



GRADUATION REQUIREMENTS IN OTHER STATES

Submitted for the November 2021 Board meeting by Linda Drake, Director of Career- and College-Readiness Initiatives

Introduction

This memo provides a summary of the graduation requirements in other states compared to Washington, and is intended to inform the Board’s work developing recommendations on:

- Alignment of the state graduation requirements following the submittal of the Profile of a Graduate by the Mastery-based Work Group in December 2021.
- Improvement of the system of graduation pathway options, as directed by the Legislature. The State Board of Education must report these recommendations to the Governor and the education committees of the Legislature by December 2022.

This comparison may also inform several topics that may be of interest to the Board such as:

- Improving the High School and Beyond Plan
- Incorporating financial literacy into high school education

The Education Commission of the States (ECS) [50-State Comparison](#), (February 2019), provided a resource for much of the information in this memo, and ECS staff Joel Moore and Ben Erwin generously met with SBE staff and shared additional valuable information.

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States’ Credit and Subject Area Requirements

According to the Education Commission of the States (ECS) [50-State Comparison](#), (February 2019), all but five states have state credit and subject area requirements. The states that do not have state credit requirements are Maine, New Hampshire, and Vermont, which are explicitly working toward proficiency or mastery-based graduation requirements, and Colorado and Massachusetts, where graduation requirements are determined at the district level. In this discussion “states” refers to the fifty states plus the District of Columbia.

Comparison of Credit and Subject Area Requirements

Among the states that have state-level credit and subject area requirements, Washington is “in the middle of the pack” in terms of the number of credits required in some key subject areas, and “outside of the pack” in a few subject areas, and in the total number of required credits. Table 1 summarizes a comparison of the number of credits required in Washington to the number of credits required in other states. The fourth column of the table summarizes a comparison of credit and subject area requirements. If the number of credits required in Washington is the same as a majority of other states, the requirements are marked “similar” with a horizontal arrow (→). If the number of credits required in Washington is greater than in the majority of other states, the requirements are marked “more” with an arrow pointed up (↑).

Table 1: Comparison of Credit and Subject Area Requirements

A summary of Washington’s credit and subject area requirements compared to those of other states.

Subject Area	Credits Required by WA	Number of States with the Same Requirement	Washington Compared to Other States	Comments
English	4	44	→ Similar	Almost all states, along with Washington, require four credits of English. California is the only state that requires three credits. Idaho requires four credits plus an additional half credit of communications.
Math	3	27	→ Similar	Two states (California and Montana) require two credits; 17 states require four credits.

Subject Area	Credits Required by WA	Number of States with the Same Requirement	Washington Compared to Other States	Comments
Social Studies	3	32	→ Similar	Five states require two or two and a half credits. Nine states require three and a half or four credits of social studies.
Science	3	36	→ Similar	Six states require two credits, and four states require four credits of science.
CTE ¹	1	2	↑ More	Washington, along with Montana, are the only two states that specifically require one credit of Career and Technical Education. Most states allow CTE as a flexible option among different subject areas—a number of states require one to three credits that may be a combination of arts, world language, CTE or other subject areas.
PE ² and Health	2	14	↑ More	Twenty-seven states specify a requirement for physical education or physical education and health combined; 14 states specify .5 or 1 credit of health in addition to .5 to 1.5 credits of physical education. Washington requires 1.5 credits of physical education, and .5 credits of health.
Arts	1	16	↑ More	Sixteen states, along with Washington, specify credits in arts for graduation. Of these, most require one credit, Minnesota requires two. Washington requires one credit as a core credit and one arts credit is a flexible, personalized pathway requirement.
WL ³	-	-	→ Similar	Washington does not require world language as a core credit, but includes it in the graduation requirements framework as personalized pathway flexible requirement. This aligns with most states that include world language as an option for meeting requirements. Eight state have world language requirement of one (California, New Jersey, New York) or two (Delaware, District of Columbia, Louisiana, Mississippi, and Tennessee) credits.
Total Credits	24	3	↑ More	Requiring 24 credits for graduation is at the high end among states for the total number of required credits. Only two other states (the District of Columbia and Florida) require 24 credits for graduation while all other states require fewer total credits. Washington's framework allows for flexibility from the total required credits through a two-credit waiver granted locally to individual students, based on the students' circumstances, allowing individual students to graduate with 22 rather than 24 credits. See Figure 1 for states' total credit requirements.

1-Career and Technical Education. 2-Physical Education. 3-World Language

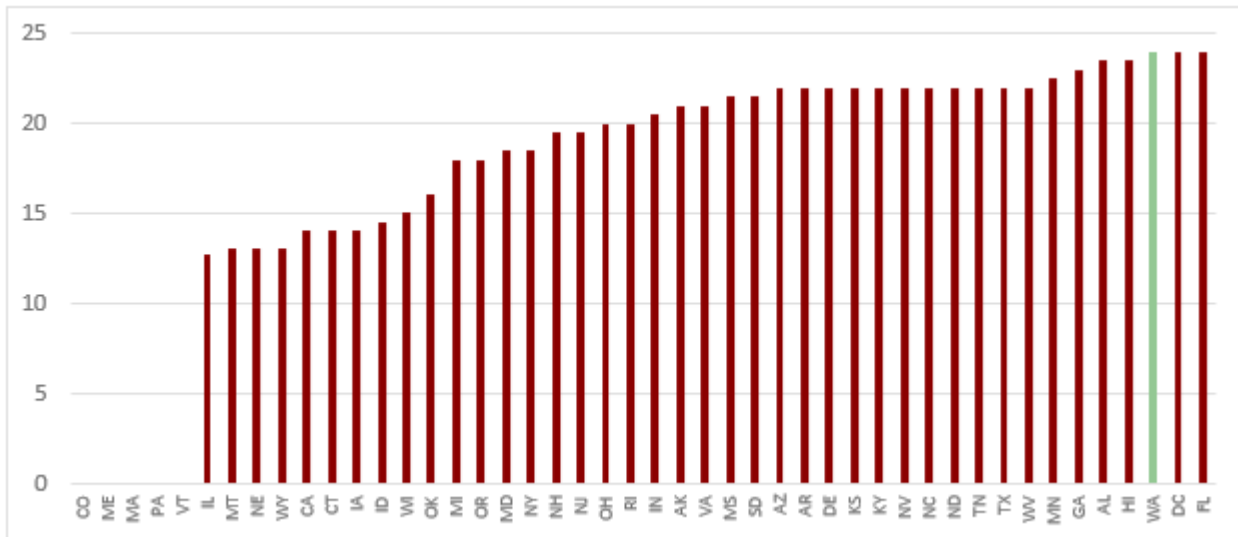
Washington has more credits required for graduation than most other states in:

- Career and Technical Education (CTE)
- Physical education (PE) and health

- Arts
- Total credits for graduation

Figure 1 shows the total credits required for graduation by states, with Washington highlighted. Some states have relatively few state requirements, allowing districts to add more requirements, while other states set a higher state minimum of total credits. Eleven states require 22 credits for graduation.

Figure 1: Total Credits Required for Graduation



In none of the subject areas required for graduation did Washington require fewer credits than the majority of other states—for these subject areas, Washington requires the same or more credits for graduation than in the majority of other states. However, a few states have requirements not included in the Washington graduation framework. Examples of these requirements are discussed later in this document.

When the SBE reviews graduation requirements the Board may choose to review the subject area requirements where Washington is “outside of the pack,” as well as total requirements and requirements that other states have and Washington does not, to affirm alignment with Washington’s Profile of a Graduate.

Flexibility within Credit and Subject Area Requirements

Washington provides student choice within the graduation requirement framework through flexible credits—electives and personalized pathway requirement credits.

Sixteen states do not specify a number of electives as part of state graduation requirements, while 30 states specify a number of electives ranging between one and eight credits or units. Washington’s graduation requirement framework specifies four electives. In practice in Washington, local districts may replace state electives with local graduation requirements.

Small districts may not have the capacity and enrollment to offer multiple courses in different subjects from which students may choose their elective credits.

Approximately 20 other states have policies similar to personalized pathway requirements that allow student choice within sets and subsets of subject areas. Primarily, the subject areas where flexibility is allowed are arts, world language, and Career and Technical Education (CTE). In Minnesota, computer science, CTE or Project Lead the Way (an engineering and science curriculum) may fulfill one of three math credits required for graduation; but, generally, English, math, social studies, and science are not included as subjects for which there is flexibility through this type of policy.

Some states allow different kinds of high school diplomas, which provide additional student choice and flexibility. “Waiver” diplomas or “career” diplomas often allow fewer social studies, math, or science courses to allow students to concentrate in CTE, earn an industry recognized credential, or demonstrate career readiness through an assessment such as [ACT WorkKeys](#). Washington state has historically pursued a policy of a single diploma, providing flexibility through the graduation requirement framework, rather than through an alternate diploma.

Graduation Pathway Options and Similar Requirements

A broad definition of a graduation pathway is “a collection of courses, experiences, assessments, and other requirements that culminate with a high school diploma” ([Preparing High School Students for Careers: Career-Ready High School Graduation Pathways](#), Alliance for Excellent Education). According to the Alliance for Excellent Education, 29 states offer multiple pathways to a high school diploma ([Ready for What? How Multiple Graduation Pathways Do—and Do Not—Signal Readiness for College and Careers](#)¹). Generally, states offer graduation pathways to create options for students to prepare for careers and develop career readiness skills. Typically, standard graduation requirements may be driven by higher education and are at least somewhat aligned to baccalaureate institution admission requirements. However, these admission standards requirements are often perceived as too narrow and proscribed to accommodate, for example, earning an industry-recognized credential or allowing for meaningful work-based learning.

Like other states, Washington’s graduation pathway options provide for a career-readiness path to a diploma by establishing a CTE option. In addition, Washington is one of only three states that offers a pathway for a military career option. Beyond providing career-readiness pathways, the stated purpose in the intent section of [ESSHB 1599](#) (Chapter 252, Laws of 2019) was to provide options other than standardized tests: “While standardized tests may be a

¹ Sattem, J., & Hyslop, A. (2021, February). *Ready For What? How Multiple Graduation Pathways Do—and Do Not—Signal Readiness for College and Careers*. Retrieved October 2021, from <https://all4ed.org/wp-content/uploads/2021/03/Career-Ready-High-School-Graduation-Pathways-FINAL.pdf>.

graduation pathway option chosen by some to demonstrate career and college readiness, students should have other rigorous and meaningful pathway options to select from when demonstrating their proficiencies.” ([ESSHB 1599](#), Section 101, Chapter 252, Laws of 2019.) In other words, one of the main purposes of graduation pathway options in Washington was to move diploma requirements away from standardized test exit exams. While this has been accomplished for most students in the state, implementation of graduation pathway options has been uneven, and student choices of graduation pathway options are limited in many districts ([Washington Graduation Pathway Options Stakeholder Feedback Project, Year 2](#)). Graduation pathway options have also been very much disrupted by the COVID-19 pandemic.

ESSHB 1599 directed the SBE to study graduation pathway options; the study is beginning its third and final year. In December 2022, the Board will report to the Education Committees of the Legislature on recommended changes and additional pathways, if any. Research and feedback from students, parents, educators, and members of the public has already led to the Board advocating for an additional “performance exhibition” graduation pathway option through request legislation introduced in the 2021 Legislative session, HB 1162. The performance exhibition option could provide a way to incorporate a work-based pathway focused on work experience to add another career-oriented pathway to the CTE pathway. The pathway may also support students with a goal to move into postsecondary programs in the arts, design, music, etc. where a portfolio and/or audition demonstrating readiness for further study is a requirement.

High School and Beyond Plan and Similar Requirements

The Washington state [High School and Beyond Plan](#) (HSBP) is a required part of the high school diploma that must begin by 8th grade, and must include a number of elements such as:

- Identification of career goals aided by a skills and interest assessment
- Identification of educational goals
- A four-year course taking plan
- Options for satisfying graduation requirements
- Information on state and federal financial aid
- A resume or activity log

The implementation of the HSBP is locally determined. In the 2020-2021 Basic Education Compliance survey, 166 districts reported that no credit was awarded for the HSBP. Remaining districts embed high school and beyond planning into for-credit advisories or into existing for-credit courses including senior capstone courses, senior advisory, or in other subject area courses such as English or social studies. Many districts that have advisories for each year of high school award .25 or .5 credits of credit per year.

Examples of states that have HSBP-type planning include Hawaii and West Virginia. In Hawaii, students are awarded .5 credits for meeting the elements of [Hawaii’s Personal Transition Plan](#). The credit is awarded at the end of the first semester of the student’s last high school year. The Personal Transition Plan must include a plan for goal attainment, identification of

available resources, evidence to support the plan of action taken, and must include a self-evaluation component. The planning process must begin by the 9th grade.

West Virginia's [Personalized Education Plan](#) begins by 8th grade and is updated annually. "Personalized planning allows student to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal/educational goals, and realize their career aspirations." (WVBE Policy 2315.) The plan calls for [personalized advising](#) with each student, to identify goals, meet graduation requirements, and identify supports for students in meeting post-secondary goals.

Unlike Washington, both of these states present clear expectations for planning activities for each grade. The Office of the Superintendent of Public Instruction's [Career Guidance Washington](#) provides free high school and beyond lesson plans, but districts do not need to use it, and in Washington, the implementation and timing of HSBP planning activities appears to vary widely. Hawaii offers consistent credit for meeting the requirement for all students in the state. West Virginia provides detailed guidance for counselors on helping students with their plan, and on tracking students' transcripts and plan across the middle school to high school transition and between grades. These are potential areas where Washington's HSBP process could be improved.

States' Profiles of a Graduate and Alignment of Graduation Requirements

A number of states, as well as districts (including some districts in Washington), have developed Profiles, or Portraits, of a Graduate. Profiles of graduates are often developed in conjunction with efforts to expand personalized learning, including mastery-based learning.

The Virginia General Assembly directed the state Board of Education to develop a Profile of a Graduate in 2015, which was completed over two to three years. Part of the purpose of the work was to better support students transitioning out of high school and being successful in their post-high school life. In response to the development of the [Profile of a Virginia Graduate](#), the state modified graduation requirements, reducing the number of required end-of-course assessments from six to five, and implementing this change for the Class of 2022. By making this change, the state hopes to increase flexibility for districts to expand work-based and service-learning programs that help students meet five competencies associated with the profile, "The Five C's": critical thinking, creative thinking, communication, collaboration, and citizenship.

Additional examples of states with profiles of a graduate are listed in the attached responses to SBE staff questions by the Education Commission of the States.

Other Graduation Requirements

A number of graduation requirements are present in one state, or only a few states. State Board of Education members may want additional information on these requirements as part

of the work to align graduation requirements with the Profile of a Graduate. At the November 2021 Board meeting, members will discuss the 2022 alignment work and may identify topics and areas for additional information, which could include some of these topics.

Computer Science

Ten states, including Washington, allow computer science as part of multiple options, or allow computer science to replace a third credit of math or science. In Texas, two units of computer language may replace world language. In Washington, each school district with a high school must provide access to an elective computer science course by the 2022-2023 school year. Computer science may substitute a third credit of math or science provided 1) that the student's parent or guardian is notified of the consequences of the substitution; 2) the student, parent or guardian, and the school counselor or principal agree to the substitution; and, 3) the substitution is aligned with the student's HSBP.

Financial Literacy

Four states (Montana, New Jersey, Tennessee, and Utah) have a .5 credit requirement in financial literacy; Illinois has a .25 requirement in consumer education. Washington has no state credit requirement in financial literacy, but districts must embed financial literacy learning standards into the K12 curriculum. The subject of financial literacy is often raised in SBE outreach meetings with parents and students.

Credit for English as a second language

Arizona allows English or English as a second language to meet the four credits of English graduation requirements.

Online education

In Michigan, New Mexico, and Florida, at least one credit of the total credits required for graduation must be completed as an online or remote learning course.

Environmental Literacy

In Maryland, student must complete a locally designed, state approved, [high school program in environmental literacy](#).

Parenting

New York state has learning standards for parenting, which may be taught in a high school course, or integrated into a health or family and consumer sciences course.

Ethnic Studies

California recently became the first state to enact through legislation an [ethnic studies requirement](#) for the 2025-2026 school year for students in the Class of 2030.

Next Steps

At the November 2021 Board meeting, members will be updated on the Mastery-based Learning Work Group's draft Profile of a Graduate. The Work Group will be submitting the final Profile of a Graduate to the Board by December 10, 2021. During 2022, the Board will review Washington state graduation requirements for alignment with the Profile of a Graduate. [Senate Bill 5249](#) (Chapter 144, Laws of 2021) authorizes the Board to submit recommendations to the Legislature on additional graduation pathway options, changes to graduation pathway options, and to consider:

- (i) Whether changes to the core subject area requirements, flexible credits, and noncredit requirements should be made and what those changes should be;
- (ii) The relationship between credits and core subject area requirements; and
- (iii) How the following components of the high school diploma work together as a system of graduation requirements designed to declare that a student is ready for success in postsecondary education, gainful employment, and civic engagement and is equipped with the skills to be a lifelong learner: The high school and beyond plan and the credit and subject area graduation requirements under RCW 28A.230.090 and the graduation pathway options under RCW 28A.655.250. ([SSB 5249](#))

At the November Board meeting, members may give feedback to staff on building a work plan for reviewing graduation requirements, and identifying topics that members would like additional information about that would be useful for the review.

Attachments: Education Commission of the States Responses to Questions

January 2021 Response



EDUCATION COMMISSION
OF THE STATES
Your education policy team.

Response to information request

Ben Erwin
01/25/2021
berwin@ecs.org

This response was prepared for Linda Drake, Washington State Board of Education.

Your Question:

You asked for examples of states with competency-based graduation requirements.

Our Response:

States have taken a variety of approaches to implementing competency-based education. This Education Commission of the States' [brief](#) and [blog](#) highlight some entry points and policy options for states. The Aurora Institute also released In addition, the ECS [50-state comparison](#) of graduation requirements includes a non-course graduation requirement [metric](#) that highlights project- or performance-based requirements, including:

- **Idaho:** By the end of grade 12, a student must complete a senior project, which must include a written report and an oral presentation.
- **Kentucky:** Demonstrate performance-based competency in technology.

Among competency-based education policy options, **competency-based graduation requirements** and **graduate profiles** are most relevant to your question.

Competency-Based Graduation Requirements

Colorado allows school districts to develop a [menu](#) of college and career readiness demonstrations to align with state graduation requirements. Among the permitted demonstration options are a portfolio or capstone project. The state convened a [working group](#) to develop [guidance](#) to support the development of a capstone or portfolio demonstration option. The state department of education also maintains a [webpage](#) with promising district examples.

New Hampshire developed [minimum standards for public school approval](#) that are rooted in competency-based education and its [state model competencies](#). New Hampshire [expanded](#) its competency-based system through the development of the [Performance Assessment of Competency Education](#). PACE uses locally developed and administered assessments that are aligned with the identified competencies and the judgement of teachers to evaluate student proficiency.

Ohio allows students to complete a [capstone project](#) to satisfy some graduation requirements. The department of education developed [guidance](#) to support schools and districts in providing the opportunity. The guidance includes key steps in the process as well as potential options for satisfying capstone requirements. The capstone proposal must address:

- An area of study that serves as a culmination of the student's high school experience and focuses on connecting the student to his or her next steps after high school.
- A proposed anchor experience that explores the capstone topic through an application such as an internship, problem-based research project, public service project, artistic demonstration or another means.
- Areas within the capstone components, such as an anchor experience, culminating portfolio of work and/or presentation, in which the student will integrate technology skills, mathematical proficiency and research, writing and communication skills.
- An outline of the deliverables for the culminating portfolio of work.

Education Commission of the States strives to respond to information requests within 48 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

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Oregon [requires](#) students to demonstrate proficiency in [essential skills](#) and meet [personalized learning requirements](#) in order to graduate. Personalized learning requirements include the development of an education plan for each student beginning in the 7th grade, career-related experiences, and extended application of knowledge and skills aligned with the education plan. Students may demonstrate mastery of the [nine essential skills](#) through various [local assessment options](#).

Rhode Island partnered with the Great Schools Partnership to develop a [proficiency-based learning framework](#) that includes graduation proficiencies in the core subjects and cross-curricular skills. Although it does not specify specific assessment types to determine proficiency, it does include performance indicators tied to scoring criteria.

Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. In order to support districts in implementing proficiency-based graduation requirements, the agency of education developed [model proficiency-based graduation requirements](#). These are connected to the state's [profile of a graduate](#) that identifies six key domains for college and career readiness. While proficiency demonstrations are left to districts, the state agency of education provides model performance indicators for both [proficiencies in core subjects](#) and [transferrable skills](#).

[Graduate Profiles](#)

In an effort to articulate the overarching competencies identified for college and career readiness, some states have developed a [profile of a graduate](#).

South Carolina developed a [state profile of a graduate](#) that outlines the competencies needed to graduate ready for college, career and civic life. This profile was used as the foundation of the [SC Competencies Prototype](#), which lays out the skills students need to demonstrate mastery of each competency.

Virginia developed a [profile of a graduate](#) with four key components—content knowledge, workplace skills, community and civic engagement, and career exploration. [Graduation requirements](#) were updated to align with the profile, while also providing local flexibility to satisfy the components.

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This response was prepared for Linda Drake, Washington State Board of Education.

Your Question:

You asked for information on the following questions:

1. Which other states have developed Profiles or Portraits of a Graduate?
2. How have states that have Profiles of a Graduate used the Profile?
3. Have states that have Profiles of a Graduate changed their graduation requirements to better support the Profile, and what were the changes?
4. The State Board of Education has proposed legislation ([HB 1162](#)) that would establish a new Graduation Pathway option of a "Performance Exhibition" or portfolio- or performance-type option which a student could use for meeting the Graduation Pathway Requirement. Are there other states that have a portfolio graduation requirement or an option for meeting a graduation requirement through a portfolio or a performance?

Our Response:

The following response includes state policy examples of graduate profiles and proficiency-based graduation requirements. Proficiency-based graduation requirements were included due to their similarity to graduate profiles. The questions listed above will be addressed in each section when a state has relevant policies and guidance. States are listed in alphabetical order.

State Examples

Colorado allows school districts to develop a [menu](#) of college and career readiness demonstrations to align with state graduation requirements. Among the permitted demonstration options are a portfolio or capstone project. The state convened a [working group](#) to develop [guidance](#) to support the development of a capstone or portfolio demonstration option. The state department of education also maintains a [webpage](#) with promising district examples.

Georgia supports competency-based education through a state [grant program](#). To support personalized and competency-based instruction, the state [converted](#) its standards into [Competency and Academic Standards Exchange \(CASE\)](#) format. This helps to identify and tag open educational and curricular resources that can support standards-aligned instruction.

Idaho is scaling mastery education statewide through a grant program and maintenance of a mastery education [network](#). This network developed a mastery education [framework](#) in addition to college and career readiness [competencies](#) and [other resources](#) including model assessments and performance tasks.

New Hampshire: New Hampshire developed [minimum standards](#) for public school approval that are rooted in CBE and its [state model competencies](#). Each local school board is required to develop graduation competencies that align with state content requirements. Each school must develop a plan for tracking student progress on graduation competencies in addition to developing promotion policies based on demonstrated competency.

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New Hampshire [expanded](#) its competency-based system by applying for assessment approval under the federal Innovative Assessment Demonstration Authority and developing the Performance Assessment of Competency Education. To evaluate proficiency, [PACE](#) uses a [combination](#) of state and locally developed and administered assessments that are aligned with identified competencies. A [review](#) of PACE schools after three years of implementation found that, “PACE schools tend to exhibit small positive effects on the Grades 8 and 11 state achievement tests” in comparison to non-PACE schools.

Oregon [requires](#) students to demonstrate proficiency in [essential skills](#) and meet [personalized learning requirements](#) in order to graduate. Personalized learning requirements include the development of an education plan for each student beginning in the 7th grade, career-related experiences, and extended application of knowledge and skills aligned with the education plan. Students may demonstrate mastery of the [nine essential skills](#) through various [local assessment options](#).

Rhode Island [state regulation](#) requires schools to develop proficiency-based graduation requirements that are aligned to state standards. State policy permits students to demonstrate mastery in multiple ways, including formative assessment, summative assessments, locally designed assessments, performance assessments, and state and national standardized assessment. Through the collaboration with the Great Schools Partnership, educators across Rhode Island developed [performance assessments](#) for each grade band aligned with the proficiency framework.

South Carolina developed a [state profile of a graduate](#) that outlines the competencies needed to graduate ready for college, career and civic life. This profile was used as the foundation of the [SC Competencies Prototype](#), which lays out the skills students need to demonstrate mastery of each competency.

Utah established a personalized, competency-based learning [grant program](#) to assist with scaling competency-based education incrementally. Funding is available for both planning and implementation grants and the SEA provides technical assistance and facilitates connections with organizations like the [Mastery Transcript Consortium](#). The SEA also developed a [PCBL framework](#) to support district implementation and align PCBL efforts with the state [portrait of a graduate](#). The framework identifies indicators for program quality that utilize state and local assessment data, in addition to other metrics. The state board developed competencies that align with each domain in the portrait. The portrait of a graduate is not designed to be “quantified or measured” according to state board resources.

Vermont’s Education Quality Standards (EQS) require that schools’ graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. In order to support districts in implementing proficiency-based graduation requirements, the agency of education developed [model proficiency-based graduation requirements](#). These are connected to the state’s [profile of a graduate](#) that identifies six key domains for college and career readiness.

1. Learner Agency
2. Global Citizenship
3. Academic Proficiency
4. Well-Being
5. Critical Thinking & Problem-Solving
6. Communication

While proficiency demonstrations are left to districts, the state agency of education provides model performance indicators for both [proficiencies in core subjects](#) and [transferrable skills](#). In addition to proficiency-based graduation requirements, Vermont has also established multiple [graduation pathways](#) and [personalized learning plan](#) requirements.

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Virginia developed a [profile of a graduate](#) with four key components—content knowledge, workplace skills, community and civic engagement, and career exploration. [Graduation requirements](#) were updated to align with the profile, while also providing local flexibility to satisfy the components. [Locally-developed performance assessments](#) may be used to determine student mastery in credit-bearing coursework. This [report](#) outlines the process the department of education underwent to develop and implement the profile of a graduate as well as key policy changes to support the shift.

Additionally, schools were also required to provide career planning and exploration opportunities and ensure students demonstrate mastery of the 5 C's—Critical thinking; Creative thinking; Communication; Collaboration; Citizenship—as a part of implementing the profile of a graduate.

ECS Resources

- [Policy Approaches to Competency Based Education](#): This outline details policy approaches that support competency-based education, such as seat-time waivers and proficiency-based diplomas. State examples are included for each of the approaches.
- [Policy Solutions that Foster Competency Based Education](#): This policy brief, authored by KnowledgeWorks, outlines opportunities for states to maximize this year's virtual or hybrid environments to tailor learning and instruction for students. It draws on seven core elements for personalized, competency-based learning. This brief was authored as part of a series on [Equitable Transitions Through Pandemic Disruptions](#).
- [Competency-Based Education: State Policy Options for COVID-19 Pandemic Recovery](#): This blog highlights state policy options for implementing CBE and potential benefits of CBE in pandemic recovery.

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