

Graduation Requirements Policy/Rule 6456

April 20, 2011

Introduction

Dan Tenuta – Assistant Superintendent Secondary Schools

- \$33 Million Dollar KUSD Budget Deficit
- History of High School Overcrowding
- The Cost of Overcrowding
- Challenge of Maintaining Program Options and Current Course of Study
- \$5.9 million Cost Savings

KUSD Graduation Requirements

| | Current | Proposed |
|-------------------------------|----------------|-----------------|
| English | 4 | 4 |
| Social Studies | 4 | 3 |
| Science | 4 | 3 |
| Math | 4 | 3 |
| PE | 1.5 | 1.5 |
| Health | 0.5 | 0.5 |
| Consumer Ed | 0.5 | 0.5 |
| Credits Additional | 7.5 | 7.5 |
| Total | 26 | 23 |

Summary of Concerns Since April 12 Committee Meeting

- Loss of academic rigor and impact on post secondary options
- Elimination of upper level classes and choices
- Elimination of summer school PE and Health classes
- Lack of clarity for Seminar and Service courses
- Elimination of class time during Seminar/Release
- Implementation for current high school students
- Cost Savings for Proposal

Post-Secondary Q & A

1. Will my child be able to take more than the required 3 credits in Math or Science?
 - Yes, credits will not be limited by content area. The additional credits chosen will be from a student's elective options just as they are now.

[Post-Secondary Q & A]

2. Will my child be able to go outside the “28 credit maximum”?
 - Yes. Three avenues for exceeding the maximum will be available: Auditing a class, Youth Options Program (YOP) and Summer school courses.

[Post-Secondary Q & A]

- 3. Will my child be able to prepare properly to be accepted into prestigious colleges (such as Harvard or Yale)?
- Yes. As always, students will need to stand out and be exceptional in the eyes of any prestigious school. After conversations with each of the Admissions Officers for Harvard and Yale, they assured me that a student from KUSD would still have all of the same opportunities to be accepted into their university as a student from another district. Each student is reviewed independently and not limited due to requirements placed on them by a state or district.

[Post-Secondary Q & A]

- 4. Will a “cap” of 28 credits hinder my child from being competitive with students from other districts?
- No. The vast majority of districts in SE Wisconsin are on a “traditional” schedule which allows for students to take only 6 or 7 credits per year. This would result in a student being able to fit only 24 to 28 credits into their schedule during the regular school year. Many of these districts actually have lower expectations for graduation requirements than KUSD (some as low as 21 credits).

Post-Secondary Q & A

- 5. Will my child be able to meet the typical, not minimum, requirements for admission to UW-Madison?
- Yes. Students will need to be strategic in their course selection and planning throughout high school.
- Using the “Typical” guidelines, students will need:

4+ Eng./LA

4+ SS

4+Math

4 Sci.

4 World Lang.

2+ Add.Acad./FA

for a total of 22+ credits.

- There are 28 available opportunities to obtain these credits. Many students exceed our current requirements to meet the higher expectations of the most prestigious universities.

[Transformation Next Steps]

- Seminar Planning
- Service Learning Course Development
- Impact on Current Students
- Investigate Additional Learning Opportunities

(Slide from 4/12/11 Presentation)

Amendments to Proposed Policy

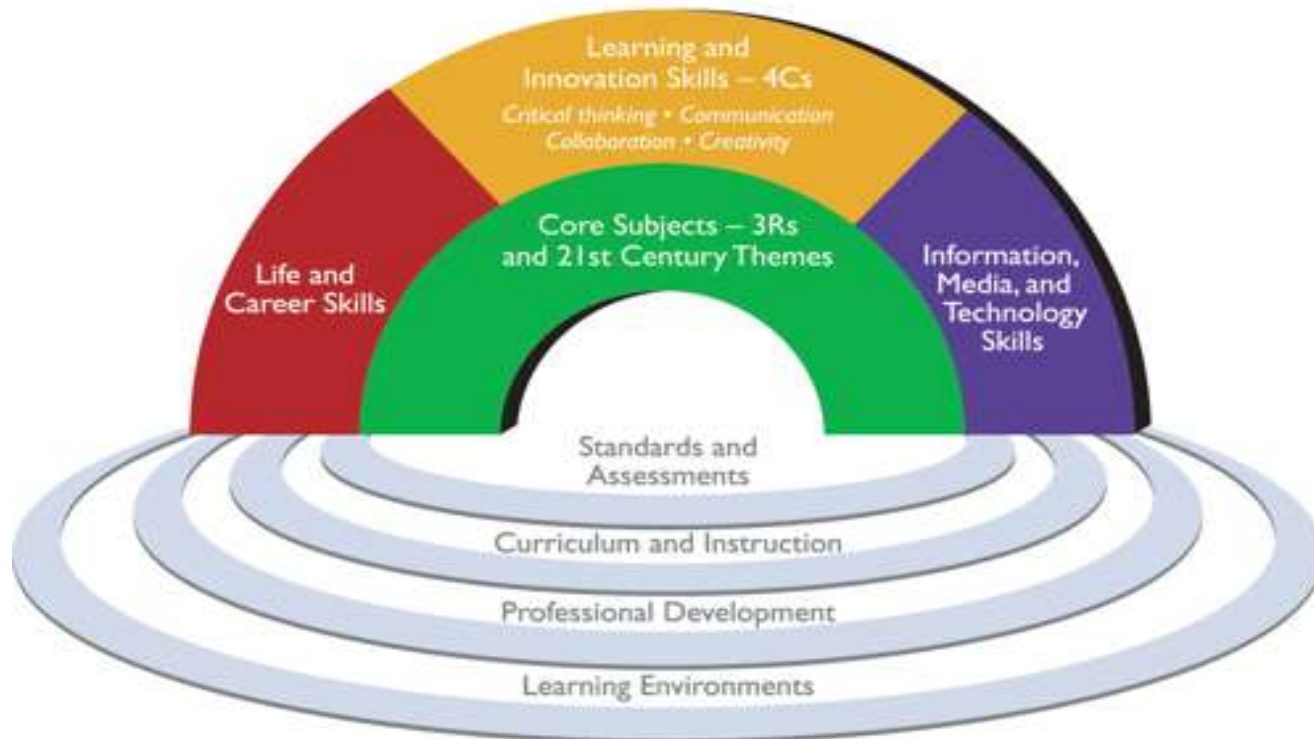
- Summer School Classes
 - History of Courses
 - PE & Health Courses Outside Credit Cap
- Youth Options
 - History of Youth Options
 - Outside of Credit Cap
- Audit of Classes
 - Outside of Credit Cap

[Auditing a Class]

- Existing KUSD Practice
- Open Classes during Seminar or Release
- Courses Graded and Transcribed
- Not factored in GPA or class rank
- No credit issued
- Timelines details and enrollment capacities will be set by administration
- Process will be equity for all students
- Example of staffing 8th course efficiently and purposefully

[21st Century Learning Skills]

21st Century Student Outcomes and Support Systems



[Service Requirement]

Service-learning is a teaching method by which students investigate a community need (the “problem”) and use what they are learning in class to perform service that meets the identified need.

What 21st Century Skills and Service-Learning Can Look Like

<http://www.edutopia.org/project-based-learning-overview-video>

[Service-Learning Example]

- **Mind Your Own Business!**



- In this project, students will be challenged to visualize how Kenosha's Downtown might be revitalized.

Mind Your Own Business!

- In groups students will come up with proposed businesses for empty store fronts.



- They will research successfully revitalized towns, choose a business, name it, write a business proposal, pitch it to a banker, and create advertisements for it as they learn the principles of persuasive rhetoric and graphic design in advertising.

Mind Your Own Business!!

- They will also learn the fair use of digital intellectual property to avoid plagiarism and copyright infringement.
- Then the entire class will produce an exhibition for the Chamber of Commerce and general public whose purpose it is to persuade investors in business and industry to come to their town.



Seminar Purpose

Seminars will provide personalized, inquiry-based learning experiences for all students.



Examples of Seminar Activities

- Academic and fine arts enrichment
- Goal setting and study skills
- Career and college planning
- Credit recovery
- Interpersonal and online collaboration
- Leadership opportunities
- Club activities
- Guest speakers
- Mentoring

Meet Faith



| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|---|
| <p>Virtual field trip to the Louvre Art Museum</p> <p>Prepares for presentation on Friday</p> | <p>Works with local elementary students to produce a story for reader's theater</p> | <p>Finalizes presentation for Friday</p> <p>Meets with book club</p> | <p>Meets with small group to work on projects for the art fair</p> | <p>Meets with community mentor from local art gallery</p> <p>Uses on-line networking to discuss books of interest</p> |

[Meet Edward



| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|---|---|
| <p>Edward works on a career interest inventory</p> <p>Edward is teamed up with another student and works on his math practice</p> | <p>Math remediation and completion of math work</p> <p>Independent reading</p> <p>Travel, Nat Geo, Sports Illustration, etc.</p> | <p>Completion of other academic work or independent reading</p> <p>Writer's Workshop skills to improve writing.</p> | <p>Math remediation and completion of math work.</p> <p>Leaves for Muskego around 2:00pm for 4:15pm tennis match.</p> | <p>Careers presentation</p> <p>Study Skills Activities</p> <ul style="list-style-type: none"> -Time management - Goal setting <p>Edward completes academic coursework</p> |

Meet Madeline



| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|--|
| <p>Madeline is working with a small group of students for a geometry test.</p> <p>Madeline spends the rest of seminar reading a book she selected for 25 minutes before moving to her next course.</p> | <p>Madeline studies independently for her Geometry test.</p> <p>She prepares for the ecology club meeting on Wednesday afterschool.</p> | <p>Madeline and her peers meet to complete career interest surveys and meet with her counselor to discuss a potential career pathway.</p> | <p>Madeline communicates via My Big Campus with other Ecology Club members.</p> | <p>Madeline meets with her book club to discuss the new book.</p> <p>She completes her history research project.</p> |

Meet Dominic



| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|
| <p>Dominic works and mentors with peers on club web site.</p> <p>Dominic conducts research for his English project</p> | <p>Dominic researches best practices for web page design.</p> <p>Dominic contacts the owner of an impressive web site that he would like to emulate to ask for advice on his site.</p> | <p>Dominic works to update the club web site.</p> | <p>Dominic works on writing his English project.</p> <p>Dominic skypes with other school web designers to brainstorm web page upgrades</p> | <p>Dominic is getting his English project proofread by a peer.</p> <p>Finalizing application for post-secondary studies.</p> |

[Meet Kelly



| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|---|--------------------------|---|--------------------------|
| Auditing AP Music Theory | Practices violin for an upcoming golden strings concert | Auditing AP Music Theory | Practices violin for an upcoming golden strings concert | Auditing AP Music Theory |

Implementation

| Cohort | Credits | Core Content Areas | Honors or Academic Distinction | Service Requirement | Service Distinction Diploma Option |
|---------------|----------------|---------------------------|---------------------------------------|----------------------------|---|
| 2012 | 26 | 4/4/4/4 | Honors | No | Yes |
| 2013 | 23 | 4/3/3/3 | AP | Yes | Yes |
| 2014 | 23 | 4/3/3/3 | AP | Yes | Yes |
| 2015 | 23 | 4/3/3/3 | AP | Yes | Yes |

Impact of Increased Teacher/Student ratio without new Graduation Requirement Proposal in place

- Unmanageable class size
- Elimination of support staff
- Reduction of Course offerings
- Traditional low enrollment classes eliminated ex. AP, Electives and Non-Required Courses
- Increase the Negative impact on Elementary and Middle School Staffing
- Possible reduction of Clubs, Sports or Activities at High School level or increased reductions at elementary and middle level

Impact of Increased Teacher/Student ratio with new Graduation Requirement Proposal in place

- Manageable class sizes
- Maintain a functioning, safe, and secure school environment conducive for student learning
- Continuation of support services to students
- Maintain traditionally low enrollment courses
- No elimination of Clubs, Sports or Activities at High School level and no impact to elementary and middle school programs

[Looking further...]

- Top 20 2011 Graduates (Current Seniors)
 - 4 students scheduled for 8 credits
(Combination-Comprehensive High School, e-School, YOP)

- At Comprehensive High School
 - 3 students scheduled for 7.5 credits
 - 5 students scheduled for 7 credits
 - 8 students scheduled for 6.5 or less

[Looking further...]

- Top 20 2012 Graduates (Current Juniors)
 - 1 student scheduled for 9 credits
 - 1 student scheduled for 8 credits
 - 8 students scheduled for 7.5 credits
 - 9 students scheduled for 7 credits
 - 1 student scheduled for 6.5 credits

Sample Student Schedule #1

2014 Graduate

- Chemistry Honors
- Physics Honors
- English Honors
- Spanish 201 Honors
- Band (Symphonic & Wind) -2 credits
 - This student did have to prioritize such as AP Gov/Politics vs. additional Science class. This student chose two sciences vs. AP (Junior).

[Sample Student Schedule # 2]

2014 Graduate

- Algebra 2
- American Literature Honors
- Chemistry Honors
- Concert Band Honors
- Spanish 201 Honors
- World Literature Honors
- PE/Health
 - Student had to postpone Spanish 202 to Junior year.

Sample Student Schedule # 3

2014 Graduate

- American Literature Honors
- AP Physics
- Pre-Calculus Honors
- Symphonic Orchestra Honors
- World History Honors
- PE/Health
 - Student chose to postpone AP Gov/Politics until Junior year.

Sample Student Schedule # 4

2013 Graduate

- Acapella Choir
- African American/Hispanic History
- Algebra 2
- Ecology
- Musical Vocal Theatre Tech
- PE 3 (.5 credit)
- Psychology
- US Govt/Politics (.5 credits)
- World Literature Honors
 - Student had alternative course selections such as Acting 1 or Acting 2

[Sample Student Schedule # 5]

2013 Graduate

- Advanced Spanish 301
- AP Literature and Composition
- AP US Government & Politics
- Physics Honors
- Pre-Calculus
- Semantics Honors
- Sociology Honors
- Symphonic Band

[Sample Student Schedule # 6]

2013 Graduate

- Human Anatomy & Physiology
- Physics Honors
- Pre-Calculus
- School Newspaper
- World Literature Honors
- Economic Honors
- PE (.5 credit)
 - Student selected 6.5 credits and will receive 6.5 credits.

[Sample Student Schedule # 7]

2012 Graduate

- Acapella Choir
- AP Biology (2 credits)
- AP Calculus (2 credits)
- Creative Writing & Poetry
- Economic Honors
- Literature Honors
- Semantic Honors
 - Student will receive every course selected (7 credits).

Sample Student Schedule # 8

2012 Graduate

- AP Biology (2 credits)
- Exploring Health Occupations
- Foods 1
- Literature
- Media Analysis
- Pre-Calculus Honors
- Weight Training
- World Geography
- Student will receive courses selected (7 credits).

Sample Student Schedule # 9

2012 Graduate

- AP Calculus BC (2 credits)
- AP Physics
- AP Language & Composition Honors
- Economics
- Lifeguarding
- Literature Honors
 - Student selected 6.5 credits and will receive 6.5 credits, but may still take an additional .5 elective credit.

[Summary and Questions]
