



Early Graduation Program Regulatory Amendments to 704 KAR 3:305

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E D U C A T I O N

KRS 158.142: Early high school graduation program

Senate Bill (SB) 61 (2022) requires regulatory changes and maintains the Kentucky Board of Education's authority to establish requirements in administrative regulation, 704 KAR 3:305, minimum requirements for high school graduation.

Clean-up of outdated programmatic requirements:

1. Removes end-of-course examinations (EOCs) due to the vendor no longer supporting the exams
2. Removes naming the ACT as the sole vendor for establishing college readiness benchmark requirements

Snapshot: Early Graduation Program (EGP) Outcomes

Student Participation Rates

- Typical statewide annual rate: 98-139
- Highest rate by district: 114
- Highest rate by school: 18

Average High School Academic Outcomes

- 85% meet or exceed benchmarks
- 90% have a 3.0 GPA or higher

Postsecondary Outcomes

- One semester: 66%
- Degree/Certificate: 48%
 - Bachelor: 26%
 - Certificate: 12% (<1 year)
 - Associate: 1%

EGP AVERAGE ACT SUBSCORES			
Content Area	Kentucky CPE Benchmarks	National ACT Benchmarks	Early Grad Average
English	18	18	26
Reading	20	22	27
Math	19	22	24

*Mean junior year benchmark comparison for 2015-2019

EGP AVERAGE GPA BY YEAR					
HS Grad Year	15-16	16-17	17-18	18-19	19-20
Average GPA	3.53	3.57	3.58	3.67	3.46
3.0 GPA (or higher)	86%	91%	89%	94%	84%
3.0 GPA (or lower)	14%	9%	12%	6%	16%

Early Graduation Program Proposed Amendments

704 KAR 3:305

Technical Amendments

- Amendments to conform to SB 61
- Clarifies the distinction between “graduating early” and the Early Graduation Program (EGP)
- Establishes ILP support at the beginning of grade 6
- Allows schools until October 15 to enter student intent into Infinite Campus

2022-2023

Student Requirements

Effective dates:

- SB 61 effective July 2022
- Regulation effective Spring 2023

EGP requirements for 2022-2023 graduates (only):

- Communicate intent to the principal within the provided timeframe
- Meet Council on Postsecondary Education (CPE) college entrance exam benchmarks
- Complete at least one financial literacy program or course (KRS 158.1411)

2023-2024

District Policy (July 1, 2023)

EGP Student ILP Process

- Goal planning – aligned to the district’s established workplace ethics program
- Completion of a personal resume
- Completion of one postsecondary admissions application

Section 5(2) amendments

School Implementation

Student-Driven Support

- Identify EGP requirements
- Strategy development aligned to workplace ethics program
- Entrance interview with principal, or designee, to articulate goals and career aspirations

Section 5(3) amendments

Student Requirements

Critical Skills and Competencies

- Meet CPE benchmarks on college entrance exam
- Earn ten foundational credits
- Essential workplace ethics program indicators
- Financial literacy course or program (KRS 158.1411)

Section 5(4) amendments

2024-2025

District Policy (July 1, 2024)

Locally Designed EGP Performance-Based Policy

- Provide a district policy outlining performance-based procedures
- Support student demonstration of critical skills and competencies

Section 5(5) amendments

School Implementation

Support EGP Attainment of Critical Skills and Competencies

- Establish performance descriptors and evaluation procedures aligned to district policy
- Implement and support the EGP performance-based requirement
- Retain five years of student work-product to gauge long-term outcomes

Section 5(5)(7) amendments

Student Requirements

Successful Demonstration of Critical Skills and Competencies

- Meet 2023-2024 requirements
- Performance-based project, portfolio or capstone containing:
 1. Essential workplace ethics indicators
 2. KAS application as life-long learners and engaged citizens
 3. Written and verbal communication
 4. Critical thinking, synthesis of information and drawing conclusions

Section 5(5)(6) amendments

Questions?