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**KENTUCKY DEPARTMENT OF EDUCATION**

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January 23, 2019

Senator Stephen West  
Capitol Annex Room 229  
Frankfort, KY 40601

Re: Minimum High School Graduation Requirements

Dear Senator West:

Thank you for the opportunity to meet on January 17, 2019 and discuss the changes to 704 KAR 3:305, Minimum requirements for high school graduation. As discussed during our meeting, this letter outlines the Kentucky Board of Education's authority to promulgate administrative regulations governing minimum high school graduation requirements, as well as an analysis of how changes to the minimum high school graduation requirements align to the accountability provisions of SB 1 (2017).

The Kentucky General Assembly specifically instructs the Kentucky Board of Education (KBE) to promulgate administrative regulations setting forth the minimum requirements for high school graduation. KRS 156.160(1) provides, "[a]dministrative regulations shall be promulgated for the following: ... (d) The minimum requirements for high school graduation in light of the expected outcomes for students set forth in KRS 158.6451."<sup>1</sup> KRS 158.6451 sets forth the legislative declaration of goals for Kentucky's public schools which includes:

- (1) *The General Assembly finds, declares, and establishes that:*
  - (a) *Schools shall expect a high level of achievement of all students.*
  - (b) *Schools shall develop their students' ability to:*
    1. *Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;*
    2. *Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;*
    3. *Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;*
    4. *Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;*
    5. *Think and solve problems in school situations and in a variety of situations they will encounter in life;*

<sup>1</sup>See also OAG 93-31 and *Triplett v. Livingston County Bd. Of Ed.*, 967 S.W.2d 25, 30 (Ky. App. 1997) acknowledging the KBE's duty to promulgate administrative regulations setting forth the minimum requirements for high school graduation.

6. *Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and*
7. *Express their creative talents and interests in visual arts, music, dance, and dramatic arts.*
- (c) *Schools shall increase their students' rate of school attendance.*
- (d) *Schools shall increase their students' graduation rates and reduce their students' dropout and retention rates.*
- (e) *Schools shall reduce physical and mental health barriers to learning.*
- (f) *Schools shall be measured on the proportion of students who make a successful transition to work, post-secondary education, and the military.*

Based on the language of KRS 156.160, it is required that the KBE set the minimum requirements for graduation from Kentucky's public high schools. This statutory mandate of the KBE is only conditioned on the directive that minimum high school graduation requirements be set "in light of" expected outcomes for students set forth at KRS 158.6451. Based on this language, the KBE has broad discretion in establishing the minimum requirements for high school graduation.

The amendments to 704 KAR 3:305 are the result of significant stakeholder feedback from across the state. These changes provide greater flexibility to districts in order to support students and ensure graduation readiness. The amendments to 704 KAR 3:305 were developed following 32 events hosted for the purpose of gathering public feedback on graduation requirements. A taskforce facilitated by the Southern Regional Education Board (SREB) consisting of more than 90 participants representing business and industry, institutes of higher education, and K-12 came together to provide input on what a successful high school graduate looks like. Furthermore, the agency received and responded to hundreds of written and verbal comments during the KRS 13A public comment period and hearing in November 2018.

The graduation qualifiers included in 704 KAR 3:305 provide greater flexibility for paths to high school graduation – presenting multiple options for students to demonstrate graduation readiness that do not limit students to one particular method of either preparing for college or a career. These various options ensure students can meet graduation requirements based on their individual interests, regardless of the resources of their high school or district. For example, the graduation qualifiers included in the amendments to 704 KAR 3:305 emphasize Kentucky's focus on dual credit opportunities. Kentucky's dual credit and work ready scholarships afford students the opportunity to take a number of academic and career and technical education dual credit courses *free of charge*. Therefore, graduation qualifiers in 704 KAR 3:305 align dual credit opportunities to high school graduation. The Kentucky Department of Education (KDE) continues to work with postsecondary institutions to expand the number and availability of dual credit courses for all qualifying students. Postsecondary institutions use a number of different requirements to determine if students can take college credit courses; this is not always limited to ACT scores.

The new graduation qualifiers contained in 703 KAR 3:305 are aligned with career pathways for students to enter high demand occupations. The determination of which pathways to offer is a local school district decision. Industry certifications in high demand areas are incentivized in Kentucky's Accountability System at 703 KAR 5:270.

Although the high school graduation requirements, including graduation qualifiers, are distinct from the accountability measures set forth in KRS 158.6455 and 703 KAR 5:270, KDE and KBE made efforts to align the minimum high school graduation requirements with the intent of SB 1 in light of the expected outcomes for students set forth in KRS 158.6451. The table below demonstrates the alignment between the school and district accountability requirements set forth in SB 1 and 703 KAR 5:270 (in blue) and the proposed graduation qualifiers set forth in 704 KAR 3:305 (in green):



<b><u>KRS 158.6455 - SB 1 (2017)</u></b>	<b><u>703 KAR 5:270, Kentucky's Accountability System</u></b>	<b><u>704 KAR 3:305, Minimum Requirements for H.S. Graduation</u></b>
<p><i>SB 1 amended KRS 158.6455, requiring the KBE to amend the accountability system classifying schools and districts. Pursuant to the SB 1 requirements, the accountability system must include a measure of postsecondary readiness for each high school student. The postsecondary readiness measures set forth in SB 1 are below.</i></p>	<p><i>Following significant stakeholder input, the KBE promulgated 703 KAR 5:270 setting forth the new system of school accountability required to implement SB 1. The accountability system incorporated a transition readiness indicator to measure students' ability to successfully transition to the next level. For high school students, this means a student must earn a regular or alternative high school diploma and achieve academic or career readiness to contribute to the transition readiness measure in the accountability system for the school and district in which they are enrolled. . The academic and career readiness indicators are set forth below.</i></p>	<p><i>KRS 156.160 requires the KBE to promulgate regulations which set forth the minimum requirements for high school graduation. Graduation "qualifiers" are set forth below. In total, there are 8 from which students can choose; students must complete one or more of the qualifiers</i></p>
<p><b><u>College Readiness Benchmark Score</u></b> Meeting or exceeding a college readiness benchmark score on the college admissions examination used as the statewide assessment in KRS 158.6453(5)(b)5. The college readiness benchmark scores as established by the Council on Postsecondary Education are as follows: 18 in English, 19 in Math, and 20 in Reading.</p>	<p><b><u>Academic Readiness:</u></b> Score at or above the benchmark score as determined by the Council on Postsecondary Education (CPE) on the college admissions examination</p>	<p><b><u>Qualifier 2 of 8:</u></b> Achieve benchmark score as established by the Council on Postsecondary Education in 13 KAR 2:020 in <b>one (1) of the three sections</b>, of a college admissions or placement examination.</p> <p><i>*The Kentucky Department of Education's use of a college admissions examination as part of required state testing permits students to take the exam at no cost to them. College admissions examinations include ACT, SAT, and KYOTE.</i></p>
<p><b><u>College Credit, Articulated Credit, Apprenticeship, Industry Certification</u></b> Achievement of college credit, postsecondary articulated credit, apprenticeship time toward a credential or associate degree, or any industry-recognized certifications, licensures, or credentials, with more weight in</p>	<p><b><u>Academic Readiness:</u></b> Complete <b>six (6) or more</b> hours of Kentucky Department of Education approved dual credit and receiving a grade of B or higher in each course</p>	<p><b><u>Qualifier 3 of 8:</u></b> Complete <b>three (3)</b> postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher</p>



<p>accountability for industry-recognized certifications, licensures, or credentials identified as high demand in accordance with the process described in paragraph (c) of this subsection. Eligible industry-recognized certifications, licensures, or credentials shall not be limited to those earned in conjunction with a minimum sequence of courses. Each high school shall publicly report the credits, hours, and credentials on an annual basis</p>	<p><b><u>Career Readiness:</u></b> Score at or above the benchmark on industry certification as approved by the Kentucky Workforce Innovation Board on an annual basis</p>	<p><b><u>Qualifier 5 of 8:</u></b> Obtain an industry certification as approved by the Kentucky Workforce Innovation Board</p>
	<p><b><u>Career Readiness:</u></b> Score at or above the benchmark on the career and technical education end-of-program assessment for articulated credit</p>	<p><b><u>Qualifier 6 of 8:</u></b> Complete <b>four (4) credits</b> from valid courses within a single Kentucky Department of Education approved career pathway</p>
	<p><b><u>Career Readiness:</u></b> Complete <b>six (6)</b> or more hours of Kentucky Department of Education approved CTE dual credit, and receiving a grade of B or higher in each course</p>	<p><b><u>Qualifier 3 of 8:</u></b> Complete <b>three (3)</b> postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher</p>
	<p><b><u>Career Readiness:</u></b> Complete a Kentucky Department of Education approved or labor cabinet approved apprenticeship</p>	<p><b><u>Qualifier 8 of 8:</u></b> Complete <b>two (2) years</b> in an approved Kentucky Department of Education or Kentucky Labor Cabinet pre-apprenticeship or apprenticeship program</p>
	<p><b><u>Academic Readiness<sup>2</sup>:</u></b> Complete <b>two (2) or more</b> advanced placement (AP) courses and receiving a score of three (3) or higher on each AP assessment</p>	<p><b><u>Qualifier 4 of 8:</u></b> Complete <b>one (1) course and corresponding assessment</b> meeting the following criteria: a. Advanced placement (AP) with a score of three (3) or higher</p>
	<p><b><u>Academic Readiness<sup>3</sup>:</u></b> Receive a score of five (5) or higher on <b>two (2)</b> examinations for international baccalaureate courses</p>	<p><b><u>Qualifier 4 of 8:</u></b> Complete <b>one (1) course and corresponding assessment</b> meeting the following criteria: c. International baccalaureate (IB) with a score of five (5) or higher</p>

<sup>2</sup> Additional readiness indicator. KRS 158.6455 sets forth the minimum components for school and district accountability, but does not preclude the KBE from providing additional components.

<sup>3</sup> KRS 158.6455 sets forth the minimum components for school and district accountability, but does not preclude the KBE from providing additional components.



	<b><u>Academic Readiness<sup>4</sup>:</u></b> Score at or above the benchmark on <b>two (2) or more</b> Cambridge Advanced International examination.	<b><u>Qualifier 4 of 8:</u></b> Complete <b>one (1) course and corresponding assessment</b> meeting the following criteria: b. Cambridge Advanced International (CAI) with a score at E or higher; or
	<b><u>Career Readiness<sup>5</sup>:</u></b> Complete a Kentucky Department of Education approved alternate process to verify exceptional work experience	<b><u>Qualifier 7 of 8:</u></b> Complete a Kentucky Department of Education approved process to verify 500 hours of exceptional work experience, or alternative requirements as determined by a student's Admissions and Release Committee and specified in the student's IEP
		<b><u>Qualifier 1 of 8:</u></b> Satisfy precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020

As you can see, the graduation qualifiers included in the amendment to 704 KAR 3:305 are intentionally aligned with SB1 and the accountability system at 703 KAR 5:270. While the accountability system is distinct from and should not be confused with minimum high school graduation requirements, KDE and KBE ensured the two are logically related while providing numerous options for demonstration of student success and graduation readiness.

I hope this information addresses any concerns you may have regarding 704 KAR 3:305, Minimum requirements for high school graduation. Please contact me if you have additional questions.

Sincerely,

Wayne D. Lewis, Jr., Ph.D.  
Commissioner of Education

cc: Amanda Ellis  
Jennifer Fraker  
Deanna Durrett

<sup>4</sup> KRS 158.6455 sets forth the minimum components for school and district accountability, but does not preclude the KBE from providing additional components.

<sup>5</sup> KRS 158.6455 sets forth the minimum components for school and district accountability, but does not preclude the KBE from providing additional components.



# PROPOSED REVISIONS TO HIGH SCHOOL GRADUATION REQUIREMENTS



On Wednesday, Dec. 5, the Kentucky Board of Education approved changes to the proposed minimum high school graduation requirements, 704 KAR 3:305. The changes add "graduation prerequisites" and "graduation qualifiers," to ensure students have basic competency in math and reading as well as experiences intended to equip them for success in postsecondary education and the workforce. The changes will now go to the Kentucky General Assembly for review.

## GRADUATION PREREQUISITES

Under the revised statute, students entering high school in the 2020-21 school year must demonstrate basic competency in reading and math in one of three ways before graduation.

1. The student's 10th grade state-required assessments meeting the minimum criteria in reading and mathematics; OR
  - The minimum criteria shall include earning a KDE-approved scale score in the apprentice student performance level of the state-required assessments approved by the Kentucky Board of Education as passing.
  - 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 10th grade shall contribute to the school's accountability rating;
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. A student collection of evidence to include the following:
  - a. The student's ILP that includes student transcript;
  - b. If applicable, the student's IEP, that includes evidence that the student has received specially designed instruction and related services in reading and mathematics;
  - c. Performance on the required state assessments;
  - d. 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;
  - e. Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and
  - f. The student's postsecondary plans.

The process shall require the principal to submit the collection of student evidence to the superintendent or designee for review and approval, or for public charter schools principals to submit the collection of student evidence to the Commissioner of Education or designee.

## ADDITIONAL REQUIREMENTS

Students will be required to pass a 100 question civics exam, receive instruction in financial literacy and demonstrate competency in essential skills and technology.

## GRADUATION QUALIFIERS

Under the revised proposal, students entering high school in the 2019-20 school year must complete one of eight Graduation Qualifiers:

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 2 years of a KDE approved or Kentucky Labor Cabinet approved pre-apprenticeship or apprenticeship; OR
8. A Kentucky Department of Education approved process to verify 500 hours of exceptional work experience, or alternative requirements as prescribed in a student's IEP.

Districts shall report individual student data regarding the completion of each graduation qualifier to the Kentucky Department of Education which may be included in public reporting.

## 22 PERSONALIZED CREDITS

Students entering high school in the 2019-20 school year must complete the following 22 personalized credits before graduation.

- 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



# PROPOSED HIGH SCHOOL GRADUATION REQUIREMENTS

## SPECIAL EDUCATION CONSIDERATIONS

### SHIFTING EXPECTATIONS

- This update of Kentucky's minimum high school graduation requirements provides students with greater course flexibility, giving them additional avenues for academic and work-based learning.
- The revised graduation requirements shift expectations to postsecondary and workforce readiness for all students, including students with disabilities.
- The changes provide students with multiple ways to demonstrate their learning and competency in key areas including reading and mathematics.

### IDEA GUIDELINES STILL IN PLACE

- Students eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA) are required to meet the graduation requirements as prescribed by the regulation.
- The IDEA requirement for specially-designed instruction does not change with the proposed graduation requirements.
- Students with disabilities are entitled to individualized programming under the federal Individuals with Disabilities Education Act (IDEA).
- The Individualized Education Program (IEP) is developed by the Admissions and Release Committee (ARC) to ensure that the needs of the student are met to successfully reach educational expectations and to obtain a diploma.

### IEP HONORED IN REQUIREMENTS

- Nothing in the proposed regulation subverts the rights of a student with an Individualized Education Program (IEP) in place, and this includes transition services outlined in 707 KAR 1:320.
- While every student must have an Individual Learning Plan (ILP), students with an IEP must have a statement of the transition service needs that includes postsecondary goals based on age-appropriate transition assessments related to education, employment, training, and independent living skills.
- Ongoing progress data will be collected and analyzed at least annually by the ARC.

### DEMONSTRATION OF READING & MATH SKILLS

- All students, including students with disabilities, have several options for demonstrating basic competency in reading and mathematics, including a collection of evidences or portfolio.
- Accommodations must be provided to students as prescribed in a student's IEP or 504 Plan.

### ALTERNATE ASSESSMENTS

- For students with the most significant cognitive disabilities (i.e., approximately 1% of the total student population statewide) for whom traditional assessments would be an inappropriate measure of progress, the ARC may determine the student may take the Alternate Assessment Aligned with Alternate Achievement Standards (AA-AAS).
- About 1% of the total student population statewide qualifies for the AA-AAS. Federal law prohibits states from exceeding this 1% for statewide testing purposes – effectively capping the percentage of students that can participate in the AA-AAS.
- The AA-AAS was developed to provide schools and programs with a valid and reliable means of assessing the instruction provided. The AA-AAS continues to meet federal requirements outlined in the Every Student Succeeds Act (ESSA).





# PROPOSED HIGH SCHOOL GRADUATION REQUIREMENTS

## STAKEHOLDER FEEDBACK

### APRIL

- **Southeast South Central Educational Cooperative (SESC)** - Associate Commissioner Amanda Ellis
- **Kentucky Board of Education Meeting: X. High School Graduation Requirements: A Look Across the Country** - Jennifer Zinth, Education Commission of the States (ECS)
- **Town Hall Meeting at Jefferson County Public Schools** - KDE Commissioner Stephen Pruitt and Associate Commissioner Amanda Ellis
- **Superintendents Advisory Council (SAC)** - KDE Associate Commissioner Amanda Ellis

### APRIL 30-MAY 30

- **Public Comment Period**

### MAY

- **Local School Board Members Advisory Council** - KDE Associate Commissioner Amanda Ellis
- **Monthly Regional Education Cooperative Director Meetings** (ongoing) - KDE Associate Commissioner Amanda Ellis

### JUNE

- **KBE Board Meeting:** Update on Revision of Minimum High School Graduation Requirements Process - Interim Commissioner Wayne Lewis, KDE Associate Commissioners Amanda Ellis and Laura Arnold
- **Commissioner's Parents Advisory Council (CPAC)** - KDE Associate Commissioner Amanda Ellis

### JULY

- **School Curriculum, Assessment and Accountability Council** - KDE Associate Commissioner Amanda Ellis
- **Let's Talk Conference** - KDE Associate Commissioners Amanda Ellis and Rhonda Sims
- **Local Superintendents Advisory Council (LSAC)** - KDE Interim Commissioner Wayne Lewis and Associate Commissioner Amanda Ellis

### AUGUST

- **KBE Board Meeting:** Amendments to 704 KAR 3:305, Minimum High School Graduation Requirements (First Reading) - Interim Commissioner Wayne Lewis, KDE Associate Commissioner Amanda Ellis and KDE Associate Commissioner David Horseman
- **Southeast South Central Educational Cooperative (SESC)** - Associate Commissioner Amanda Ellis

### SEPTEMBER

- **KBE Special Called Board Meeting:** High school graduation requirement updates - Interim Commissioner Lewis, Associate Commissioner Amanda Ellis and Associate Commissioner David Horseman
- **Gifted Talented Advisory Council (GTAC)** - KDE Associate Commissioner Amanda Ellis
- **State Advisory Council for Exceptional Children** - KDE Director Gretta Hylton
- **Committee on Mathematics Achievement (CMA)** - KDE Associate Commissioner Amanda Ellis
- **Counselor Advisory Committee (CAC)** - KDE Associate Commissioner Amanda Ellis
- **Commissioner's Parents Advisory Council (CPAC)** - KDE Associate Commissioner Amanda Ellis
- **School Curriculum, Assessment and Accountability Council (SCAAC)** - KDE Associate Commissioner Amanda Ellis
- **Continuous Improvement Summit** - KDE Interim Commissioner Wayne Lewis and Associate Commissioner Amanda Ellis
- **Local Superintendents Advisory Council (LSAC)** - KDE Interim Commissioner Wayne Lewis and Associate Commissioner Amanda Ellis
- **Regional Education Cooperative Directors Retreat** - KDE Associate Commissioner Amanda Ellis

### OCTOBER

- **KBE Board Meeting:** Amendments to 704 KAR 3:305, Minimum high school graduation requirements (Second Reading) (Action/Discussion Item) - Interim Commissioner Wayne Lewis, KDE Associate Commissioner Amanda Ellis and KDE Associate Commissioner David Horseman
- **Teachers Advisory Council (TAC)** - KDE Associate Commissioner Amanda Ellis

### NOVEMBER 1 - NOVEMBER 30

- **Public Comment Period**

### NOVEMBER

- **Local School Board Advisory (LSBMAC)** - KDE Associate Commissioner Amanda Ellis
- **Superintendent Advisory Committee (SAC)** - KDE Associate Commissioner Amanda Ellis
- **Committee on Mathematics Achievement (CMA)** - KDE Associate Commissioner Amanda Ellis
- **KDE Superintendent Webcast** - KDE Commissioner Wayne Lewis and Associate Commissioner Amanda Ellis
- **Public Hearing**





# PROPOSED HIGH SCHOOL GRADUATION REQUIREMENTS

## HIGH SCHOOL STATISTICS

KENTUCKY HAS **228**  
PUBLIC HIGH SCHOOLS.

ONLY **2** SCHOOLS DO NOT  
OFFER CAREER PATHWAYS.\*

\*Brown High School (JCPS) and Ludlow High School



MOST KY HIGH SCHOOLS OFFER AT LEAST **10** CAREER PATHWAYS

Administrative Support  
Consumer and Family Management  
Animal Science Systems  
Culinary & Food Services  
Early Childhood Education

Allied Health  
Horticulture and Plant Science Systems  
Marketing  
Management Entrepreneurship  
Pre-Nursing



**44** HIGH SCHOOLS, CTCs, OR ATCS OFFERED  
AT LEAST ONE TRACK PROGRAM IN 2017-18.

**18,141** 9-12 GRADE INDIVIDUAL STUDENTS ATTEMPTED AT LEAST  
ONE INDUSTRY CERTIFICATION IN 2017-18.



# PROFILES OF GRADUATES

The proposed minimum high school graduation requirements, 704 KAR 3:305, are aligned to the “profile of a graduate” described by postsecondary educators and business and industry leaders. According to these groups, a high school graduate should be able to communicate, achieve academically, think critically, adapt to change and collaborate. In order to develop these skills, under the new requirements a graduate shall complete graduation prerequisites and graduation qualifiers, to ensure they have basic competency in math and reading as well as experiences intended to equip them for success in postsecondary education and the workforce. Additional requirements include completing the state science and social studies assessments, the passage of a civics test, instruction in financial literacy, and demonstration of essential skills and technology.

## AUSTIN — CLASS OF 2017

Austin, a graduate of the class of 2017, had no plans to attend college, and met the state minimum requirements for high school graduation as his district did not have any requirements above the state level. In addition to passing a civics test and being able to demonstrate basic technology skills, he completed the following courses, for a total of **22 credits**, with passing grades:

- English I, II, III and IV
- Algebra I, Geometry & Algebra II
- Three Social Studies courses
- Three science courses that included lab-based scientific investigation experiences
- Physical Education & Health
- One course in Visual and Performing Arts
- Seven elective courses

## MARY — CLASS OF 2024

Mary, a member of the class of 2024, plans to attend college. She will complete her **graduation qualifier** by completing pre-college curriculum as defined by the Council on Postsecondary Education (CPE). In addition to passing a civics test, receiving instruction in financial literacy, and being able to demonstrate basic technology skills, she will complete the following courses, for a total of **22 personalized credits**, with passing grades:

- English I and II, and two additional Language Arts credits aligned with her Individual Learning Plan (ILP)
- Algebra I and Geometry, and two additional mathematics courses aligned with her ILP
- Three Social Studies courses, with one aligned to her ILP
- Three science courses, with one aligned to her ILP
- Physical Education & Health
- One course in Visual and Performing Arts
- Six additional credits, aligned with her ILP

## SCOTT — CLASS OF 2025

Scott, a member of the class of 2025, wants to be an electrician. He will complete his **graduation qualifier** by completing a two-year electrical pre-apprenticeship. He received a proficient score in math on his 8th grade K-PREP assessment but a novice score in reading on his 8th grade K-PREP assessment. Therefore, to complete his **graduation prerequisite**, he will score an apprentice in reading on his 10th grade K-PREP test and meet the cut score set by the Kentucky Board of Education. In addition to passing a civics test, receiving instruction in financial literacy, and being able to demonstrate basic technology skills, he will complete the following courses, for a total of **22 personalized credits**, with passing grades:

- English I and II, and two additional Language Arts credits aligned with his Individual Learning Plan (ILP)
- Algebra I and Geometry, and two additional mathematics courses aligned with his ILP
- Three Social Studies courses, with one aligned to his ILP
- Three science courses, with one aligned to his ILP
- Physical Education & Health
- One course in Visual and Performing Arts
- Six additional credits, aligned with his ILP

## CHELSEA — CLASS OF 2025

Chelsea, a member of the class of 2025, was identified as having an Autism Spectrum Disorder when she was 6 years old and qualifies for **special education** and related services through an Individual Education Program (IEP). As outlined in her IEP, she will complete her **graduation qualifier** by working a maximum of 15 hours per week in her local grocery store during her junior and senior years with a total of 500 hours worked by the time she graduates. To complete her **graduation prerequisite**, she will submit her IEP to the district superintendent along with evidence that she has received specially designed instruction in reading and mathematics. In addition to passing a civics test, receiving instruction in financial literacy, and being able to demonstrate basic technology skills, she will complete the following courses, for a total of **22 personalized credits**, with passing grades:

- English I and II, and two additional Language Arts credits aligned with her IEP
- Algebra I and Geometry, and two additional mathematics courses aligned with her IEP
- Three Social Studies courses, with one aligned to her IEP
- Three science courses, with one aligned to her IEP
- Physical Education & Health
- One course in Visual and Performing Arts
- Six additional credits, aligned with her IEP