

TENNESSEE STATE BOARD OF EDUCATION	
HIGH SCHOOL POLICY	2.103

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I. GRADUATION REQUIREMENTS

- (1) All students shall have access to a rigorous education that prepares them for success in postsecondary education and the workforce. All coursework shall be aligned to the Tennessee Academic Standards for each subject and course.
- (2) Schools shall minimize the tracking of students by ability, eliminate core classes taught below the college preparation level, and provide all students a challenging course of study.
- (3) All students shall meet the following minimum course graduation requirements:

English	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	3 credits
Personal Finance	0.5 credit
Wellness	1 credit
Physical Education	0.5 credit
World Language	2 credits
Fine Arts	1 credits
Elective Focus	3 credits
- (4) To earn a traditional high school diploma, students shall:
 - (a) Earn the prescribed twenty-two (22) credit minimum;

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- (b) Beginning with students who enroll in ninth (9th) grade in the 2024-25 school year or any subsequent school year, earn at least one (1) credit of computer science in high school;
 - 1. Students may fulfill this requirement by substituting computer science for the student's fourth credit of mathematics, third credit of science, or an elective focus credit. Students may only use computer science as a substitution to fulfill one (1) credit in mathematics, or one (1) credit in science, or one (1) or more elective focus credits required for a traditional high school diploma.
 - 2. Students who transfer from another state or country, or from a non-public school to a Tennessee high school during their 12th grade year are exempt from this requirement.
- (c) Participate in the ACT or SAT, or other eleventh (11th) grade postsecondary assessment as determined by the Commissioner of Education unless the student qualifies for a medical exemption as defined by the Department; and
- (d) Have a satisfactory record of attendance and discipline.
- (5) Students with disabilities shall be included in general education classes to the maximum extent appropriate and with support(s), accommodation(s), and/or modification(s) in accordance with the student's Individualized Education Program (IEP) and/or 504 Plan. Students with disabilities who require accommodations and modifications shall not be precluded from earning a traditional high school diploma. To earn a traditional high school diploma, students with disabilities shall earn the prescribed twenty-two (22) credit minimum.
- (6) A special education diploma shall be awarded at the end of the fourth (4th) year of high school to students with disabilities who have:
 - (a) Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
 - (b) Not met the requirements for a traditional high school diploma; and
 - (c) Have satisfactory records of attendance and conduct.

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Students who obtain the special education diploma may continue to work toward a traditional high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- (7) An occupational diploma may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have (1) not met the requirements for a traditional high school diploma; (2) received special education services or supports and made satisfactory progress on an IEP; (3) have satisfactory records of attendance and conduct; (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education; and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a traditional high school diploma through the end of the school year in which they turn twenty-two (22) yearsold.

- (8) Beginning with students entering the ninth (9th) grade in 2018, an alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high school who have (1) participated in the high school alternate assessments; (2) earned the prescribed twenty-two (22) credit minimum; (3) received special education services or supports and made satisfactory progress on an IEP; (4) have satisfactory records of attendance and conduct; and (5) have completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement. The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a traditional high school diploma or through the school year in which the student turns twenty-two (22).

- (9) Students shall complete four (4) credits of English, including English I, English II, English III, and English IV.

- (10) Students shall complete four (4) credits of mathematics including Algebra I and II, Geometry or the equivalent Integrated Math I, II, and III, and another mathematics course beyond Algebra I or Integrated Math I which may include, but is not limited to, Computer Science as set forth in Paragraph (4)(b) of this policy. Students shall be enrolled in a mathematics course or courses that are approved mathematics course substitutions identified in

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Graduation Substitutions Policy 3.103 each school year. Students who complete any of the required math credits prior to the ninth (9th) grade may receive graduation credit for that coursework; however, those students are still required to enroll in a mathematics course during each high school year.

Students with a qualifying disability who have deficits in mathematics as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or the equivalent Integrated Math I and Integrated Math II). The required number of credits in mathematics will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

- (11) Students shall complete three (3) credits of Science. Students shall complete Biology, Chemistry or Physics, and a third (3rd) lab science which may include, but is not limited to, Computer Science as set forth in Paragraph (4)(b) of this Policy. Students with a qualifying disability as documented in the IEP shall be required to achieve at least Biology I and two (2) other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.
- (12) Students shall complete three (3) credits of Social Studies. The content of the social studies courses will be consistent with Tennessee Academic Standards and with admissions requirements of Tennessee public institutions of higher education. Required courses include United States History and Geography, World History and Geography, Economics, and United States Government and Civics. In order to meet the Social Studies course credit requirements to earn a full diploma upon graduation from high school, each student must take and pass the civics test developed by the local education agency (LEA), pursuant to T.C.A. § 49-6-408.
- (13) Students shall complete one-half ($\frac{1}{2}$) credit in Personal Finance. Three (3) years of JROTC may be substituted for one-half ($\frac{1}{2}$) credit of Personal Finance if the JROTC instructor attends the Personal Finance training.
- (14) Students shall complete one (1) credit in wellness. The wellness courses will integrate concepts from health, physical fitness, and wellness and may be taught by a team of teachers from one (1) or more teaching areas, including health, physical education, family and nutrition sciences, and health sciences education. Participation in marching band and interscholastic athletics may not be substituted for this aspect of the graduation requirements.

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Upon the choice of the student, credit for basic training may be substituted for the required credit in lifetime wellness and credit in one (1) elective course or for credit in two (2) elective courses.

- (15) Students shall complete one-half ($\frac{1}{2}$) credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the local board of education.
- (16) Students shall complete two (2) credits of the same world language. The credit requirement for world language may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.
- (17) Students shall complete one (1) credit in Fine Arts. The credit requirement for fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.
- (18) Students shall complete three (3) credits in an elective focus. All students shall pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth.
 - (a) The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, Cambridge, computer science or other areas approved by the local board of education. Students completing a CTE elective focus shall complete three (3) credits in the same CTE career cluster or state- approved program of study.
 - (b) The director of schools may waive the third (3rd) credit requirement of the elective focus during a student's twelfth (12th) grade year if the completion of the third (3rd) elective focus credit would prevent or delay graduation. This waiver option includes those students who transfer during the eleventh (11th) or twelfth (12th) grade year to a Tennessee high school from a school in another country, state, or from a non-public school.
- (19) Local high schools shall accept postsecondary credits as a substitution for an aligned graduation requirement course, including general education and elective focus courses for those students who take and pass dual enrollment courses at a postsecondary institution for credit.

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- (20) A course schedule that presents students with the option of taking course work for the first time (i.e., first-attempt courses) during the summer should be reserved for students on an advanced or accelerated learning path. Credits received for any first-attempt courses taken during the summer may count towards the course requirements during the subsequent school year. Any applicable End-of-Course examinations must be taken during the fall semester immediately following the summer course. Credit may not be given in a summer course with an associated End-of-Course examination (that is a first attempt at the credit) until the student takes the examination. Students taking remediation courses during the summer may receive credit immediately upon passing. Remediation courses are those courses previously attempted with a completed End-of-Course examination, as applicable.
- (21) Students in middle school may take coursework for high school credit. If a student completes any of the State Board-required high school credits prior to grade nine (9), they shall receive graduation credit for that coursework.
- (22) Pursuant to Chapter 269 of the Public Acts of 2023, a high school student may earn up to four (4) graduation credits by obtaining a qualifying score on a credit exam created by an LEA or public charter school for an eligible course in which the student is not enrolled, but is offered by the student's high school, as determined by the LEA or public charter school's board policy. Eligible courses and additional requirements are outlined in the Assessment section of this policy.

II. MOVE ON WHEN READY; EARLY GRADUATION

- (1) The *Move on When Ready Act* authorizes public high school students in any county not excluded by T.C.A. § 49-6-8103 who wish to graduate early with the opportunity to graduate high school early and gain entry into a postsecondary institution.
- (2) A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education, if the student fulfills each of the following requirements:
- (a) Earns seventeen (17) credits that include:
1. English I, II, III, and IV

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2. Algebra I and II¹
 3. Geometry
 4. United States History
 5. Two (2) courses in the same world language;
 6. One (1) course selected from:
 - (i) Economics
 - (ii) Government
 - (iii) World Civilizations
 - (iv) World Geography
 7. One (1) course selected from:
 - (i) History and appreciation of visual and performing arts
 - (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts
 8. Health and Physical Education (Wellness)
 9. Biology
 10. Chemistry
- (b) Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale;
- (c) Scores at the on-track or mastered level on each end-of-course assessment taken²;
- (d) Meets benchmark scores of twenty-five (25) or higher on the mathematics portion of the ACT and twenty-five (25) or higher on the English portion of the ACT, or equivalent scores on the SAT (these scores may come from different test administrations);

¹Integrated Math I, II, and III may fulfill the Algebra I, Algebra II, and Geometry requirements in districts that offer the Integrated Math sequence.

² Excluding end-of-course assessments taken during the student's final semester prior to early graduation

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- (e) Achieves a passing score on a nationally recognized world language proficiency assessment; and
 - (f) Completes two (2) early postsecondary courses.
- (3) A student pursuing early graduation through the Move on When Ready program may take two (2) high school English courses in an academic year.
- (4) A student pursuing early graduation through the Move on When Ready program shall complete an intent form available from the Department of Education and submit it to her or his high school principal and the Department of Education.
- (5) A student pursuing early graduation through the Move on When Ready program is exempt from any additional graduation requirements.
- (6) A student who completes the Move on When Ready program shall be awarded a traditional high school diploma.
- (7) A student who does not participate in the Move on When Ready program may still graduate earlier than the end of their senior year of high school, provided the student meets all graduation requirements outlined in Section I. of this policy and any additional requirements for early graduation set by the LEA.

III. HIGH SCHOOL AND BEYOND PLAN

- (1) Beginning in the 2023-24 school year, all eighth (8th) grade students shall begin development of a high school and beyond plan (“the plan”) that is reviewed at least annually and updated as needed for student use. For students with an Individualized Education Program (IEP), the IEP Transition Plan fulfills this requirement. School counselors shall be responsible for oversight of the plan. The plan shall be initially prepared by the student, parent/guardian, if available, school counselor, educator or other school staff who has received training from the school or district on how to support students in developing and revising the plan, and the 504 team, as appropriate. Overall, the plan shall:
- (a) Include grade eight (8) through the two (2) years after high school graduation;

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- (b) Outline and connect the student’s goals for after high school to the courses or training that will equip the student with the skills necessary to meet these goals;
 - (c) When determining the student’s goals for after high school, consider a variety of indicators such as student academic strengths and needs, career assessment results, attendance, behavior, and course grades;
 - (d) Include information regarding elective focuses aligned to the student’s career aptitude assessment results,³ including relevant career and technical education (CTE) programs of study, a student’s readiness for specific early post-secondary opportunities (EPSOs), industry credentials, and work-based learning experiences; and
 - (e) Outline opportunities for students to begin building technical skills in a field of interest, in addition to employability, work-ethic, and leadership skills required to be successful in that job.
- (2) As part of the development of the plan, all students shall complete the following steps:
- (a) Take a career aptitude assessment during grade seven (7) or grade eight (8) to assist with understanding how a variety of skills and attributes impact potential success and satisfaction with different career options and work environments and use the results to inform the plan. The LEA shall provide students with information on career and technical education opportunities offered by the LEA;
 - (b) During grade eight (8), begin development of the plan through at least grade nine (9). High school and middle grades faculty shall work together to support students in developing and transitioning the plan between middle grades and high school;
 - (c) Take a career interest inventory during the middle grades⁴ or by the end of grade nine (9) to assist in determining students’ interests and in making career decisions;
 - (d) Select an elective focus and plan courses accordingly by the end of grade ten (10); and

³ The career aptitude assessment and career interest inventory shall be in compliance with Tennessee Code Annotated § 49-6-412. For further information about these assessments, contact the Department of Education’s Office of Career Readiness.

⁴ See State Board Middle Grades Policy 2.102

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- (e) During grade eleven (11), students will extend the plan through the first two (2) years beyond high school. This addition to the plan should include the key deadlines for relevant post-secondary or workforce applications, completion of any required entrance exams and assessments, and submission of applications for financial aid based on the student's college and career goals for after high school graduation.
- (3) While in high school, the student and school counselor, educator or other school staff who has received training from the school or district on how to support students in developing and revising the plan shall review and revise the plan annually. Revisions to the plan shall be based on the student's academic progress and changes in the student's postsecondary interests and career goals. Results of various types of assessments shall also be used in adjusting the plan.
- (4) A current version of the plan shall be included as part of a student's cumulative record.

IV. WORK-BASED LEARNING FRAMEWORK

- (1) LEAs may offer Work-Based Learning (WBL) experiences. An LEA that offers WBL experiences shall ensure all WBL experiences align to the requirements of this policy.
- (2) LEAs that offer WBL shall provide students with access to a system of structured WBL experiences that offer students the opportunity to apply classroom theories to practical problems, and to explore career options and develop critical academic and technical skills in collaboration with community and/or industry involvement. For-credit WBL experiences shall meet the framework expectations outlined in this policy.
- (3) WBL experiences may be for-credit or not-for-credit as determined by the local board of education. In all WBL experiences, both for credit and not-for-credit, all federal and state labor laws shall be observed.
- (4) In a WBL program, a maximum of three (3) credits may be earned in one (1) school year. At least one (1) credit shall be earned through related classroom experience, which shall include a minimum of two (2) periods per week of classroom instruction if the school is on a period schedule, or a minimum of one (1) block per week of classroom instruction if the school is on a block schedule. A minimum of ten (10) hours per week of supervised work experience is required for one (1) additional credit, and a minimum of twenty (20) hours per week is required for two (2) additional credits. Students earning credits for work

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experience shall be supervised by a certified WBL coordinator who meets the requirements set forth below.

(5) The following WBL Framework shall govern all for-credit WBL experiences.

(a) Structure.

1. For-credit WBL experiences may be paid or unpaid, occur during or outside of school hours, and shall result in the attainment of elective credit when WBL course standards are assessed and met. For-credit WBL experiences may substitute for certain graduation-requirement courses if a student is pursuing an Industry 4.0 diploma distinction as set forth in State Board Rule 0520-01-03-.06 and Graduation Substitutions Policy 3.103.
2. For-credit WBL experiences may occur in-person, virtually, or may be simulated through partnership with public, private, or non-profit organizations, or on-site at the school.
3. Students who are 16 years or older may participate in for-credit WBL experiences. Up to three (3) WBL credits may be earned per school year, including the summer term but excluding extended school year.

(b) Coordination.

1. A WBL coordinator shall be identified by the school to serve as the teacher of record for each for-credit WBL experience. The WBL coordinator shall attend WBL certification training provided by the Department and shall recertify at least once every two (2) years.
2. The WBL coordinator shall be responsible for the following during for-credit WBL experiences.
 - (i) The recruitment of appropriate WBL placements;
 - (ii) Coordination of ongoing communications with WBL placement mentors;
 - (iii) Facilitation of instruction that meets the WBL course standards; and
 - (iv) Completion of all required documentation related to student work, safety training, and job placement.

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(c) Supervision of Students.

1. A WBL placement mentor shall be identified by the WBL coordinator to supervise each student during the WBL placement.
2. The WBL coordinator shall provide an orientation and training on supervising students during the WBL placement.
3. In addition to supervision by the WBL placement mentor, the WBL coordinator shall conduct a site visit at least twice (2) each grading period during for-credit WBL experience to monitor students in the WBL placement.

(d) Student Participation and Assessment.

1. Students shall be on track to meet the requirements for graduation as adopted by the State Board of Education to be eligible to participate in for-credit WBL experiences.
2. Students shall exhibit work readiness, knowledge, attitudes, and skills as determined by the WBL coordinator, high school administration, and WBL placement mentor, and pass a safety examination prior to placement in a for-credit WBL experience.
3. The local board of education may adopt additional criteria for participation in for-credit WBL experiences so long as no student is excluded from participation in, denied the benefits of, or subjected to discrimination under, any WBL experience on the basis of race, color, national origin, religion, sex, or disability.
4. During for-credit WBL experiences, students shall demonstrate their knowledge and skill attainment through the development of artifacts and/or portfolios aligned to the WBL course standards which may include, but are not limited to:
 - (i) Work products
 - (ii) Evaluations
 - (iii) Original research
 - (iv) Reflections
 - (v) Presentations

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- (e) Personalized Work Based Learning Plans.
 - 1. All students participating in for-credit WBL experiences shall complete a personalized work-based learning plan, in accordance with any applicable IEP or 504 plans, that addresses:
 - (i) The application of academic and technical knowledge and skills in the WBL placement;
 - (ii) Relative career knowledge, employability, personal, and social skills necessary for success in the WBL placement;
 - 2. The personalized work-based learning plan shall include safety trainings appropriate to the WBL placement and evidence that the student has passed the required safety test.
- (f) Program Evaluation.
 - 1. Local boards of education shall adopt a process for evaluation and assessment to ensure the WBL program and experiences are of high quality for the student.
 - 2. The local career and technical education director or other administrator shall conduct the evaluation and assessment of the WBL program at least once annually.
- (6) The Department of Education shall provide additional guidance documents consistent with this framework to address training requirements, additional legal requirements, and program expectations.

V. ASSESSMENT

- (1) The assessment program focuses on enabling all students to succeed in challenging coursework by beginning with use of results of the seventh (7th) and eighth (8th) grade Tennessee Comprehensive Assessment Program (TCAP) for diagnostic purposes to determine the appropriate educational experience for entering ninth (9th) grade students. School systems will determine the appropriate array of programs; schools will incorporate strategies into their school improvement process. The focus must be on providing high quality instruction, sometimes over extended periods of time, so that all students can be

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successful. Schools will also use examinations administered in high school for diagnostic purposes.

- (2) Rationale for Assessment. The purposes to be served and the rationale for testing include the following:
 - (a) Improvement of Student Learning in Major Content Areas. The examinations will align with the state standards and will include both content knowledge and critical thinking skills.
 - (b) Preparation for Further Learning. Examinations occurring early in the student's high school program of study will help prepare them for success in subjects taken later.
 - (c) Diagnostic Information. The examinations will help students to improve their performance and help prepare them for the ACT, SAT, and successful entry into postsecondary educational programs.
 - (d) School and Program Improvement. The examinations will provide data that can be used to improve the effectiveness of the instructional delivery system at the school and the school system.
 - (e) Accountability. The examinations will provide for teacher, school, and school system accountability. To provide for school and school system accountability, the proposed program provides for examinations in four areas: English language arts, mathematics, science, and social studies. These academic areas are important for the successful transition to work and postsecondary study.
- (3) End-of-Course Examinations. End-of-Course (EOC) examinations shall be administered in the following subjects: English I, English II, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, U.S. History, and Biology I.
 - (a) The state shall report scores for schools and school systems for academic achievement and academic gain.
 - (b) Students shall take the examinations in the semester they complete the relevant course work or at the earliest available test administration. Only students who are enrolled in a course with an associated End-of-Course examination shall take the End-of-Course examination. Students enrolled in a substituting course

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without an End-of-Course examination explicitly tied to the State Board of Education-approved content standards of that course shall not take an End-of-Course examination. This exemption applies to all substituting courses, including, but not limited to, Advanced Placement, Cambridge AICE, International Baccalaureate, local and statewide dual enrollment, and local and statewide dual credit courses.

- (c) Students enrolled in courses with End-of-Course examinations may not withdraw from such courses after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course.
- (d) Students with disabilities shall be provided accommodations in accordance with their IEP or 504 plan. English Learner proficiency level shall also be considered when determining if accommodations are needed. Needed accommodations and supports shall be reviewed at least annually.
- (e) The IEP team must determine if a student with a disability should participate in the general assessment with or without accommodations or in the alternate assessment. To participate in an alternate assessment, the IEP team shall determine that alternate assessment is more appropriate than the general assessment and that the student meets all three of the following eligibility requirements:
 - 1. The student has a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;
 - 2. The student is learning content linked to and derived from the Tennessee Academic Standards as indicated in the Alternate Academic Standards; and
 - 3. The student requires substantial modifications, adaptations, or supports to meaningfully access the subject area content and requires intensive individualized instruction in order to acquire and generalize knowledge.
- (f) The IEP team shall rule out that the inability to achieve the state grade-level achievement expectations is the result of excessive or extended absences or social, cultural, or economic differences. Participation in the alternate assessment shall be determined at least annually. A student who meets the

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eligibility criteria and whose IEP team determines participation in the alternate assessment is appropriate shall be assessed in all four (4) content areas: ELA, math, science, and social studies.

- (g) Results of individual student performance from all administered End-of-Course examinations shall be provided in a timely fashion to facilitate the inclusion of these results as part of the student's grade. Each LEA must establish a local board policy that details the methodology used and the required weighting for incorporating student scores on EOC examinations into final course grades. If an LEA does not receive its students' End-of-Course examination scores at least five (5) instructional days before the scheduled end of the course, then the LEA may choose not to include its students' End-of-Course examination scores in the students' final course grade. The weight of the EOC examination on the student's final average shall be determined by the local board of education from a range of no less than fifteen (15%) and no more than twenty-five (25%).

- (4) Eleventh (11th) Grade Assessment. As a strategy for assessing student readiness for postsecondary education, students enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT, or other eleventh (11th) grade postsecondary assessment as determined by the Commissioner of Education. To receive a traditional high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT or other eleventh (11th) grade postsecondary assessment as determined by the Commissioner of Education unless the student qualifies for a medical exemption as defined by the Department.

- (5) United States Civics Test. Beginning July 1, 2019, all high school students must take and pass a United States civics test in order to meet the Social Studies course credit requirement to earn a traditional diploma.
 - (a) The LEA shall prepare the civics test. The test shall meet the requirements outlined in T.C.A. § 49-6-408.

 - (b) A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. The LEA may provide students with the opportunity to take the test as many times as necessary. A passing score on the civics test must be noted on a student's transcript.

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- (c) The U.S. civics test shall be administered to a student who has an IEP with the accommodations and/or modifications that are deemed necessary by the IEP team.
- (d) The Tennessee Department of Education shall recognize a school on the department's website as a United States civics all-star school for any school year in which all of the school's seniors receiving a traditional diploma make a passing grade of eighty-five percent (85%) or higher.
- (6) Project-based Civics Assessment. All LEAs shall implement a project-based assessment in civics at least once in grades nine through twelve (9-12).
 - (a) The project-based assessment shall be developed by the LEA, measure the civics learning objectives contained in the social studies standards, and allow students to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments, and both the Tennessee and the United States constitutions.
 - (b) "Project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex authentic questions and carefully designed products and tasks.
- (7) Adult Students. Adult students from high school graduating classes 1988-2012, who have not received a diploma, but have met all graduation requirements with the exception of the requirement for a diploma assessment, have two (2) options to complete the requirements for a diploma:
 - (a) Adult students may choose to take the Gateway assessment. If these students achieve a passing score on the relevant Gateway assessment, they may receive a diploma.
 - (b) If an adult student does not wish to take the diploma assessment, or if they require additional courses to complete the course work for graduation, they may enroll in an adult high school. Upon enrollment, they will be required to take and pass all courses required under the current diploma guidelines. Students who have enrolled in an adult high school and are meeting current diploma requirements are not required to take an End of Course examination or the Gateway assessment.

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- (8) Credit Exam. Pursuant to Chapter 269 of the Public Acts of 2023, a high school student may earn up to four (4) graduation credits by obtaining a qualifying score on a credit exam created by an LEA or public charter school for an eligible course approved by the State Board, in which the student is not enrolled, but is offered by the student's high school.
- (a) Eligible courses for which LEAs and public charter schools may develop credit exams to award high school credit include the following:
1. English Language Arts Courses
 - (i) English IV
 2. Math Courses
 - (i) Pre-Calculus
 3. Science Courses
 - (i) Anatomy & Physiology
 - (ii) Ecology
 4. Social Studies Courses
 - (i) World History and Geography
 - (ii) Economics
 5. Other Courses
 - (i) Personal Finance
 - (ii) Latin I
 - (iii) French I
 - (iv) German I
 - (v) Spanish I
 - (vi) Russian I
 - (vii) Japanese I
 - (viii) Chinese I
 - (ix) American Sign Language I
 - (x) Other Languages I
- (b) High school credit earned pursuant to this paragraph (8) shall count toward the student's high school graduation requirements.

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- (c) If a student receives a qualifying score on a credit exam, then the student's score shall be included in the student's overall grade point average pursuant to the local board policy or charter school governing body's policy.
 - (d) An LEA or public charter school that develops credit exams for eligible courses shall provide each high school student the opportunity to take a credit exam for an eligible course each semester in which the LEA or public charter school offers an eligible course for which the LEA or public charter school has developed a credit exam.
 - (e) A credit exam developed by an LEA or public charter school must cover the entirety of the Tennessee academic standards for the eligible course for which the student may receive credit.
 - (f) A credit exam administered for purposes of this policy shall not affect the evaluation of a teacher, principal, school, or LEA.
 - (g) The qualifying score is the score set by the LEA or public charter school pursuant to local board policy or charter school governing body policy that a student shall achieve on a credit exam to demonstrate proficiency and earn credit for the eligible course for which the credit exam is administered.
 - (h) An LEA or public charter school shall develop a policy on implementation of credit exams and report required information to the Department of Education, in accordance with Public Chapter 269 of 2023.
 - (i) The Department shall annually request feedback from LEAs and public charter schools on additional eligible courses for credit exams that may be proposed to the State Board for approval.
- (9) Local Assessment Policy. All LEAs shall annually include in each school's student handbook, or other policy guidebook, and post to the district website, a local assessment policy. The assessment policy shall be posted to the district website by July 31 each year and shall include, at a minimum, the following information:
- (a) The names of all state and locally required assessments that will be administered in the upcoming school year;
 - (b) The purpose and use of each assessment;

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- (c) Information on how each locally required assessment complements and enhances student instruction and learning and how each local assessment serves a purpose distinct from required state assessments;
- (d) The grade or class for which the assessment is to be administered;
- (e) The tentative date or dates on which the assessment will be administered;
- (f) The local policy on the inclusion of TCAP scores into a student's grade, including the percentage that TCAP scores will be weighted for each grade level, the methodology by which the grades will be calculated for inclusion in student grades, and the policy on excluding TCAP scores if they are not received at least five (5) instructional days before the end of the course;
- (g) The anticipated timeframe when parents and students will receive results from the assessment; and
- (h) Information on how parents can access the items on the student's state-required summative standardized assessments and the student's answers.

VI. CREDIT RECOVERY

- (1) Credit recovery is a course-specific, standards-based extended learning opportunity for students who have previously been unsuccessful in mastering the standards required to receive course credit or earn promotion. Credit recovery programs, in general, have a primary focus of helping students stay in school and graduate on time.
- (2) Local boards of education shall develop credit recovery program rules, regulations, and processes (referred to as "credit recovery policies" throughout). These policies shall be formally adopted by the local board of education, posted to the district's website, and provided in writing to any participating students, parents, or legal guardians. At a minimum, credit recovery policies must address the following standards for admission and removal, instruction, content and curriculum, and grades.
- (3) Admission and Removal.
 - (a) No LEA shall admit or otherwise enroll students in credit recovery courses unless all of the following are true:

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1. The student's parent or legal guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit.
2. The student has previously taken an initial, non-credit recovery section of the proposed course. Credit recovery is designed to be a remediation option for students, and a credit recovery course shall not be the first time a student is exposed to the course content.
3. The student mastered at least fifty percent (50%) of the course standards as evidenced by the course grade in a non-credit recovery section of the course or a diagnostic assessment. Students who mastered below fifty percent (50%) of the course standards as evidenced by the course grade in a non-credit recovery section of the course or a diagnostic assessment, must re-take the course.
 - (b) If a student is seeking to recover credit for the first semester of a two (2)-semester course, the student may not receive the full credit for the course until they have enrolled in and passed the second semester of the course and taken any applicable End-of-Course examinations.
 - (c) Local board of education credit recovery policies may set additional requirements for admission to and removal from credit recovery programs including but not limited to attendance, discipline, availability of coursework, availability of space, appropriate progress, and grades.
 - (d) Local boards of education shall track and designate students enrolled in credit recovery courses as directed by the Tennessee Department of Education.
- (4) Instruction.
 - (a) Students enrolled in any credit recovery courses must be assigned to a teacher of record.
 - (b) Credit recovery teachers of record must be endorsed and certified in any content area(s) for which they oversee credit recovery courses.

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- (c) Credit recovery teachers of record must be responsible for reviewing initial student diagnostic results; assisting in determining appropriate goals, coursework, and assignments for students; working closely with credit recovery facilitators on class content and instruction; and reviewing final student work.
- (d) Credit recovery facilitators may be responsible for day-to-day oversight and facilitation of credit recovery programs, under the guidance of the credit recovery teacher of record.
- (e) Local boards of education shall ensure that credit recovery facilitators receive training pertaining to the credit recovery course organization, online instruction management, and related technology.
- (f) LEAs shall ensure that all credit recovery courses:
 - 1. Align with Tennessee’s current academic standards for the relevant course content area, as approved by the State Board of Education.
 - 2. Are able to differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.
- (g) Credit Recovery content may be delivered through instructional technology.
- (h) Students in Credit Recovery programs:
 - 1. Shall complete a course standard-specific diagnostic to determine standard- specific goals.
 - 2. Shall meet individual standard-specific goals in a flexible time frame as established by identified student need.
 - 3. May be required to complete additional assignments as directed by the local board of education credit recovery policy and credit recovery teacher of record.
 - 4. Shall master all individualized standard-specific goals and assignments as established by the diagnostic process and the credit recovery teacher of record, in order to earn credit.

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(5) Grades.

- (a) Until the 2022-23 school year, students passing credit recovery courses shall receive a grade of seventy percent (70%) under the state uniform grading system. For grades issued in the 2022-23 school year and thereafter, students passing credit recovery courses shall receive a grade of sixty (60%) percent under the state uniform grading system. If the LEA also utilizes a locally-adopted grading scale that differs from the uniform grading system, students passing credit recovery shall receive a D under the locally-adopted grading scale.
- (b) The student transcript shall denote that the credit was attained through credit recovery.
- (c) The original failing grade may also be listed on the transcript, but shall not factor into the student’s GPA, in accordance with the State Board of Education’s Uniform Grading Policy 3.301.

VII. ELIMINATING BARRIERS TO EDUCATION

- (1) In accordance with the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act, state and local educational agencies must develop and implement policies to remove barriers related to the education of homeless children and youths and other at-risk youth.
- (2) Each LEA shall establish procedures to eliminate barriers to enrollment and retention for students identified as homeless, migrant, foster, or military, as defined in state and federal law. LEA procedures shall include:
 - (a) An assurance that the local procedures are aligned to all relevant state and federal laws for the identified classifications of students;
 - (b) A procedure for determining the appropriate school, grade, and course placement that is in the student’s best interest, including:
 - 1. A transcript analysis;
 - 2. Consultation with multiple stakeholders, as available; and

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3. A written justification for the placement decision;
- (c) A provision that grades cannot be lowered solely due to absences or gaps in enrollment caused by changes in school or home placements, rather than due to missed assignments that the student did not make up despite opportunities to do so;
- (d) A process for providing tiered support for attendance for students identified as at-risk for chronic absenteeism; and credit accrual plan that eliminates academic and nonacademic barriers for the qualifying student, including:
1. A process for granting full or partial credit for unresolved or incomplete coursework that was completed before the date of withdrawal or transfer;
 2. An alternative means of completing required coursework or demonstrating mastery on required coursework, in order to facilitate on-time graduation; and
 3. An exemption from local graduation requirements that exceed the State Board minimum requirements.

VIII. INDUSTRY PROFESSIONAL PARTNERSHIPS

- (1) Industry Professionals are individuals who are either actively or previously employed in an industry and role aligned to an occupational field of study that is offered in Middle and/or High Schools. These professionals may engage directly with schools and LEAs in many capacities to support student learning within their field of study, which may include, but is not limited to, CTE programs of study or other elective focus areas available to students in their LEA or public charter school.
- (2) LEAs and public charter schools are strongly encouraged to partner with local industry to support integration of industry best practices and opportunities for student engagement at the high school level in occupational fields of study. Industry Professionals may engage with LEAs and schools in various learning activities, as outlined below to support learning. These opportunities may be paid or unpaid, as determined by the LEA. Private or public employers may compensate Industry Professionals for their engagement with the LEA and/or school.

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- (3) Activities for which an Industry Professional may engage with LEAs, schools, teachers, and/or students include, but are not limited to:
- a. Direct engagement in the classroom alongside a teacher of record to support student learning;
 - b. Serving as a mentor to students pursuing career pathways in a relevant occupation;
 - c. Guest speaking opportunities;
 - d. Supporting the identification of relevant and industry-aligned supplemental classroom materials;
 - e. Supporting in the development of unit plans and year-long scope and sequences;
 - f. Hosting industry tours, walkabouts, and/or job shadowing opportunities;
 - g. Hosting work-based learning opportunities at their place of work; and/or
 - h. Providing opportunities for student internships or other opportunities outside of the school day.
- (4) Industry Professionals are not required to hold an active teaching license to engage with students as contemplated by this section, however, they shall not serve as teacher of record unless properly licensed and employed by the LEA or public charter school.
- (5) LEAs and public charter schools shall ensure that prior to permitting the Industry Professional to engage directly with students, a criminal history background check has been conducted.
- (6) LEAs are encouraged to actively invite participation and publicize the opportunity to partner with Industry Professionals and may seek available grant or other funding opportunities to support the program.