

New Graduation Requirements

Graduation Requirements

New Definitions

- ▶ Graduation prerequisite - means the requirements which will demonstrate basic competence in reading and mathematics.
- ▶ Graduation qualifier - means a criterion which students have to meet in order to qualify for high school graduation.

22 Personalized Credits

For students entering high school in the 2019-2020 school year)

- ▶ English I and II AND 2 additional English Language Arts credits aligned with the student's Individual Learning Plan (ILP)
- ▶ Algebra I and Geometry AND two additional Mathematics credits aligned with the student's ILP
- ▶ 3 credits Social Studies (at least 1 aligned with the student's ILP)
- ▶ 3 credits Science (at least 1 aligned with the student's ILP)
- ▶ 1/2 credit Health
- ▶ 1/2 credit Physical Education
- ▶ 1 credit Visual and Performing Arts
- ▶ 6 additional credits aligned with the student's ILP.

Graduation Qualifiers

Complete one of the following 8 graduation **qualifiers**:

1. Satisfy precollege curriculum as established by CPE; **OR**
2. Achieve benchmark score as established by CPE in one section of a college admissions or placement exam; **OR**
3. Complete 3 postsecondary credit hours of a KDE approved dual credit course with a C or higher; **OR**
4. Complete one course and corresponding assessment meeting the following criteria:
 - ▶ AP with a score of 3 or higher; **OR**
 - ▶ Cambridge (CAI) with a score of E or higher; **OR**
 - ▶ IB with a score of 5 or higher
5. Obtain an industry certification as approved by the Kentucky Workforce Innovation Board; **OR**
6. Complete 4 credits from valid courses within a single KDE approved career pathway; **OR**
7. Complete a KDE approved process to verify 500 hours of exceptional work experience, or alternative requirements as determined by a student's ARC and specified in the student's IEP; **OR**
8. Complete 2 years in an approved KDE or Kentucky Labor Cabinet pre-apprenticeship or apprenticeship program

Graduation Requirements 2019-2020

Beginning with students who enter grade 9 on or after the first day of the 2019-2020 academic year, each student in a public school shall:

- ▶ Complete one of the graduation **qualifiers**; and
- ▶ Earn a total of at least **22 credits** for high school graduation.

Graduation Requirements 2020-2021

Beginning with students who enter grade 9 on or after the first day of the 2020-2021 academic year, in order to receive a high school diploma, each student in a public school shall:

- ▶ Complete one of the graduation **qualifiers**; and
- ▶ Meet one of the graduation **prerequisites**; and
- ▶ Earn at total of at least **22 credits** for high school graduation.

Graduation Prerequisite 2020-2021

- ▶ Students entering high school in the **fall of 2020** and beyond also will have to meet a graduation **prerequisite**. The graduation **prerequisite** require students to demonstrate basic competency in reading and math in one of three ways before graduation:
- ▶ Score at least Proficient on the 8th-grade state-required assessment for reading and/or mathematics; OR
- ▶ Meet the minimum KBE-approved required score within the Apprentice range in reading and mathematics on the 10th-grade state-required assessments;
 - ▶ Students who do not meet the minimum score on one or both assessments may retake the reading and/or mathematics assessments twice each year in the 11th and 12th grades of high school; OR
- ▶ Complete a collection of evidence to include the following:
 - ▶ The student's ILP, including a student transcript;
 - ▶ If applicable, the student's IEP, including evidence that the student has received specially designed instruction and related services in reading and mathematics;
 - ▶ Student performance on the required state assessments;
 - ▶ Appropriate interventions, targeted to the student's needs, to ensure support was provided to the student;
 - ▶ Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and
 - ▶ The student's post-high school plans.
- ▶ The process shall require the principal to submit the collection of student evidence to the superintendent or his or her designee for review and approval.

Assessment and Accountability Updates

Growth Indicator (Elementary/Middle)

- Implement new value tables based on principles and recommendations from work group.
- Edit calculation to use previous year to current student performance.
- Eliminate projection of student data.
- No negative values.
- Less than catch up, catch up, keep up and move up have been removed.

Growth Indicator Value Table

Growth Indicator Value Table: Points for student performance in Year 2, given performance in Year 1							
		Year 2 Student Performance					
		NL	NH	AL	AH	P	D
Year 1 Student Performance	D	0	0	0	0	0	50
	P	0	0	0	0	50	100
	AH	0	0	0	50	100	150
	AL	0	0	50	100	150	200
	NH	0	50	100	150	200	250
	NL	0	100	150	200	250	300
NL=Novice Low; NH=Novice High; AL= Apprentice Low; AH=Apprentice High; P=Proficient; D=Distinguished							

Transition Readiness at High School

- ▶ Completing six hours of KDE-approved dual credit and receiving a grade of C or higher in each course.



Transition Readiness

Student Expectations for Transition Readiness – Elementary and Middle Schools

Elementary	Middle
Meet a benchmark on a composite score that combines student performance on reading, mathematics, science, social studies and writing by grade 5	Meet a benchmark on a composite score that combines student performance on reading, mathematics, science, social studies and writing by grade 8

Student Expectations for Transition Readiness – High School



High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

NOTE: Essential skills and attendance are reflected in the Opportunity and Access indicator.

AND

Meet Requirements of Academic or Career Readiness

 Academic Readiness	 Career Readiness	English Language Readiness (only required for English Learners)
<ul style="list-style-type: none">✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam; OR✓ A grade of B or higher in each course on 6 or more hours of KDE-approved dual credit; OR✓ A score of 3+ on exams in 2 or more Advanced Placement courses; OR✓ A score of 5+ on 2 exams for International Baccalaureate courses; OR✓ Benchmarks on 2 or more Cambridge Advanced International examinations; OR✓ Completing a combination of academic readiness indicators listed above. <ul style="list-style-type: none">• Demonstration of academic readiness shall include one quantitative reasoning or natural sciences and one written or oral communication, or arts and humanities, or social and behavioral sciences learning outcomes.	<ul style="list-style-type: none">✓ Benchmarks on Industry Certifications (Approved by the Kentucky Workforce Innovation Board on an annual basis); OR✓ Scoring at or above the benchmark on the Career and Technical Education End-of-Program Assessment for articulated credit; OR✓ A grade of B or higher in each course on 6 or more hours of KDE-approved Career and Technical Education dual credit; OR✓ Completing a KDE/Labor Cabinet-approved apprenticeship; OR✓ Completing a KDE-approved alternate process to verify exceptional work experience.	<ul style="list-style-type: none">✓ Meeting exit criteria for English language proficiency assessment (Overall composite of a 4.5 on a Tier B/C) for any student who received English Language services during high school. <ul style="list-style-type: none">• English Language Learners are included in academic and career readiness in addition to English Language Readiness.

Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for Transition Readiness based on alternate assessment requirements and employability skills attainment.

Please contact the Office of Assessment and Accountability (OAA) if there are any questions:

(502) 564-4394

daainfo@education.ky.gov

Achievement Gap Measure

- ▶ Simplify the measure to focus on Gap to Group
- ▶ Measure is calculated between student demographic comparison groups and reference groups for reading and mathematics combined.
- ▶ Remove as an indicator in the accountability system
- ▶ Retain as a limit on the star rating
- ▶ If achievement gaps are found in schools earning a 4 or 5 star rating, the star rating will be reduced by 1 star.

Quality of School Climate and Safety

- ▶ The Quality of School Climate and Safety Indicator shall include perception data from surveys that measure insight to the school environment.
- ▶ Kentucky Board of Education will approve the measures for this indicator.
- ▶ It is planned to be included in accountability in school year 2019-2020.

Proposed Accountability Weights

Overall Accountability Weights

	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies and Writing)	Growth (including English Language Learners)	Quality of School Climate and Safety	Transition Readiness (High School includes English language learners)	Graduation Rate (4 and 5 year cohort)
Elementary and Middle Schools	35	26	35	4	--	--
High Schools	45	15	--	4	30	6

2018-2019 Planned Accountability

Elementary/Middle School Indicators

- Proficiency: Reading and Mathematics
- Separate Academic: Science, Social Studies and On-Demand Writing
- Growth: Reading, Mathematics and English Language Proficiency

High School Indicators

- Proficiency: ACT Reading and Mathematics
- Separate Academic: Science and On-Demand Writing
- Transition Readiness: Academic Measures, Career Measures and English Language Proficiency
- Graduation Rate: Adjusted Cohort (4 and 5 year)

Additional Indicators (pending legislative approval of regulation)

- Transition Readiness: Elementary/Middle, removed from regulation
- Achievement Gap Closure: Elementary/Middle/High, removed as indicator
- Opportunity and Access (proposed to make Quality of School Climate and Safety) delayed until 2019-2020 by KBE

2018-2019 Assessments Included in Accountability Indicators

Content Areas	3	4	5	6	7	8	10	11
Reading	X	X	X	X	X	X	FT	
Mathematics	X	X	X	X	X	X	FT	
Science		X			X			X
Social Studies			X			X		
On-Demand Writing			X			X		X
College Admissions Examination								X

Proficiency and Growth

Separate Academic

Proficiency and
Transition Readiness

Overall 5 Star Rating

- ▶ Beginning in 2018-2019, indicators will be used to identify schools in the 5-star rating system.
- ▶ Standards setting involving Kentucky educators will be held this summer to
- ▶ Develop an overall rating on the five star system
- ▶ Determine indicator performance from very low to very high performance on the following indicators: proficiency in reading and mathematics, separate other academic indicator for science and social studies, growth, transition readiness, and graduation rate.
Note: Quality of School Climate and Safety indicator delayed until 2019-2020.
- ▶ Performance on these indicators will contribute to a school's/district's overall accountability rating.

Essential Workplace Programs

Board Policy 8.1341

Beginning with the 2019-2020 school year, the District shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace. Each student in elementary, middle, and high school shall receive essential workplace ethics instruction that includes but is not limited to the following characteristics:

- ▶ Adaptability, including an openness to learning and problem solving, an ability to embrace new ways of doing things, and a capability for critical thinking;
- ▶ Diligence, including seeing a task through to completion;
- ▶ Initiative, including taking appropriate action when needed without waiting for direct instruction;
- ▶ Knowledge, including exhibiting an understanding of work-related information, the ability to apply that understanding to a job, and effectively explain the concepts to colleagues in reading, writing, mathematics, science, and technology as required by the job;
- ▶ Reliability, including showing up on time, wearing appropriate attire, self-control, motivation, and ethical behavior;
- ▶ Remaining drug free; and
- ▶ Working well with others, including effective communication skills, respect for different points of view and diversity of coworkers, the ability to cooperate and collaborate, enthusiasm, and the ability to provide appropriate leadership to or support for colleagues.

Essential Workplace Programs

Board Policy 8.1341 continued

The District shall use these characteristics when creating or choosing an existing program. By January 1, 2019 and every two (2) years thereafter, the Board shall collaborate with the local workforce investment board, in conjunction with local economic development organizations and other economic, workforce, or industry organizations the workforce investment board deems necessary, to establish essential workplace ethics indicators for middle and high school students that are aligned with the characteristics listed above.

ATTAINMENT

The Board shall design and adopt a diploma seal, certificate, card, or other identifiable symbol to award students deemed as having minimally demonstrated attainment of the Board's essential workplace ethics indicators.

REPORTING REQUIREMENT

By September 1, 2019, and every two (2) years thereafter, the Superintendent shall provide a report to the Commissioner of Education, in a format specified by the Commissioner, describing the District's essential work ethics programs and their implementation at each school.

Essential Workplace Programs Work Process and Next Steps

- ▶ We are currently working together with school districts in the region to develop a [Essential Workplace Ethics Certificate](#)
- ▶ Each district has submitted what they currently do to meet each indicator as described in policy 8.1341
- ▶ We compiled all of this information into a one spreadsheet for schools and districts in the region to use as a resource to show how the indicator is met in their curriculum.
- ▶ The next step is to develop the corresponding rubric and scoring criteria to be used for qualification purposes for the [Essential Workplace Ethics Certificate](#).
- ▶ In addition, a draft of the final product will be shared with local economic, workforce, and industry organizations for feedback.
- ▶ Once feedback is received from the Workforce Investment Board, a final draft will be given to each school district to use.
- ▶ This work process is expected to be completed in June, 2019. We will share with Kenton County principals at that time so that they can prepare for implementation in the 2019-2020 school year.