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### **Influencing Achievement Through High School Graduation Requirements**

Using data from the 1990 National Assessment of Educational Progress (NAEP) and the 1990 High School Transcript Study, we compare students' course-taking patterns with their NAEP achievement scores and with schools' graduation requirements. We find relatively few students were affected by the requirements, either because students took more than was required or they took courses that did not affect their achievement. Those course sequences that were correlated with increases in students' achievement scores suggested that students who were marginal in their motivation and skills could benefit by taking courses that were more demanding.