

Henderson County Schools

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To: Lisa Baird, Wes Smith, Sally Sugg, Mike Waller and Tracey Williams

From: Marganna Stanley

Date: December 13, 2018

Re: New Graduation Requirement and Transition Readiness

Attached are two pieces for your review.

1. Kentucky Department of Education new high school graduation requirement.
2. Henderson County Schools' proposal on how to meet those standards.

No action is required at this time. This is for your information only as we will come back and ask for a new graduation policy at a later date.



KENTUCKY DEPARTMENT OF EDUCATION

NEWS RELEASE

Number 18-194

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KENTUCKY BOARD OF EDUCATION APPROVES HIGH SCHOOL GRADUATION REQUIREMENT PROPOSAL

(FRANKFORT, Ky.) – In a unanimous vote, the Kentucky Board of Education today approved changes to the regulation on minimum graduation requirements for Kentucky students entering high school in 2019 and 2020. The changes made were in response to comments received from education stakeholders throughout the state. The requirements now will move through the remainder of the administrative regulations process, including review by two legislative committees, with a possible effective date of March 2019.

In a presentation to the board, Kentucky Education Commissioner Wayne Lewis described the two main changes to the original proposal approved in October, both related to providing more flexibility for students on their path toward college or a career.

"We value the comments we received," said Lewis. "In the revised proposal, the personalized pathways for students remain, with flexibility for additional math and English courses. The most significant change comes in detaching the transition readiness component from the graduation requirement."

After a lengthy discussion, board chair Hal Heiner said the revised proposal seemed to address the concerns brought up during the public hearing.

"I commend the KDE staff for making sure student and district needs are accounted for," said Heiner. "This provides alternatives that takes into account the differences in our districts, but also the differences in our students."

The proposed changes include the introduction of Graduation Prerequisites. Under the revised statute, students entering high school in the 2021-22 school year will demonstrate basic competency in reading and math in one of three ways:

1. The student's 10th-grade state-required assessments meeting the minimum criteria in reading and mathematics;
 - The minimum criteria shall include scoring, at least, as an Apprentice in reading and mathematics in the state-required assessments approved by the Kentucky Board of Education.
 - Students who do not meet the minimum criteria on one or both assessments may retake the reading and/or mathematics assessments twice annually in the 11th and 12th grades of high school enrollment.
 - The student's first completion of the assessments in grade 10 shall contribute to the school's accountability rating; or
2. The student's 8th-grade state-required assessment rating of Proficient or higher for reading or mathematics or both reading and mathematics, if applicable; or
3. The principal may submit a collection of the following student evidence to the superintendent or designee for review and approval:
 - The student's ILP that includes student transcript;
 - If applicable, the student's IEP that includes evidence that the student has received specially

- designed instruction and related services in reading and mathematics;
- Performance on the required state assessments;
- Appropriate interventions, targeted to the student's needs, provided to the student to ensure support was provided toward meeting the requirements outlined in this administrative regulation;
- Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and
- The student's post-graduation plans.

For public charter schools, principals may submit the same collection of student evidence to the commissioner of education or designee.

The Transition Readiness component in the first draft of the proposal has been removed in recognition of some of the equity challenges among districts and students. Because resources can vary greatly between districts, some stakeholders believed Transition Readiness would have put an undue burden on smaller or financially strapped districts by having to provide additional courses to students.

"The key concern is, depending on the district that we are talking about, the routes that some districts can provide to help students achieve transition readiness are just not there," said Lewis. "In some of our larger and better-resourced districts, we have those opportunities, but in resource-starved districts, they could only provide two or three pathways. Whether we are talking about high school graduation requirements or not, there is an equity issue among districts."

Under the revised proposal, students entering high school in the 2020-21 school year must meet one of eight Graduation Qualifiers (listed below), in addition to the Graduation Prerequisite:

1. Precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020; or
2. Benchmark score in one section of a college admissions or placement examination as established by the Council on Postsecondary Education in 13 KAR 2:020; or
3. Three postsecondary credit hours or more of a Kentucky Department of Education-approved dual credit course with a grade of C or higher; or
4. One course and corresponding assessment meeting the following criteria:
 - Advanced placement (AP) with a score of three or higher; or
 - Cambridge Advanced International (CAI) with a score at or above benchmark; or
 - International Baccalaureate (IB) with a score of five or higher; or
5. Industry certification as approved by the Kentucky Workforce Innovation Board; or
6. Four credits from valid courses within a single KDE-approved career pathway; or
7. Complete two years of a KDE-approved or Kentucky Labor Cabinet-approved pre-apprenticeship or apprenticeship
8. A KDE-approved process to verify 500 hours of exceptional work experience, or alternative requirements as prescribed in a student's IEP.

"The Department believes these qualifiers are more representative of the varying availability of courses students currently have access to, thus creating more equitable requirements," said Lewis.

LEGISLATIVE AGENDA APPROVED

The KBE also voted unanimously to adopt the department's legislative agenda as its own. During the 2019 Session of the Kentucky General Assembly, the KDE will support legislation which accomplishes the following:

- Organizational efficiency and stability

- Greater flexibility for leaders to meet new accountability demands
- Parental empowerment
- Early learning
- Transition readiness

Lewis said a high priority will be supporting legislation to ratify the governor's executive orders setting forth revised membership on state education boards and commissions, reorganization of the Education Professional Standards Board (EPSB), and establishment of the Office of Educator Licensure and Effectiveness within the Kentucky Department of Education. Another priority will be to streamline the application processes for the Districts of Innovation (DOI) program, and to permit schools to apply as schools of innovation.

OTHER ACTION TAKEN

The board unanimously voted to accept the second reading of [an amendment to 703 KAR 5:270](#), Kentucky's accountability system. The regulation will now be filed, and a public comment period will be held in January. Any comments received will be considered and responded to in a statement of consideration before the regulation is finalized.

The Kentucky Board of Education also approved the following first readings of regulation amendments:

- 704 KAR 3:303, Kentucky Academic Standards
- Amendment to 704 KAR 8:060, Academic Standards for Social Studies
- 704 KAR 7:081, Repeal of 704 KAR 7:080, Ride to the Center for the Arts Program Fund
- Amendment to 702 KAR 1:160, School Health Services

Also approved was the Carl D. Perkins Consolidated Annual Report of 2017 and the following actions based on recommendations by the finance committee:

- New District Facility Plans: Gallatin County, Glasgow Independent, Lawrence County, Owensboro Independent and Owsley County School Districts
- District Facility Plan Amendments: Jefferson County Public Schools and Covington Independent Schools
- 2018 Local District Working Budgets
- 2018 Local District Tax Rates Levied

The board also unanimously approved the statements of consideration for the following regulations, making no changes to the regulations as passed by the board in October:

- 701 KAR 5:150, Nontraditional Instruction Program
- 704 KAR 3:365, complaint procedures for programs under the Elementary and Secondary Act of 1965
- 704 KAR 3:292, Education of migratory children
- 704 KAR 3:303, Required Academic Standards

These regulation items will now move to the legislative process. The next KBE meeting will be Feb. 6, 2019 at the Kentucky Department of Education office, 300 Sower Blvd., in Frankfort.

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HCS New Graduation Requirement and Transition Readiness Proposal

+ # Academic Readiness Plan-

- + # 1.** If the student progresses through high school and meets the 10th grade testing requirements and the college readiness benchmarks on the ACT either the sophomore year or junior year, then they will then be considered graduation and transition ready.
- + 2.** Students complete two or more Advanced Placement (AP) courses and receive a score of (3) or higher on each AP assessment

Career Readiness Pathways:

- + 1.** If the student progresses through high school, meets the 10th grade testing requirements, takes an industry exam and passes the exam, they are then considered graduation and transition ready.
- + 2.** If the student progresses through high school and meets the 10th grade testing requirements, is not in a career pathway, but does not meet the ACT benchmarks at the 10th or 11th grade level, then they are not considered graduation and transition ready. In order for them to meet the new graduation requirements and transition readiness requirements, we will offer them the option of taking two CTE dual-credit courses either their junior year or senior year, preferably their junior year. Those courses being BAS 120 and DLC 101, Personal Finance and Digital Literacy, taught by HCHS staff with Dual Credit offered by HCC. Those students must make a least a grade of C in order for them to meet the graduation requirements and Transition Readiness requirement.
- + # 3.** The student progresses through high school and meets the 10th grade testing requirements, is not in a career pathway or does not pass an industry exam in the pathway that they may be enrolled in, does not want to take Career Readiness Pathway option 2, or takes Career Pathway Readiness option 2 their Junior year and does not meet the minimum requirement of a C in one or both of the Dual Credit courses. The student will have the option of enrolling and taking the Early Childhood Pathway that consists of 4 courses over the course of one year if they are a senior or two years if they are a Junior, depending on which year they chose this option. Once the student completes the four courses they will then be considered graduation and Transition Ready.
- + # 4.** The student will have the option of being approved to complete the process of 500 hours of Exceptional Work Experience. Upon completion and approval of the exceptional work experience students will be considered graduation ready only.
- + # 5.** A student can become transition and graduation ready by completing a KDE approved or Labor Cabinet-approved apprenticeship.
- + # 6.** Completing a KDE approved alternate process as prescribed in a student's IEP.

+ Denotes HCHS pathway to success.

Denotes CAS pathway to success

Staffing:

Under the new graduation requirements, HCHS would need to hire 2-3 new staff members, depending on how many students we would have currently and in the future in the other Readiness Pathways as listed above. Those new employees would be utilized to teach the Early Childhood Pathway or teach those classes of the staff member(s) teaching the two new dual credit courses of BAS 120 and DLC 101.

CAS would need 2 new staff members, depending on how many students we would have currently and in the future, in the other Readiness Pathways as listed above. Those new employees would be utilized for one to teach the Early Childhood Pathway and one to serve as job coach for students doing 500 hours of Exceptional Work Experience.

ACT:

Under the new accountability model it states that the Sophomores will be taking the ACT. Currently the state does not have the funding to administer the ACT at the Sophomore and Junior level. HCHS does however administer Cambridge ACT tests which are released items and it gives us an idea of where students will potentially achieve but this does have a margin of error. With the new graduation requirements pending, knowing with certainty where your students are on the ACT is critical and which path is best for them. ACT has advised us that we can give the assessment in a combination of modes, either electronic or on paper. We have elected to administer the Junior ACT by paper (HCHS) and electronically (CAS) as we have always done and if they did have the funding we would administer the Sophomore ACT electronically due to the constraints of timing and personnel it would add by doing both on paper. If we do a combination of both, we have more flexibility in when we can give the exam and allows us time and personnel to administer properly accommodations to those students with an IEP.

Timeline:

We would like to offer all eight (HCHS) and five (CAS) options next year to all students to become transition ready by the end of their senior year. Each plan as described above meets and exceeds the newest graduation requirements that will be mandatory by the state of KY starting with the Freshman of 19-20. By implementing this plan, starting next year, for all students, it would allow HCHS to discover any flaws in our system and also benefit all of our current students under the current graduation requirements to be considered Transition Ready under the current accountability criteria.