM History can also be offered as a stand-alone course. ^Can be offered as 0.5 credit.
Physical Education	**1 unit in physical education**	• Physical Education (2305) • Marching band • JROTC • Interscholastic sports sanctioned by the NMAA or other co-curricular physical activity • Additional options vary by school
Health	**1 course (0.5 credit) in health**	• Health (1401) as an elective unit above (E) or as completed in middle school (MS)
Electives	**5.5 elective units that meet department content and performance standards and provide a two-unit pathway concentration of the student's choice**	• Language other than English (including American Sign Language) • Fine arts • Health • Military career preparation • Student service learning • Career technical education (CTE) • Community or service learning • Capstone course • Work-based learning (WBL) Computer Science and Financial Literacy shall be offered as electives.
Local Requirement	**2 units set by each local school board or governing body that meet department academic content and performance standards**	If a high school student who has taken one or both units moves from one district/charter to another, the receiving district/charter shall accept those earned units toward the student's graduation.

English Requirements

4 credits of English including a 3-unit sequence are required.

- ELA 1 (1001)/ELA-ELD I (1064)**
- ELA 2 (1002)/ELA-ELD II (1065)**
- ELA 3 (1003)/ELA-ELD III (1066)**
- Additional options vary by school

> Department-approved WBL Course

> Department-approved CTE Course

**English development courses that meet ELA development academic content and performance standards. ELD courses are intended for English learners whose proficiency level is nearing proficiency, as measured by the PED-approved English language proficiency assessment.

Math Requirements

4 credits of Math including a sequence of: Algebra 1 and Geometry or Integrated Pathway 1 & 2.

- Algebra I (2031) or Integrated Pathway: Math I (2080)
- Geometry (2034) or Integrated Pathway: Math II (2081)
- Additional options vary by school.

> Department-approved WBL Course

> Department-approved CTE Course

Algebra 2 and Financial Literacy shall be offered as math courses. Units earned in Algebra 1 and Geometry prior to high school shall satisfy.

Science Requirements

3 credits of Science including 2 credits of a laboratory component.

- 2 laboratory sciences
- Additional options vary by school.

> Department-approved WBL Course

> Department-approved CTE Course

Social Studies Requirements

4 credits of Social Studies (Government/Economics and Personal Financial Literacy course content shall contain civics)

- U.S. History and Geography (2729)*
- U.S. Government (2730)^
- Economics (2741)^
- World History and Geography (2706)
- Additional options vary by school

*Course content shall contain NM history. Note: NM History can also be offered as a stand-alone course.

^Can be offered as 0.5 credit.

Other Requirements

- **1 credits in Physical Education**
- **0.5 credit in Health**

Health prior to high school shall satisfy.

Elective Requirements

5.5 Electives -Including a two-unit pathway concentration of the student's choice.

- Language other than English (including American Sign Language)
- Fine arts
- Health
- Military career preparation
- Student service learning
- Career technical education (CTE)
- Community or service learning
- Capstone course
- Work-based learning (WBL)

Elective Requirements Continued

Local Requirement - 2 credits set by each local school board or governing body that meet department academic content and performance standards

- If a high school student who has taken one or both units moves from one district/charter to another, the receiving district/charter shall accept those earned units toward the student's graduation.
- A single course credit may fulfill the requirements for only one graduation category.
  - Credit for the course cannot be applied simultaneously to multiple requirements, even if the course content overlaps with more than one category.
    - For example, if a course satisfies both an "Elective" and a "Math" requirement, the official and student must designate which category the course will fulfill. The same credit cannot be counted toward both requirements.
    - The course can be listed on a record or transcript as meeting a graduation requirement, but a decision must be made as to which one the credit will be assigned to.

LOCAL REQUIREMENT

2 CREDITS SET BY EACH LOCAL SCHOOL BOARD OR GOVERNING BODY THAT MEET DEPARTMENT ACADEMIC CONTENT AND PERFORMANCE STANDARDS

2 CREDITS

TRANSFER

IF A HIGH SCHOOL STUDENT WHO HAS TAKEN ONE OR BOTH UNITS MOVES FROM ONE DISTRICT/CHARTER TO ANOTHER, THE RECEIVING DISTRICT/CHARTER SHALL ACCEPT THOSE EARNED UNITS TOWARD THE STUDENT'S GRADUATION.

MENU OF OPTIONS

LEAS WITH MORE THAN ONE HIGH SCHOOL CAN SELECT A MENU OF COURSES TO MEET THE NEEDS OF EACH HIGH SCHOOL.

ONE AREA

A SINGLE COURSE CREDIT MAY FULFILL THE REQUIREMENTS FOR ONLY ONE GRADUATION CATEGORY.

CREDIT FOR THE COURSE CANNOT BE APPLIED SIMULTANEOUSLY TO MULTIPLE REQUIREMENTS, EVEN IF THE COURSE CONTENT OVERLAPS WITH MORE THAN ONE CATEGORY.
EXAMPLE: IF A COURSE SATISFIES BOTH AN "ELECTIVE" AND A "MATH" REQUIREMENT, THE OFFICIAL AND STUDENT MUST DESIGNATE WHICH CATEGORY THE COURSE WILL FULFILL. THE SAME CREDIT CANNOT BE COUNTED TOWARD BOTH REQUIREMENTS.

Core Credit For:
Career Technical Education (CTE) And Work-Based Learning (WBL) Courses

The CTE/WBL courses for core credit equivalency process outlined below must align with New Mexico's Core Content Standards to be eligible for core credit. New Mexico's Core Content Standards can be viewed on the PED website: NM Core Content Standards – New Mexico Public Education Department.

Core Credit For:
Career Technical Education (CTE) And Work-Based Learning (WBL) Courses

General Requirements

Students must earn credit in the following courses with a passing grade of C or better:

- English: English 1, English 2, and English 3
- Math: Algebra 1 and Geometry **or** Integrated Math 1 and Integrated Math 2
- Science: Two lab sciences

The CTE/WBL teacher of record must hold the proper licenses in the core content areas.

Core Credit For:
Career Technical Education (CTE) And Work-Based Learning (WBL) Courses

Process

1. LEA establishes a committee to review the CTE/WBL course for core credit in the area of interest: English, math, or science. A core content area teacher in the area of interest must be included in the committee. For:
    - ELA credit, a secondary ELA teacher must be included.
    - Math credit, a secondary math teacher must be included.
    - Science credit, a secondary science teacher must be included.
2. The committee, student, and parent or guardian select the path that best meets the needs of the student.
3. The LEA maintains a detailed documentation of this process.
4. The LEA requests the approval of their school board/governing council.
5. The LEA submits documentation to the PED. Refer to the *CTE/WBL Core Credit Guidance Manual* for instructions on submitting documentation.

Core Credit Process for CTE or WBL courses

- Must align to the student's Next Step Plan

CORE CREDIT FOR:
WORK-BASED LEARNING (WBL) COURSES

The committee will choose the path that best meets student needs and will follow the steps outlined below, **a-d**. The plan must align with the student's Next Step Plan and be documented within. NMAC 22.13-1.1

- **a. Educational Alignment:** For WBL to count as core academic credit, the activities involved in the WBL experience must align with the New Mexico Core Content Standards for the relevant subject area. This alignment is critical to ensure that students are not just working but are engaging in tasks that enhance their understanding of academic content.
- **b. Collaboration Among Stakeholders:** The development of WBL programs that award core academic credits involves collaboration among WBL coordinators, academic teachers, and employers. This teamwork helps design work tasks that are meaningful from an academic perspective and ensures that the experiences are educational.
- **c. Personalized Learning Plans:** Students participating in WBL programs should have personalized learning plans that outline how their work activities will help achieve specific academic and career objectives. These plans are particularly important when the work experience is intended to count towards core academic credits.
- **d. Documentation and Accreditation:** Schools are required to maintain detailed documentation of all WBL experiences, especially those counting towards core credits. This includes logs of student activities, assessments, and periodic evaluations by both workplace supervisors and school faculty.

Examples of Integration into Core Subjects

- **Mathematics Credits**: A student engaged in an accounting internship could apply their mathematical skills in real-world contexts, potentially earning math credits if the experience aligns with the academic standards for Algebra 1 and Geometry.
- **Science Credits**: Environmental science students working on conservation projects could earn science credits by applying biological and ecological concepts in fieldwork.
- **English Credits**: Students working in communications or media roles where they create and edit written content could earn English credits if their tasks align with NM Core Content Standards.

Core Credit For:
Work-Based Learning (WBL) Courses

3 Paths

1. Course Content Standards Crosswalk
2. Mastery Scores
3. CTE WBL Capstone Completer Course

Core Credit For:
Work-Based Learning (WBL) Courses

Path 1

Course Content Standards Crosswalk

Complete the CTE_WBL for Core Credit Application

Submit the CTE_WBL for Core Credit Application and all supporting documents to the New Mexico Public Education Department

More information will be provided in the CTE/WBL Core Credit Guidance Manual.

Core Credit For:
Work-Based Learning (WBL) Courses

Path 2

Mastery Scores

Evaluate a student's performance in WBL placements through a variety of assessments.

English and Math

- PSAT 10 & PSAT/NMSQT
- SAT School Day
- Work Keys

Science

Assessment of Science Readiness (ASR)

WBL Mastery Scores

PSAT 10 & PSAT/NMSQT	SAT School Day	NM-ASR	Work Keys
Reading and Writing 430+	Reading and Writing 480+	Science 1160+	Career Readiness Certificate – Silver NCRC Level
Math 480+	Math 530+		

Core Credit For:
Work-Based Learning (WBL) Courses

Path 3

CTE WBL Capstone Completer Course

Complete an approved CTE three-course sequence including a WBL capstone course.

More information will be provided in the CTE/WBL Core Credit Guidance Manual.

A list of approved programs of study is available here: **NM CTE Approved Programs of Study (PDF)**

New Mexico Administrative Code 6.29.1.7.D

"'Career and Technical Education' means organized programs offering a sequence of courses, including technical education and applied technology education, which are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree."

Strengthening Career and Technical Education for the 21stCentury Act ("Perkins V") Sec 3(5)(A-D)

'Career and technical education' means organized educational activities that —

1. offer a sequence of courses that—
   a. integrates academic standards
   b. provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree
2. include competency-based applied learning that includes knowledge of all aspects of an industry, including entrepreneurship
3. coordinate between secondary and post-secondary education
4. may include career exploration as early as the middle grades

CTE Programs of Study

To be eligible for Perkins and NextGen funding, CTE programs of study must comply with NMAC, Perkins V and State Plan definitions. As seen on previous slides, they must:

- ➔ Offer the PED-approved 3-course sequence
- ➔ Lead to an industry-recognized credential, certificate or degree
- ➔ Coordinate between high school and college
- ➔ Have a capstone course that bridges to post-secondary opportunity including dual credit, Advanced Placement®, or work-based learning.

2024-2025-CTE-Approved-POS.xlsx

CTE Concentrator Graduation Rates

Student Demographics	2023 All Students (4-year cohort)	2023 CTE Concentrators (Seniors)
All	76.7%	**95.77%**
Male	73.6%	**95.39%**
Female	79.9%	**96.18%**
Black	69.4%	**98.73%**
Hispanic	76.1%	**96.40%**
Asian	88.1%	**96.88%**
Caucasian	79.1%	**93.75%**
Native American	74.7%	**95.69%**
English Learner	74.9%	**96.31%**
Economically Disadvantaged	69.7%	**95.89%**
Students with Disabilities	68.5%	**95.70%**

Course Waivers

The PED requires waivers for **any** change to the prescribed coursework requirements.

Graduation coursework waivers are obtained from the PED Waivers web page and submitted to Waivers.PED@ped.nm.gov.

Next Step Plan

The requirement for high school students to create Next-Step Plans, in which they set personal post high-school goals, became effective on July 1, 2003, following the signing of HB 305: Next-Step Plans for High School Students.

Since then, completing a final Next-Step Plan has been a mandatory prerequisite for graduation. The Next-Step Plan is not a new requirement but rather an established part of the graduation process aimed at guiding students toward future success.

Graduate Profile

6.29.1 NMAC, General Provisions, includes a couple of things:

Definition:

V. "Graduate profile" means a document that a school district or charter school creates and uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. The core academic competencies and subjects identified in a school district's or charter school's **graduate profile** shall align with required graduation units.

… and how it's part of graduation requirements:

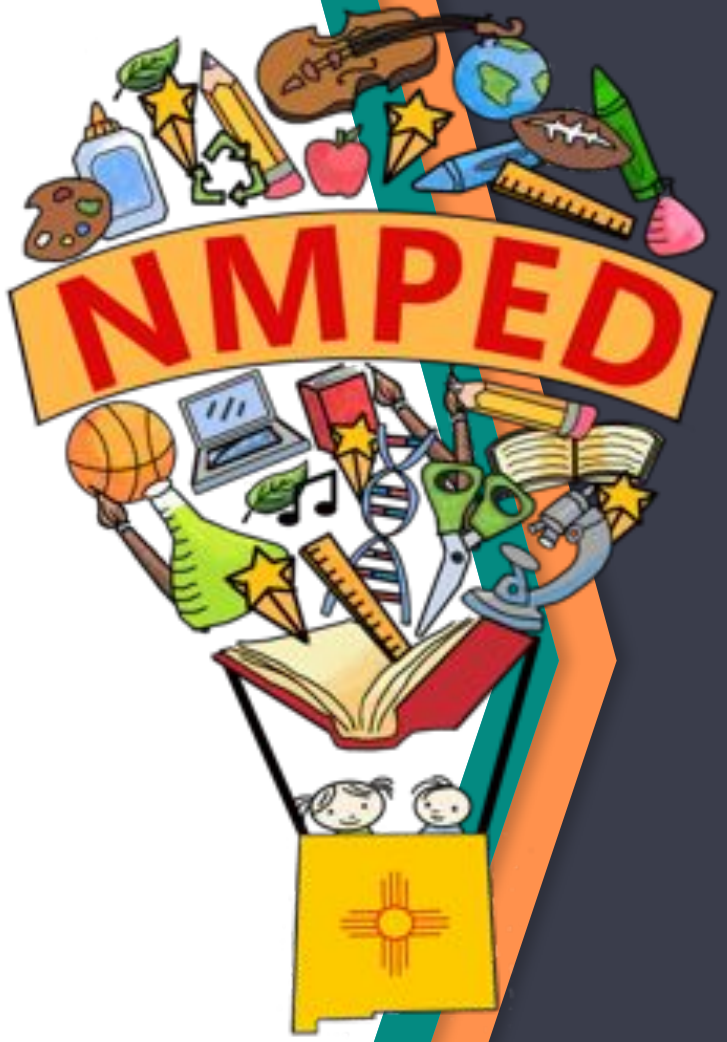
(2) The next step plan. Each student shall complete a next step plan for each high school year. The plan shall be aligned to the **graduate profile** of the student's school district or charter school and shall be completed on a department-approved template. For students with individualized education programs (IEPs), the transition plan substitutes for the next step plan.

Graduate Profile

The PED has partnered with Advance CTE to provide free resources including standards and guidance.

For more information, contact Brenna Bartlett, Director of Technical Assistance at Advance CTE, bbartlett@careertech.org

Graduation Requirements for Students with Disabilities



Updated Graduation Pathways for Students with Disabilities

Amendments to NMAC 6.29.1 have been formally adopted and are final.

Starting in the 2025-2026 school year, New Mexico will introduce two primary graduation pathways: the Standard Diploma Pathway and the Ability Diploma Pathway. These changes are significant, particularly for students with disabilities, as they are designed to ensure that all students have a pathway to graduate based on their individual needs and abilities.

The eligibility criteria for the ability program of study is that a student must be identified as a student with the most significant cognitive disabilities (MSCD). NMPED recently issued a definition for MSCD through a formal memorandum (See attached). This definition should be used by the IEP team to determine if a student meets the specific definition criteria. Not that the language regarding adaptive and cognitive functioning provides a typical baseline to make this determination. However, the definition does not explicitly require that a student be below this baseline for either adaptive or cognitive functioning.

Updated Graduation Pathways for Students with Disabilities

Standard Diploma Pathway:

This pathway remains the traditional route for students who meet the general education requirements, including the completion of coursework and state assessments. Students with disabilities can participate in the Standard Diploma Pathway, but accommodations and modifications may be made to help them meet these requirements.

For students with disabilities, this means that the pathway still offers the potential to earn a standard diploma, provided they can meet the necessary academic criteria and participate in state assessments (with appropriate accommodations if needed). This could involve alternate assessments or additional supports in areas such as reading, math, or writing.

Updated Graduation Pathways for Students with Disabilities

Ability Diploma Pathway:

Specifically designed for students with the most significant cognitive disabilities by the student's IEP team. Students on the ability pathway take the alternate assessment in at least one subject. Guidance on the qualifiers eligibility for the ability pathway are detailed in the August 4, 2023, Memorandum regarding identification of students with the most significant cognitive disabilities.

To qualify for this pathway, students must meet specific criteria indicating that they have most significant cognitive disabilities. See this formal memorandum dated August 4, 2023, for further guidance.

Updated Graduation Pathways for Students with Disabilities

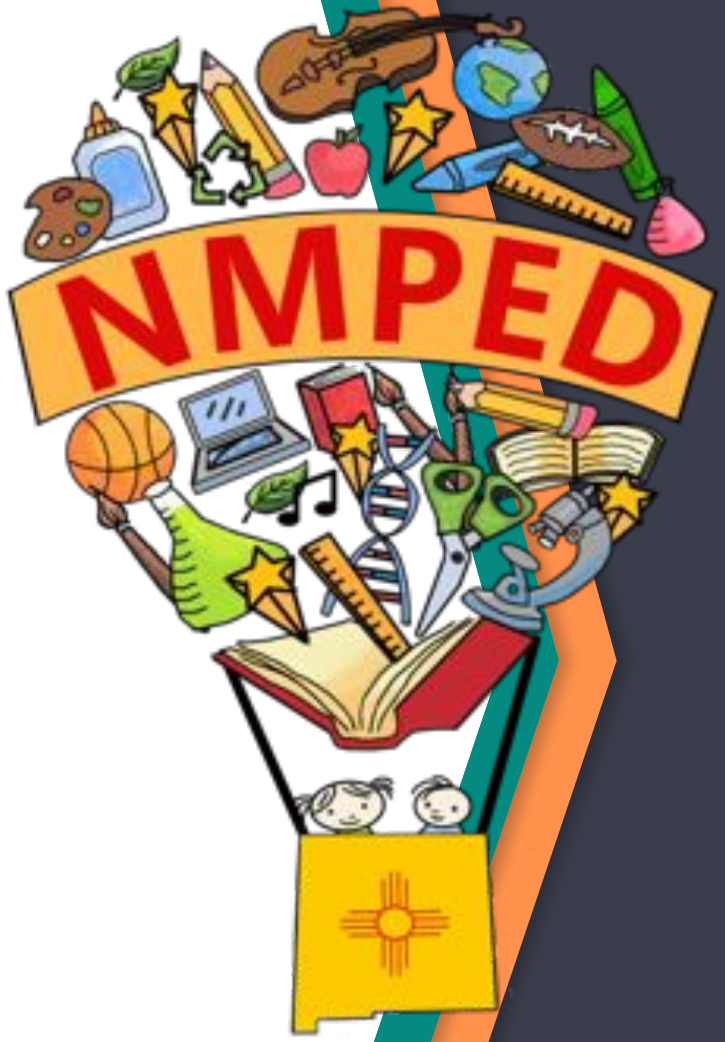
Key Points for Students with Disabilities:

- Students qualifying for the Ability Diploma Pathway will participate in the DLM assessments, which are tailored for those who cannot take general state assessments even with accommodations.
- Individualized support and accommodations will continue to be available for students on the Standard Diploma Pathway, ensuring that students with disabilities can succeed based on their strengths and needs.
- The Ability Diploma Pathway ensures that students with significant disabilities have a graduation option that recognizes their unique learning needs, helping to provide an appropriate diploma that reflects their progress.

*A district may Special Education Caseload Waiver Request under special circumstances or disruptions may occur.

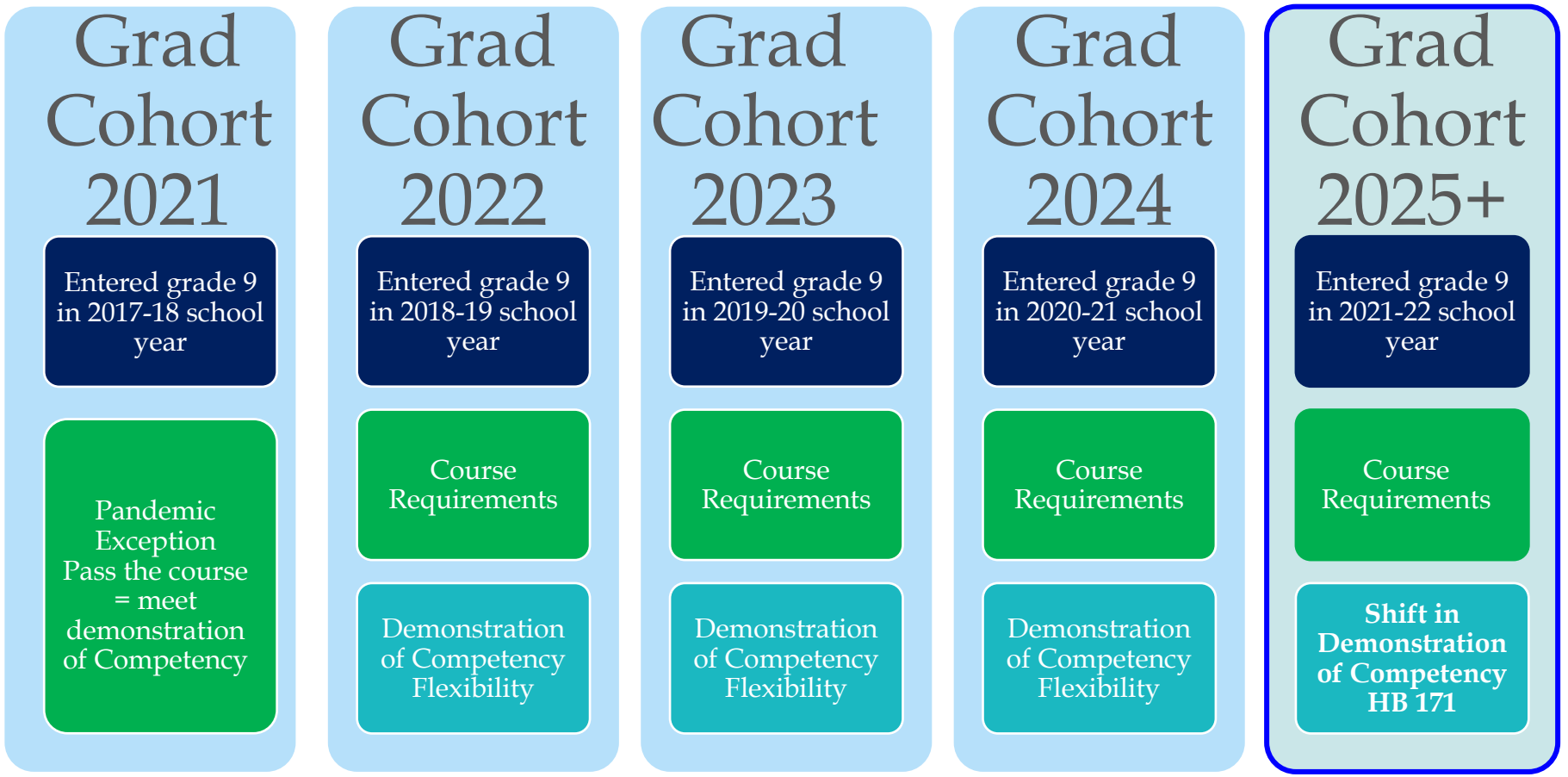
*Please email Waivers.PED@ped.nm.gov for any questions regarding waivers.

State Assessment Requirements in Relationship to New State Graduation Requirements



Cohort DOC Changes Across Time

Prior to HB171, students in NM had to demonstrate competency in five subject areas (i.e., math, reading, writing, science, social studies) to graduate.



The current "No DOC Requirement" can be retroactively applied to prior cohorts.

Shifting the Perspective of Competency

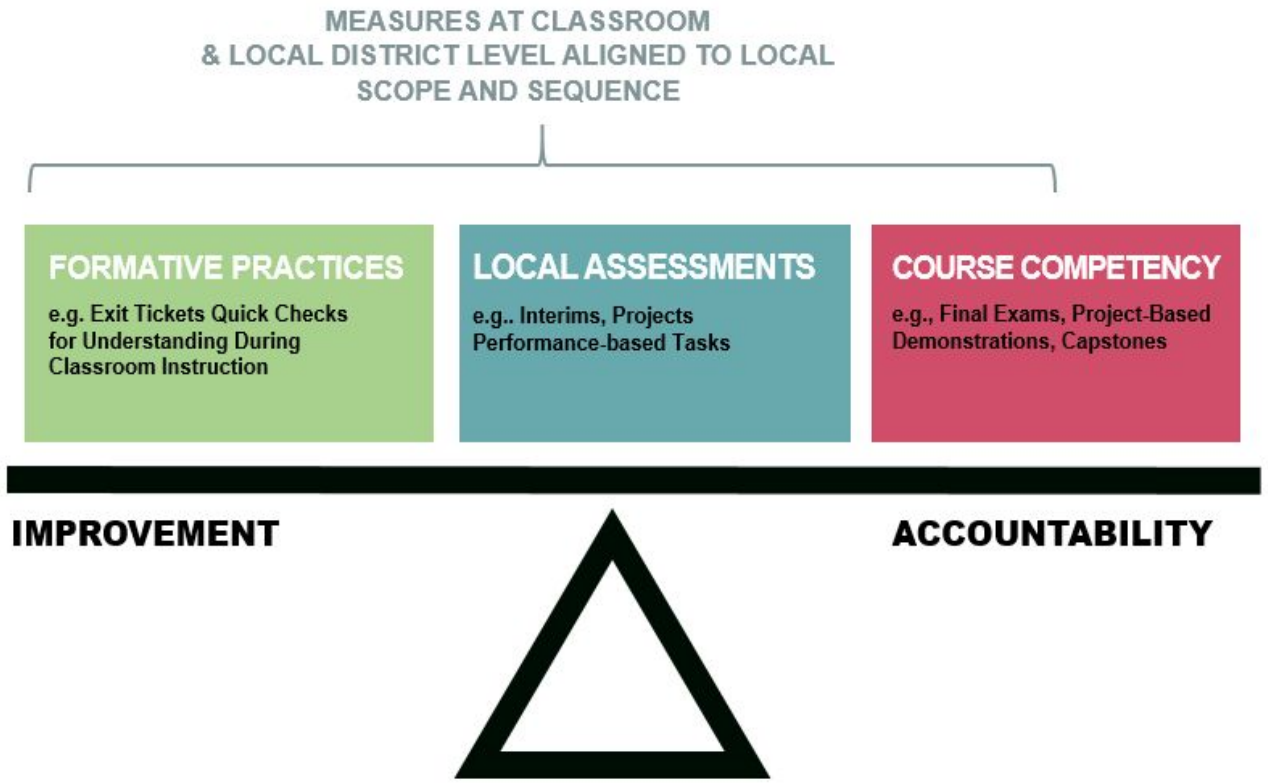
THEN

NOW
(HB171)

6.29.1 NMAC, General Provisions

Final examination. A final examination shall be administered to all students in all courses offered for credit.

Shifting the Perspective of Competency



What might happen if we made this change?

- ❑ More Timely
- ❑ More Culturally Responsive
- ❑ Less Constrained
- ❑ Less Expensive

ESSA Required Title I Assessments for High School Students

English Learners (ELs), Including ELs with Disabilities

- ACCESS for ELLs
- ELP K–12

ELP = English Language Proficiency

<u>All</u> General Education Students, Including English Learners and Students with Disabilities

- Measures of Student Success and Achievement (MSSA)
  - Math 3–8
  - Language Arts 3–8
- Spanish Reading SBA
  - 11
- SAT School Day
  - Math 11
  - Language Arts 11
- Assessment of Science Readiness (ASR)
  - Science 5, 8, 11

Resource: 2024-25 SY Test Assignment Guidance

<u>Alternate Assessments</u>
Students with Most Significant Cognitive Disabilities

- Dynamic Learning Maps (DLM) Alternate Assessment
  - Math 3–8, and 11
  - Science 5, 8, and 11
  - Lang. Arts 3–8, and 11

ELs with Most Significant Cognitive Disabilities

- Alternate ACCESS for ELLs
- ELP K–12

Starting the 2025-26SY

2025-26SY Assessment & Accountability Program Requirements Memorandum, distributed April 8, 2025

Schools by Designation Accountability Model Designation	Balanced Assessment System Measures						
	Assessment Literacy for Understanding Assessment Data & Reports[1]	Screeners: Dyslexia[1] Gifted & EL[1]	K–2 Amira ISIP at BOY, MOY, & EOY for Early Math & Literacy[1]	K–2 Amira ISIP *Monthly* Progress Monitoring for Students at Performance Levels 1-3[1]	3–8 Interim Assessments Math & Reading	Grade 10 Fall PSAT/NMSQT[1]	ESSA End-of-Year Summative Assessments[2]
Spotlight	Encouraged	Required	Required	Required	Required	Encouraged	Required
Traditional	Encouraged	Required	Required	Required	Required	Encouraged	Required
TSI	Encouraged	Required	Required	Required	Required	Encouraged	Required
CSI	Required	Required	Required	Required	NM-iMSSA Required[1]	Required	Required
CSI-MRI	Required	Required	Required	Required	NM-iMSSA Required[1]	Required	Required

Considerations & Clarifications

- LEAs are the diploma granting entities; local school boards can establish more rigorous requirements for demonstrating competency.
- States are held to a 95% Title I ESSA assessment participation rate.
- ESSA Title I assessment requirement requires students to be tested once in high school; in New Mexico –Grade 11 is the designated grade.
  - **Q: If a student does not participate in the state's grade 11 ESSA TItle I assessments, can the student still graduate?**
  - **A: Yes.**
- Early graduates can take the state high school assessments with an Off Grade Level Testing Waiver; transfer students can elect to test at grade 12 for an opportunity to take the SAT School Day.
- Course, curriculum, and standards alignment to skills assessed on the SAT School Day.

Questions & Resources

Resources:
Released End-of-Course Exams for local school use.
SAT School Day standards alignment

Graduation Requirements – New Mexico Public Education Department

Graduation-Manual-–-HB171.pdf

2024-2025-CTE-Approved-POS.xlsx

Waivers Page

Email:

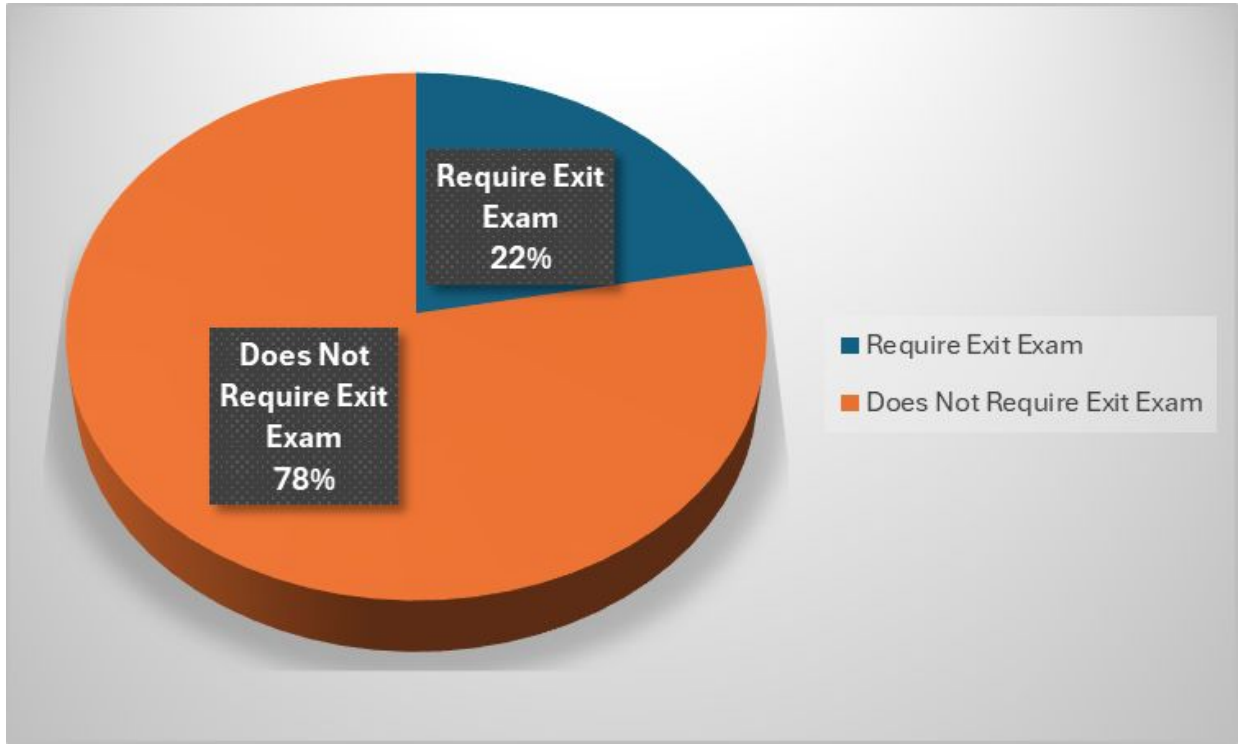
PED.Assessment@ped.nm.gov for assessment related questions.

Grad.Questions@ped.nm.gov for graduation coursework questions.

OSE.Support@ped.nm.gov for special education programs of study questions.

Graduation Requirements Questions

Quick Response Code

Reference Slide

Gertz, C (2017, February 15). Which states require an exam to graduate? *Education Week*. https://www.edweek.org/teaching-learning/which-states-require-an-exam-to-graduate