

## Livingston County Early Graduation Plan

### Communicating the Initiatives and Criteria

Middle and High School Counselors will distribute the district letter explaining the criteria, guidelines, requirements, and benefits of the Early Graduation Option.

The district informational letter and letter of intent will be posted to the school and district website.

Parents will be informed during Back to School Night, Open House and other parent meetings.

Announcements will be made through local media.

Information will be communicated through the middle and high schools throughout the year.

### Criteria for Successful Entrance

***All candidates will be reviewed on an individual basis by the Early Graduation Committee. However, the criteria below are indicators of successful completion of the program.***

**GPA** – Student has demonstrated high academic potential in rigorous courses.

**Attendance** – 95% average attendance rate

**Leadership** – Letter of recommendation from a club sponsor or community member

**Discipline** – students should not have excessive behavior issues. This indicator will be reviewed on an individual basis.

**Benchmarks** – Meets state benchmarks on state level assessments

Student Disposition:

- 1. The decision to commit to graduating early is based on thoughtful conversations with families, school counselors and students, reviewing all the issues which surround accelerating high school graduation.*
- 2. Students intend to begin and stay on this pathway, beginning in middle school or ninth grade.*
- 3. Students have a clear academic or career goal in mind and therefore a reason to demonstrate proficiency in high school and move on.*
- 4. Student is persistent, self-motivated and can set and achieve goals independently.*
- 5. Student is emotionally and academically mature, can deal with their schedule and classes being “out of step” with same age peers.*
- 6. Student shows indications of being on or surpassing benchmarks for College and Career Readiness goals through standardized test scores. High grades alone do not determine a successful early graduate; some students will see leaving early as motivation to do well in required courses and exams.*
- 7. Student may be identified as Gifted/Talented; this is also not a sole indicator of readiness.*
- 8. Students have a desire to succeed and “move on when ready.”*
- 9. Students do not have excessive absences, tardiness or truancies.*
- 10. Students do not have excessive behavior issues. This is a pathway for those students who want to accomplish a goal. Students who cannot reliably accomplish the class and homework without prodding or support are not good candidates for Early Graduation.*
- 11. Students are not concerned with attaining senior status or honors based on GPA rankings. It is a district decision which “senior” events, activities and perks Early Graduates may be part of. These limitations should be clearly articulated before students enter Early Graduation.*

## Entrance Process

1. **Students, along with families and counselors are encouraged to have preliminary talks, BEFORE ENTERING EARLY GRADUATION with the admissions counselors at the institutions of their choice to determine all pre-admission requirements for acceptance.**
2. Upon submission of the Letter of Intent, middle and/or high school counselors will meet with potential applicants to explain the Early Graduation Option. Letters of Intent must be submitted within 30 days of the academic year they wish to graduate. **(Appendix A)**
3. Early Graduate will take the online Student Success Survey (Student will need to create a Google account to access survey). Survey link:  
[https://docs.google.com/forms/d/1qiEmkT\\_NFrtsqff4LdpXujh-xdrIXSubLbMcLEQdexE/viewform?usp=send\\_form](https://docs.google.com/forms/d/1qiEmkT_NFrtsqff4LdpXujh-xdrIXSubLbMcLEQdexE/viewform?usp=send_form)
4. A screening committee consisting of middle and/or high school counselors, will review the Letter of Intent and criteria for successful completion of potential applicants for the Early Graduation Option.
5. An Early Graduation Committee will be established for each student prepared for entry in to the program. The EGC will consist of the student, parent, principal/designee, and counselor. The EGC will conduct an initial meeting to discuss readiness into the program. The committee will review the District Early Graduation Things to Consider sheet. **(Appendix B)** The EGC will decide upon acceptance to the program. All required committee members must sign the letter of intent. Upon acceptance to the program, students will review pathway options. **(Appendix C)** The superintendent will sign the letter of intent upon recommendation of the committee.
6. The EGC will encourage the student to be in frequent communication with the college/university of choice to ensure acceptance in to the selected program.
7. The signed Letter of Intent will be scanned into the ILP onto the Advising Page and student is flagged in Infinite Campus as being in an alternative program.
8. Schools must enter status as an Early Graduate into Infinite Campus no later than October 1st of the year in which the student makes the declaration as stated in Section 9 of 704 KAR 3:305
9. Students meeting the criteria will follow the Early Graduation Track upon entering 9<sup>th</sup> grade.
10. Students who submit a Letter of Intent but do not exhibit readiness for the program may re-apply the following year as initiated by the student by submitting another letter of intent.

## Progress Monitoring and Support for Early Graduate Students

11. The EGC will meet with students enrolled in the Early Graduation Option at least three times a year to review current data and determine student status in the program. The EGC will identify areas of concerns and provide the necessary interventions for students. Notes from regularly scheduled counseling meetings including family and student are recorded and filed in the ILP to ensure progress on Early Graduation pathway.

## Blueprint for Intervention

12. Students who are at risk of not meeting the program criteria will be provided additional counseling from school counselors.
13. Students needing additional academic support will be placed in College and Career Readiness Interventions that are appropriate in meeting individual needs. (Notes will be

entered in to the ILP)

14. Parents will be notified as concerns are identified.

#### **ACT/EOC**

15. The Building Assessment Coordinator will ensure that Early Graduate Candidates have the opportunity to take the ACT and all End of Course Exams.

16. The Building Assessment Coordinator will monitor when students take the EOC and college readiness exams to allow for the possibility of them not meeting benchmark and still being able to graduate early.

#### **Transition Plan for Early Graduates /Students Exiting the Program Before Graduating**

17. The EGC meeting will be scheduled for those students who are not meeting the program criteria or who decide to discontinue participation in the Early Graduation Pathway.

18. The EGC will review transcripts and determine a pathway to meet high school requirements.

19. The EGC will seek to place the student in an appropriate pathway that will ensure readiness for college and/or a career.

20. The EGC will coordinate and facilitate conversations between family/student and anticipated post-secondary institution on entrance requirements, deadlines and financial expectations.

#### **Senior Opportunities and Graduation Ceremony Options**

21. Early Graduates will have access to all senior events. Communication of events will be posted on the school's webpage. Any questions, contact the school's guidance counselor.

22. Early Graduates will have the choice as to whether to walk in the graduation ceremony during the year program requirements are complete.

#### **Diploma Options**

23. Students graduating with minimum coursework will be eligible for at least a standard diploma from the Livingston County School System.

## **APPENDIX A: 2015-2016 Letter of Intent to Apply for Early Graduation**

### *Livingston County Schools*

Dear Students and Parents:

Senate Bill 61, passed during the 2013 Kentucky General Assembly, provides a pathway to early graduation for students who intend to complete high school in three academic years or less. Beginning with the 2014-2015 academic year, students who complete the Early Graduation requirements (see below) may receive a diploma from their district. Students who graduate in three years or less are also eligible for an Early Graduation Certificate, (a one-time scholarship) which they may use the year immediately following high school graduation when enrolling in an SACS accredited Kentucky two- or four- year institute of higher education.

#### Clarifying Points:

- The statutory changes and regulation went into effect in the 2014-2015 academic year.
- Early Graduation is defined as a student meeting the performance criteria outlined in 704 KAR 3:305 Section 9 (2) and doing so in three years or less from the date of first enrolling in grade nine.
- To meet the criteria, students that intend to graduate early must meet minimum proficiency benchmarks for the four End of Course exams required for state accountability and meet college ready benchmarks for the ACT or other college readiness exam.
- Students must have been in high school three years or less- according to COHORT YEAR, not grade level.
- A student who wishes to graduate early must complete a *Letter of Intent to Apply for Early Graduation* within the first 30 days of the academic year in which they want to graduate and the information must be entered into Infinite Campus and the ILP no later than October 1<sup>st</sup> of the academic year they intend to graduate.
- **Students should complete the online Survey for Student Success as part of application process**
- Students may take their one state supported college readiness exam (ACT, COMPASS, KYOTE) earlier than their junior or senior year, as provided by the regulation in section 9 (3).
- Early Graduation students require consistent monitoring and counseling to ensure they are on track to complete the early graduation requirement. The ILP should be completed and regular meetings between the student, family and counselor should monitor and update student progress as required in Section 4 of 704 KAR 3:305.
- The *Letter of Intent* is not binding; students may revert to regular student enrollment with the knowledge they have to meet the District's minimum requirements and that they will not be eligible for the Early Graduation Certificate.

#### **Incentives:**

A student who meets the Early Graduation requirements in 704 KAR 3:305 shall earn an Early Graduation Certificate (provided by KHEAA) to be eligible for a one time scholarship award to be used at a Kentucky two- or four-year public or independent non-profit SAC's accredited college or university the year immediately following high school graduation. The award shall be equal to one-half (1/2) of the SEEK statewide per pupil guarantee for one year. For more information regarding KHEAA: <https://www.kheaa.com/website/kheaa/kees?main=1>

Students who graduate from high school in three years may also receive a Kentucky Educational Excellence Scholarship (KEES) award equivalent to completing high school in four years.

For more information, or to schedule a meeting, please contact your school's principal or guidance counselor.

*Letter of Intent to Apply for Early Graduation*  
 Intended Graduation Year \_\_\_\_\_

Student name	
SSID#	
SS# (for KEES verification)	
Date of Birth	
Parent/Guardian name	
Permanent Mailing Address	
City, State, Zip code	
Parent phone number	
Parent email address	

High School Name:	District:
Principal:	School Mailing Address:

Date student entered high school (MM/DD/YEAR) \_\_\_\_\_

Date student intends to graduate early MM/DD/YEAR) \_\_\_\_\_

Disclosures: (parent/guardian and student initial each statement)

\_\_\_\_\_ I have taken the online Student Success Survey (Student will need to create a Google account to access survey). Survey link: [https://docs.google.com/forms/d/1qiEmkT\\_NFrtsgff4LdpXUJh-xdrIXSUBLbMcLEQdexE/viewform?usp=send\\_form](https://docs.google.com/forms/d/1qiEmkT_NFrtsgff4LdpXUJh-xdrIXSUBLbMcLEQdexE/viewform?usp=send_form)

\_\_\_\_\_ I have read and understood the attached information regarding Early Graduation.

\_\_\_\_\_ I understand that this Intent to pursue Early Graduation is an accelerated pathway and I intend to meet the academic criteria and timeline of the intent, graduating within three years of entry into high school. By meeting these requirements, I am eligible for the Early Graduation Certificate (scholarship) and a diploma.

\_\_\_\_\_ I understand that, should I attain Early Graduation and be awarded an Early Graduation Certificate scholarship, It is my responsibility to provide additional information to the Kentucky Higher Education Assistance Authority (KHEAA) in order to have funds sent to my college or university.

\_\_\_\_\_ I understand that failure to meet the Early Graduation criteria or timeline will result in having to complete the regular minimum requirements for high school, and forfeiture of the Early Graduation Certificate.

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\_\_\_\_\_ I understand that if I intend to and attain Early Graduation, the Intent is not binding and I may choose stay in high school to pursue available opportunities. I understand however, that by remaining in high school, I forfeit the Early Graduation Scholarship.

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Signatures: (print name and sign)

Student \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

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The student status as an Early Graduate is to be entered into Infinite Campus no later than October 1st of the academic year in which the student makes the declaration, as stated in Section 9 of 704 KAR 3:305.

The Signed and completed Intent form is to be uploaded into the student ILP (Instructions are found in Appendix D of the Guidance Document)

Date entered into IC \_\_\_\_\_ Into ILP \_\_\_\_\_

By (print name and sign)

\_\_\_\_\_

If this student transfers to another Kentucky high school before completing Early Graduation, the Early Graduation Intent and information must be moved in Infinite Campus and a counselor at the new school must be assigned to monitor the student's progress.

Date moved \_\_\_\_\_

School, District \_\_\_\_\_

Date entered into IC \_\_\_\_\_

By (print name and sign) \_\_\_\_\_

- A copy of this Intent form should be placed in the Student's Cumulative folder and a copy given to the student for their records.

STUDENT SCORES

<u>End of Course</u>		<u>Date EOC taken</u>		<u>Score</u>	
Algebra II (148 or above)					
Biology (154 or above)					
English II (154 or above)					
US History (147 or above)					
<u>Student must meet benchmarks on ONE</u>	<u>Date taken</u>	<u>English Score</u>	<u>Reading Score</u>	<u>Math Score</u>	
ACT		(18)	(20)	(19)	
COMPASS		(74)	(85)	(36)	
KYOTE (normalized)		(6)	(20)	(22)	

## **APPENDIX B:**

### **Issues to Consider Surrounding the Early Graduation Option**

All students are unique, so as you think about Early Graduation; there are many factors which could affect your decision. Below are some questions to ask yourself as you begin considering an Early Graduation option.

- Has your child met the benchmarks on state or school assessments? (ex. EXPLORE, PLAN, ACT, End-of-Course, ePREP)
- Is your child emotionally mature enough to work independently?
- Is your child socially immature and would mind being in classes with students that are older?
- Is your child one who has a plan for the future?
- Does your child want to stay in high school to complete four years of activities, sports, or competitions?
- Would your child benefit from taking advanced level AP or dual credit courses-gaining college credit while remaining in high school environment?
- Are you ready financially to send a student to college early?
- Are there scholarships, academic opportunities or events in the high school that the student would benefit from by staying four years?
- Does your child have a career track that they can add onto their college readiness by staying four years?
- Does Early Graduation adequately prepare your child for their academic plan?
- Will your child be willing to forego senior traditional activities (i.e., prom, banquets, award ceremonies, trips, and recognitions)?
- Will your child be willing to forego participation in athletic activities?
- Will your child's college/university allow your child to participate in athletic activities?
- Will your child be eligible for all scholarships?

**APPENDIX C:**

**Recommended Pathways for Students for Early Graduation—2 Year Program**

9 <sup>th</sup> Grade
English 1 Accelerated
Algebra 1
<b>English 2 Accelerated</b>
<b>Biology or Honors Biology</b>
World Civilizations or World Studies
Health/PE
Computer Applications

10 <sup>th</sup> Grade
ICP or Anatomy
Geometry
<b>Algebra 2</b>
English 3 Accelerated
<b>US History or AP US History</b>
*Elective
*Elective

**ASSESSMENTS**

9 <sup>th</sup> Grade		10 <sup>th</sup> Grade			
Biology EOC		ACT			
English 2 EOC		Algebra 2 EOC			
		US History EOC			
		On-Demand Writing			
		AP Exams (Students who take AP classes)			
College Course	ACT Subject Test Area	ACT EXPLORE Benchmark Grade 8		ACT PLAN Benchmark Grade 10	ACT Benchmark
English Composition	English	13		15	18
College Algebra	Math	17		19	22 (19)
Social Sciences	Reading	16		18	22 (20)
Biology	Science	18		20	23

**\*Elective Classes**—students may select a career pathway in any CTE area. They can also choose to take extra core or elective classes in the areas of Math, English, Social Studies or Science. They can take classes in Art, Band, or Choir.

*Each student’s pathway will be based on his/her academic plan and future career goals.*

## Recommended Pathways for Students for Early Graduation—3 Year Program

Grade 9	Grade 10	Grade 11
English 1 Accelerated	<b>English 2 Accelerated</b>	English 3 Accelerated
Algebra 1	Geometry	<b>Algebra 2</b>
Integrated Science 1 or Environmental AP	<b>Biology or Honors Biology</b>	ICP or Anatomy
World Civilizations or World Studies	American Government	<b>US History or AP US History</b>
PE/Health	*Elective	Arts & Humanities
Computer Applications	*Elective	*Elective
*Elective	*Elective	*Elective

### ASSESSMENTS

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade			11 <sup>th</sup> Grade	
AP Exams (Students who take AP classes)	English 2 EOC			ACT	
	Biology EOC			US History EOC	
	On-Demand Writing			Algebra 2 EOC	
	AP Exams (Students who take AP classes)			On-Demand Writing	
				KOSSA (Career Pathway)	
				AP Exams (Students who take AP classes)	
College Course	ACT Subject Test Area	ACT EXPLORE Benchmark Grade 8		ACT PLAN Benchmark Grade 10	ACT Benchmark
English Composition	English	13		15	18
College Algebra	Math	17		19	22 (19)
Social Sciences	Reading	16		18	22 (20)
Biology	Science	18		20	23

**\*Elective Classes**—students may select a career pathway in any CTE area. They can also choose to take extra core or elective classes in the areas of Math, English, Social Studies or Science. They can take classes in Art, Band, or Choir.

*Each student's pathway will be based on his/her academic plan and future career goals.*