

Draft Language: Purpose of Diploma, Credit Composition and Consistency in Awarding Credit

Overview: The language below reflects one possibility of what changes to the regulations related to the purpose of a high school diploma could look like. The draft revisions to credit requirements, outlined in the table below, are designed to provoke comment to push task force members' thinking about whether the purpose as defined below is accurate and what a possible implication of this purpose could look like. We would like this draft circulated widely among representative populations of parents, students, educators and other stakeholders who would be impacted by changes to the requirements to get their feedback as we continue to think about what will best serve all DC students.

Possible regulatory language:

The purpose of the District of Columbia diploma shall be to prepare students to succeed in 21st century jobs of their choice and lead civically engaged lives. Please see [below] for definitions.

When used in this chapter, the following terms shall have the ascribed meanings:

"21st century jobs" – jobs that meet existing needs in the world, as well as jobs that will solve as-yet unidentified problems. These jobs may require post-secondary education and/or specialized training. To be able to succeed in any of these jobs, and to be able to move freely between them, students need effective communication, time management, teamwork, and social-emotional skills. Students also need academic preparation in high school that will allow them to perform well in coursework at two- or four-year post-secondary institutions or workforce programs directly following graduation.

"civically engaged lives" – graduates pro-actively engage in their communities and have developed the combination of knowledge, skills, values and motivation to want and be able to positive influence the lives of others.

Given this purpose, the possible implications for DC's high school graduation requirements are wide-ranging. Some possibilities:

The following Carnegie Units in the corresponding subjects shall be required:

Subject	Credits (Carnegie Units)
English	4.0 credits
Mathematics (must include Algebra I and may include financial literacy)	4.0 credits
Science (may include any sciences)	4.0 credits
Social Studies (may include any social sciences, including economics, history, practical life skills)	4.0 credits
World Language (must be in the same language)	2.0 credits
Arts or Humanities (including music, drama, forensics, debate)	1.0 credits
Health and Physical Education	1.5 credits
Electives	3.5 credits
Total	24.0 credits

(yellow = new language)

At least **eight (8)** ~~two (2)~~ of the twenty four (24) Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions.

All students must enroll in Algebra I no later than tenth (10th) grade commencing with the 2016-2017 school year, unless the school is approved for a waiver pursuant to Subsection 2203.7.

The world languages requirement must be in the same language. Students may acquire credit for world languages by proving proficiency on an exam or through a project at a proficiency level of two credits. Acceptable projects and exams must be approved by OSSE.

Students may receive credit for mathematics proficiency acquired outside of high school coursework through passing an exam that demonstrates mastery of academic content for the relevant course. Acceptable exams must be approved by OSSE.

~~For all students entering the ninth (9th) grade beginning school year 2009-2010, one (1) of the three (3) lab science units, required by paragraph (a) of this subsection, shall be a course in Biology.~~

Students may choose between one hundred (100) hours of community service or fifty (50) hours of community service and 0.5 credits of service learning coursework, an internship or paid work. Community service hours may be accumulated during middle school with prior high school approval. Eligible service learning coursework would be determined by the LEA.

All students shall be required to complete a capstone reflection on the community service experience.

To award credit consistently among all our schools:

To be added in the following section:

2202.8 The course work credits received by the student prior to transfer into or between D.C. Public Schools or D.C. charter schools may be used to meet the D.C. graduation requirements of that school system upon verification of successful completion of this comparable course work. Beginning in school year 2021-22, such acceptable courses must align with the course content defined in the D.C. High School Credit Course Catalogue, which shall be established and maintained by the Office of the State Superintendent.

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