

*Adopted: 9-28-2006*  
*Revised: 6-18-2015*

## **613 GRADUATION REQUIREMENTS**

### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is that all students entering grade 9 in the 2012-2013 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 9 in the 2013-2014 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. "GRAD" means the graduation-required assessment for diploma that measures

the reading, writing, and mathematics proficiency of high school students.

G. “Career and College Assessments” refers to the following suite of assessments:

1. Grade 8 Career and College Assessment is a required graduation assessment that provides information to grade 8 students, their families, and educators about students’ achievement in Reading, English, Mathematics, and Science. In 2014-2015, the grade 8 Career and College Assessment was the ACT Explore.
2. Grade 10 Career and College Assessment is a required graduation assessment that provides information to grade 10 students, their families, and educators about students’ achievement in Reading, English, Mathematics, and Science. In 2014-2015, the grade 10 Career and College Assessment was the ACT Plan.
3. ACT Plus Writing is a required graduation assessment that provides information to grade 11 students, their families, and educators regarding the level of preparedness for postsecondary success on a nationally recognized college entrance exam.

#### **IV. TEST ADMINISTRATOR**

The Director of Curriculum/Communications shall be named the school district test administrator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

#### **V. GRADUATION ASSESSMENT REQUIREMENTS**

A. Students enrolled in grade 8 in the 2010-2011 or earlier school year are eligible to be assessed under:

1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:
  - a. for reading and mathematics:
    - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
    - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency

test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
- iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
- v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

- i. achieving a passing score on the GRAD;
- ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
- iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

- 2. the Accuplacer assessment;
- 3. the Compass college placement test;
- 4. the ACT assessment for college admission;
- 5. the armed services vocational aptitude test (ASVAB)

B. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota Comprehensive Assessments, the

GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in reading, mathematics, and writing by taking:

1. the Grade 11 ACT Plus Writing (college entrance exam) during statewide administration in reading, writing, and mathematics;
  2. the Accuplacer assessment;
  3. the armed services vocational aptitude test (ASVAB);
  4. the ACT assessment for college admission;
  5. for reading, writing, and mathematics:
    - a. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading, writing and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
    - b. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
    - c. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP.
  6. If a student is unable to participate in the statewide administration of the grade 11 ACT Plus Writing, students can meet the graduation assessment requirements in reading, mathematics, and writing through any combination of the options outlined above under section A (for students enrolled in grade 8 in the 2010-2011 or Earlier) as long as requirements are met in all three subjects.
- C. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:
1. demonstrate understanding of required academic standards on a nationally normed college entrance exam (Grade 11 ACT Plus Writing);
  2. achievement and career and college readiness tests in mathematics,

reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
4. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a target instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
5. If a student was unable to participate in the Career and College Assessments they will not be denied a diploma. Students may be unable to participate in an assessment due to a special circumstance (e.g., not enrolled during test administration, invalidation, student refusal). A parent/guardian can decide it is not appropriate for an individual student to participate.

## VI. GRADUATION CREDIT REQUIREMENTS

- A. Students beginning 9<sup>th</sup> grade in the 2011-2012 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:
  1. Four credits of language arts;
  2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics. And algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
  3. Three credits of science, including at least: (a) one credit of each of the following: science 9, chemistry, and biology;
  4. Four credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics;
  5. One credit in the arts;
  6. One-half credit in health;

7. One credit in physical education;
  8. One-half credit of Freshmen Seminar;
  9. All other credits will be completed through 12 elective credit courses
- B. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12;
  5. Minnesota Academic Standards, Physical Education K-12; and
  6. Minnesota Academic Standards, Arts K-12.

## **VII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minn. Stat. §120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)  
Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation

Standards - Written Composition)  
Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

***Cross References:*** Chisago Lakes Policy 104 (School District Mission Statement)  
Chisago Lakes Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)  
Chisago Lakes Policy 616 (School District System Accountability)