Senate Bill 175 (2019) outlined a process for reporting outcomes and collecting stakeholder feedback pertaining to the reading and mathematics competency requirements for graduation. Due to the revision of the *Kentucky Academic Standards* *(KAS) for Reading and Mathematics*, the administration of the reading and mathematics 10th grade assessments will be administered spring 2020. Therefore, the Kentucky Department of Education (KDE) used assessment data to predict possible outcomes for the 2019 graduation cohort to show potential impact to graduates.

The commissioner hosted five town hall events to gather feedback from educators, parents and students regarding the graduation requirement. The five town halls consisted of four face-to-face discussions hosted in different regions of the state (the Ohio Valley Educational Cooperative, Kentucky Valley Educational Cooperative, Green River Regional Educational Cooperative and Hopkinsville) and one virtual town hall held to accommodate anyone who was unable to physically attend.

**Reading and Mathematics Competency Outcomes**

Per SB 175 (2019),

*The Kentucky Department of Education shall report to the Interim Joint Committee on Education by December 1, 2019, and by December 1, 2020, regarding the assessment results as they pertain to the graduation requirement that will take effect with the 2023 graduating class. Each report shall include the minimum assessment score determined by the department to meet the graduation requirement and the basis for the determination, the number and percentage of students by district and by subgroup who did not achieve the minimum assessment score to satisfy the graduation requirement, the options for students not meeting the requirement, the actions expected to be taken by districts and schools to assist the students, and an analysis of the expected impact and outcomes resulting from the implementation of the assessment graduation requirement.*

Due to the revision of the *KAS for Reading and Mathematics*, the newly developed tenth grade assessments will be administered spring 2020. Therefore, the KDE is unable to report on the required components listed in SB 175 (2019) at this time. However, the KDE gathered previous assessment data from the 2019 graduation cohort to predict possible outcomes of students on the new graduation pre-requisite requirement to solicit feedback from stakeholders during the town hall meetings.

Per 704 KAR 3:305, students have three options to demonstrate basic competency in reading and mathematics. Students entering high school in fall 2020 and beyond will have to meet a graduation prerequisite; the first class of students to complete this requirement are those students currently in the 8th grade. The graduation prerequisite requires students to demonstrate basic competency in reading and math in one of three ways before graduation:

* Score at least at the Apprentice level 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

•  Score at least Proficient on the 8th-grade state-required assessment for reading and/or mathematics; OR

•  Complete a collection of evidence to include the following:

* The student’s individual learning plan (ILP), including a student transcript;
* If applicable, the student’s individual education program (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 student’s 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.

The KDE used previous data to predict the number of students who may have met basic competency in reading and mathematics by using the 8th grade Kentucky Performance Rating for Educational Progress (KPREP) and ACT for the 2019 graduation cohort. Please note the prediction is flawed and simply the best guess that can be made at this time as the reading and mathematics assessments will be administered for the first time this school year. To that end, predictive data indicates there were 40,020 students in the 2019 graduation cohort, 8,000 students (20%) who did not receive proficient or distinguished in 8th grade or apprentice or above in 11th grade on the reading assessment. Similarly, 8,948 students (22%) did not receive a proficient or distinguished rating in 8th grade or apprentice or above in 11th grade for mathematics. Students who did not meet either requirement would have the option to retake the 10th grade test or submit a portfolio as described above.

**Stakeholder Feedback Events**

Regional town hall events were hosted by the commissioner between September 23 and October 30, 2019. The KDE published a [press release](https://apps.legislature.ky.gov/law/kar/704/003/305.pdf) and multiple social media messages to advertise the town hall events beginning September 17.

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| --- | --- | --- |
| Date | Location | Number of Participants |
| September 23 | Ohio Valley Education Cooperative  Shelbyville, KY | 14 |
| October 10 | Kentucky Valley Education Cooperative  Hazard, KY | 15 |
| October 15 | Green River Regional Education Cooperative  Bowling Green, KY | 16 |
| October 30 | Hopkinsville Community College  Hopkinsville, KY | 15 |
| November 1 | Virtual Town Hall | 9 |

Participants offered feedback and asked clarifying questions regarding the pre-requisite requirement for graduation. Stakeholders shared the following:

* The flexibility of the requirements provides districts the opportunity to offer courses and programs that best align with the interests of students.
* The department should increase communication to districts and local school board members to increase understanding of the changes and flexibility in how students demonstrate basic competency in reading and/or mathematics. Many feel that misinformation is causing confusion and fear. It is important for districts to understand the three options students have to demonstrate their basic skills.
* The department should increase communication to districts and directors of special education regarding the role of the Annual Review Committee (ARC) to determine what best meets the needs of students with an IEP.
* The department should provide guidance to districts on types of evidence used to demonstrate basic competency for reading and/or mathematics for the portfolio option.
* The department should provide guidance for schools regarding immigrant students entering high school for less than two years.
* The department should consult multiple content specific organizations for suggested course ideas for reading and mathematics.

A follow up report, to meet the annual reporting requirements of SB 175 (2019), will be submitted by December 1, 2020.