



PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

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QUICK TAKE: KDE's Revisions to Proposal For New Minimum High School Graduation Requirements

12/4/2018

After initial review of the summary document provided during yesterday's press conference, the Commissioner's announced changes to the proposed high school graduation requirements certainly reflect that some feedback is being received. However, many previous concerns remain and some new ones raised:

- The **reading and mathematics assessment** requirement – or minimum competency requirement – remains in place and has been re-branded as **graduation prerequisites**. The requirements appear to be the same and our concerns remain as to whether this is a real and productive strategy to increase student learning.
- The **transition readiness** requirement has been changed to an altered set of **graduation qualifiers**. This change also creates one list of options instead of separating them in to academic or career ready measures. Concerns remain as to whether this is a necessary component when the accountability model contains robust transition readiness indicators.
- The list of options is revised as follows:
 - **New** – Completion of precollege curriculum defined by CPE (which is the minimum HS grad requirements plus 2 credits of world language or language proficiency)
 - **Revised** – Meeting benchmark on one section of ACT or other college placement exam established by CPE (this adds the placement exam and does not require benchmark in all areas)
 - **Revised** – Three credit hours of dual credit at a grade of C or higher (down from 6 credit hours and lumps CTE/Academic dual credit together)
 - **Revised** – One course/exam in AP, IB or Cambridge with qualifying score (down from 2 courses/exams)
 - **Same** – Industry certifications approved by KWIB
 - **New** – Four credits within a single KDE-approved career pathway
 - **Removed** – Scoring benchmark on CTE end-of-program assessment for articulated credit

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271 West Short Street Suite 202 | Lexington, KY 40507 |
prichardcommittee.org | 859-233-9849 | admin@prichardcommittee.org

- **Removed** – KDE or Labor Cabinet approved apprenticeships
- **Revised** – KDE approved process to verify 500 hours of exceptional work experience or alternative identified in IEP (more detail than previous “alternative process”)
- These changes appear to provide some different options to demonstrate transition readiness than initially proposed. But these changes also mean, if adopted, Kentucky will have two different sets of transition indicators: one as “graduation qualifiers” and one for the new accountability model outlined in 703 KAR 5:270. Will this cause any confusion? Will KDE change the accountability regulation now?

Due to our concerns outlined during public comment, we hope the board seriously considers tabling the proposal and has authentic engagement with stakeholders to craft solutions. The overwhelming majority of voices at last week’s public hearing-educators, students, school leaders and citizen advocates - expressed concern . There is a lot of shared ground on which to build a consensus starting with the broad agreement that too many Kentucky students are not getting what they need out of high school. We hope the Board respects the feedback to ensure any potential changes truly reflect opportunities for students to succeed and excel. We look forward to continuing to be a constructive partner.