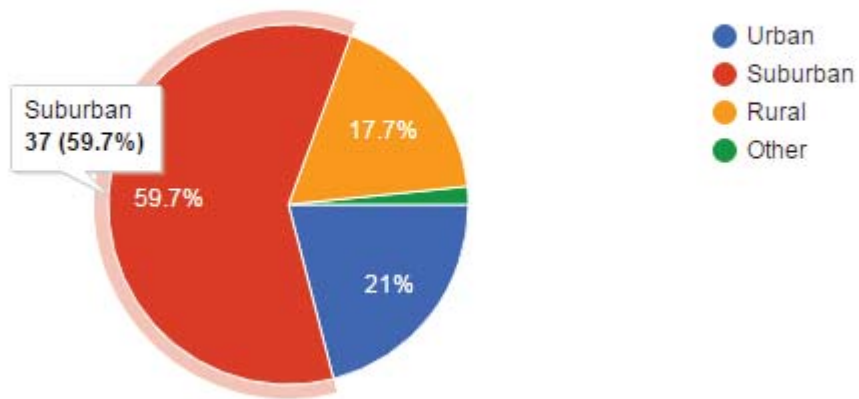


# Responses to questions concerning high school graduation requirements

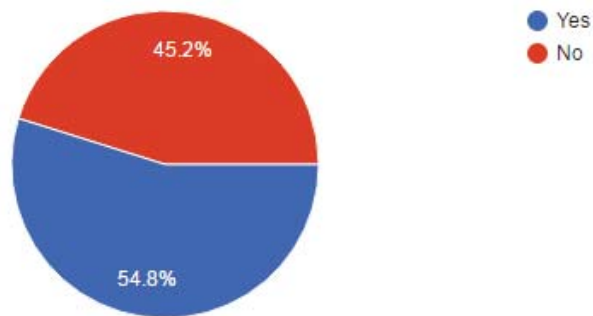
(as of 1/30/2017 at 1:00 p.m.)

My school is: (62 responses)



Is your school currently offering an educational program that allows students to meet the graduation requirements defined in statute (25 credits of courses outlined for students in class 2021)?

(62 responses)



My school is:	Student population:	Demographics of student body (estimates are fine):	Is your school currently meeting statute mandate of 25 credits?	Briefly describe changes that you have made to date to meet the requirements (staffing, curricula, facilities, etc.).	What concerns are you and your school facing/anticipating if the statute remains in effect?
Rural	280		Yes	Capstone program always been graduation requirement. Now also carries a credit so we achieved the 25 requirement with no changes other than listing the capstone differently.	
Suburban	575	23% Free and reduced Lunch	No	Created an 8 period day for students to have the opportunity to take more credits. Presently at 24 need to move to 24.	Staffing for elective courses
Urban	700		Yes	We are set to finalize at our next BOE meeting increased credit requirements. We have added 1 math credit, as well as a Capstone project. We had to reduce PE by half a credit. We increased Health by .17 credits	The effect that additional core requirements will have on elective areas and PE.
Rural	478	96% Anglo 4% Minority Male/Female even	No	None	Math success, SPED population not meeting requirements
Suburban	610	predeominately caucasian	No	We figured it out - all set for next year	Funding for FTE
Suburban	900	91% W; 4% B; 3% H; 1% A	Yes	Added Multiple elective teachers over the last 6 years.	Will need to reduce faculty in those very same areas, due to fiscal constraints.
Suburban	954	45% white and 55% minority	No		We plan on switching to a block schedule for the 2018 school year, this will allow us to meet the needs for all students and the 25 credits. Currently we off a 7 period day and the majority of our students do graduate with more than 25 credits but only 21 are required.
Suburban	1550	80% white; 15% black; 5% hispanic	No	Starting with the class of 2020, we will increase graduation credits from 22 to 24. We will need to hire an additional science and math teacher.	With looming state budget cuts, hiring additional teachers will be extremely difficult.
Urban	820	50% minority	Yes	Hiring of a computer teacher to meet graduation requirements.	This would be a great fiscal hardship. We will need to hire more teachers due to the increased sections of math, science and PE. This would also take electives away from students. This would negatively affect our graduation numbers also. Students that are taking classes that they don't want could also lead to more disciplinary issues.
Suburban	1238	75% white 25% minority	No		Staffing levels are inadequate to meet the increased credit requirements. Budget cuts continue to loom. While we are currently at 23 required credits and even at that it's difficult to offer enough courses in a variety of disciplines for students to acquire that credits. Even if allowing outside of classroom experiences to count towards mastery of skills and conversion to credit, staffing to manage that and enough community opportunities is difficult in a small town. I'm not convinced more credits equates to students being more college and career ready. I think providing more quality in instruction is more valuable.
Suburban	533		Yes	25 credits have been in place for years	NA
Suburban	731	Male 376, Female 355. Asian 11%, African-America 5%, White 72%, Hispanic 12%	No	Changed our schedule from an 8 to 9 period day in order to offer students additional credits.	We have a small percentage of students who currently struggle to meet our 22 credits for graduation. These students consist of SPED, ELL, etc.
Suburban	1400	@92 % white	Yes	We've added additional courses (Financial Literacy) and others to raise our credit requirements. Currently we have a 26 credit minimum to graduate. This has taken a toll on the school budget in that it has forced our school district to hire additional staff to meet the requirements	
Suburban	1300	96% white	No	We have increased our course offerings over the years to allow students more choice. Most students currently reach 25 credits and the majority of the requirements even though we do not yet require 25 credits	The current law is too prescriptive. There was a proposal last year that seemed to allow more flexibility, but it was shot down. I find it hard to finalize requirements when we are waiting to see what requirements remain in place. 25 credits, yes, but a change to capstone, foreign language, p.e.? There are too many unknowns still.
Suburban	1,150 students w/an afternoon & Big Picture learning school	15% free/reduced lunch, 90% caucasian	No	none. We are prepared to add a credit to the senior project and another elective credit. This will not be difficult at all. The issue for us is the world language requirement	What will be the SAT criteria? What guidance will the SDE provide of a school wishes to go the competency based diploma? Can the SDE lighten up restrictions on certifications? For example, teaching a course outside the certification area provides flexibility and can alleviate the need for additional staff.
Suburban	480	White / Upper Middle Class	Yes	None	None at this time
Suburban	720	Most white, middle class	No	We are currently awarding credit to Middle School students who take a World Language Course and pass it with at least C-, awarding credit to MS who are accelerated in math, run a credit enhancement program and credit recovery program during the summer.	For us to move from our current 23 credit requirement for graduation we will have to move to an 8 period day which would have a significant budgetary impact on our community.
Urban	3024		Yes	Developing a Senior Experience, discussions around filling the 4th year of Math	Currently we have 21 credits as the requirement, many seniors take less than a full load (6 classes) because our students need to go to work to support their families. A graduating class for us is around 650. One half of them do not reach 25 credits. To allow the students to get to 25 will require an additional staff of about 8 teachers. The budget will not support this and other programs (sports) may be cut. There is very little room for error. 7 classes a year only gives 28 credits. Any more than three failures throughout the 4 years will result in extra time.
Rural	551 7-12	57% free and reduced, 93% caucasian	Yes	staffing added, curriculum added- electives, math additional year, science additional year	budget will eliminate positions which will remove any hope for 25 credits
Rural	388		Yes	We adopted all of the state's recommendations- including four years of math right away as well as made Senior project a graduation requirement	Right now in our area we seem to be one of the few schools who has adopted the recommendations. It is very difficult for our students to graduate and the requirements have made it difficult for students who might need to take a study hall or want to take an elective to fit them into their schedules. We also struggle with the two year world language requirement as there are some kids who struggle in this area. We require 25 to graduate, originally 26 but we took the CAPT performance standards out as the exam doesn't happen in anything other than science
Urban	diverse	60% hispanic 30% black 10%white	No	working on curricula changes	Staffing , Funding
Rural	247	mostly caucasian	No	curricula	Having to teach more curricula with less staff due to budget cuts. Can't offer more programs with fewer teachers.
Suburban	1462	mostly white and middle-class	Yes	We will be offering a Capstone program for credit, changed our schedule 6 years ago and rearranged credit offerings (i.e. changed science credit to reflect seat time)	The biggest problem we will be facing will be with students who have IEPs and various supports are precluded from taking enough classes/credits to earn 25 toward graduation.

Suburban	1200	Predominantly white with a large Hispanic and Eastern European community	Yes	We have recently completed a building renovation. We have made significant changes to the course offerings and curricula. We have not made staffing changes due to budget constraints but our BOE is aware of our needs for the future.	Our changes are occurring with the Class of 2020. Our staffing levels are not sufficient to meet the demand. Our budget was at the MBR level last year and will probably be the same this year. The budget constraints make it difficult to implement a more rigorous program.
Suburban	386	10% minority	No	Increased elective course offerings; curriculum revision to provide access to Algebra II for all kids.	Providing meaningful alternatives with parallel rigor for students whose work habits do not support earning credits.
Suburban	930	heterogeneous	No		impact on budget of needed FTE's
Suburban	1272	64% white, 5% black, 17% hispanic, 17% asian	No	increased the number of credits required for graduation	We are transitioning to a Mastery-based system which is counter-intuitive to the state's attachment to Carnegie units
Urban	440	70% minority	Yes	Significant staffing cuts in support services to meet graduation requirements	Elimination of ALL extra-curricular activities (athletics, robotics, clubs, etc.)
Suburban	1452	Diversity is mainly economic and cognitive (reg/sp-ed)	Yes	*One item left to address is Capstone.	Prescribed requirements limit choices for some of our students
Rural	300	18% minority, 70% economically disadvantaged, 95% graduation rate, 30% of population receiving special education services	No	We have not made any changes yet, but will anticipate adding more math course offerings (same staffing) and investigating new world language curricula (same staffing). No staffing or facility changes.	Meeting the needs of our special education population. Offering more credit recovery. All students requiring world languages. All students requiring 4 years of math credits.
Suburban	866		Yes		
Suburban	650	Middle Class	No	Staffing	Impact on budget
Suburban	898	64% Caucasian; 22% Hispanic; 6% Black; 8% Other Categories	No	N/A	In order to provide additional credits, we would need to add staff. Based on contractual class sizes and teacher caseloads, we need 1 additional FTE for every 125 students. In order to provide 3 credits for 250 students per class, we need to add 6 FTE; in the current budget environment, this would be very difficult to support.
Rural	486	predominantly white middle class, 10% minority	No	New math course development, 8 period schedule being developed, capstone project addition,	Staffing for world language requirement, ultimate manner in which we incorporate the capstone credit (course? faculty advisors? etc.)
Suburban	800	white	No	at our school the students would meet the requirements- everyone graduates with 24 now	just the capstone
Suburban	800	Do not know what you are looking for here?	Yes	Added Fine arts courses, hired additional art teacher, plan to have a F.T Drama teacher, expanded course offerings, all students are required to take 6 courses per semester, portfolio completion gets 1 credit starting with the class of 2020	None
Rural	415	95% white, 3% African American, 2% other	Yes	No changes made recently	No concerns at this time
Rural	250	Mostly white, approx 2% either hispanic, asian, or black	Yes	no changes needed	n/a
Suburban	428	Low-middle income, predominantly white student population	Yes	We have made modifications to our master schedule and added one FTE teacher.	Maintaining funding for adequate staffing.
Urban	365		Yes		
Urban	1175	33% F/R lunch, 70% white, 17% hispanic, 17.3% special education	Yes	The credits required for graduation was actually reduced from 26.25 to 25.25 in the past few years. We unable to fiscally support positions within elective areas, so we reduced the number of elective credits students needed to take.	
Suburban	1300	8% Black, 11% Asian, 5% Latino, 74% white	Yes	established 8 period schedule, added professional staff, revised graduation requirements	concerned about ECS cuts, ability to find certified teachers in World Language and Technology education
Suburban	1165	White 95%, 1% or less make up the remaining 5%	Yes	Our program allows students to take many additional credits. Reaching 25 will not be an issue for most students.	The specifics of credits may have a negative impact on scheduling teachers as well as certain specific certifications. A need for additional faculty members will result in a reduction in another area.
Suburban	1100		Yes		
Suburban	650	331 M, 319 F, 5 Amer Ind, 12 Asian, 31 Black not hispanic, 580 white, 22 Hispanic	Yes	We have increased offerings such as pilot of Robotics courses, Capstone, and languages, we have a standing district STEAM committee, and have done strategic planning around math and science.	As we balance constraints including declining enrollment, requirements including Capstone, worthwhile initiatives including STEAM, it is increasingly difficult for a school of our size to also balance increasing demands while offering more personalized programs to meet the various needs of learners, especially those who struggle to engage.
Suburban	750	Less than 10% minority students.	Yes	Some increase in electives. No major hiring.	With next years class being the first to need 25 credits, concerns have not become as visible as they might in coming years.
Suburban	820	~88% white, roughly 4% each black, hispanic and native american	Yes	We have had 25 credits instilled for a while now. It hasn't been an issue for us. We are on an A/B block schedule, so kids can earn up to 8 credits a year, so it typically isn't an issue at all.	No concern around the 25 credit piece; other aspects are troubling, including the "Proficiency in Basic Skills" policy, where the state level assessment and benchmarks seem to change every year.
Suburban	787		No	Current schedule allows enough opportunities to meet the 25. District currently requires 24 and has been waiting for final state determination of 25 credits as it keeps being delayed.	Lack of funding from the state. Tight budget times in a small district make it increasingly difficult to create programs to increase student choice and independent learning paths.
Urban	470	Greater Danbury area	No	Effective 2017-18 school year will be at 25 credits to meet course requirements	None
Urban	1275	54% white 21% black 16% hispanic 42% F/R	No	We revised the graduation policy but will not be able to add additional staff due to funding cuts both from our city as well as the Alliance grant. Most of the additional course work for students under the new requirements would occur the 11th and 12th grade years. The hope would be that the legislation is changed back to fewer credits before 2020 or the state provides assistance to implement what would otherwise be yet another unfunded mandate.	First, the burden of increased funding for additional staff and in certain subject areas, even being able to find and hire qualified candidates that fit the needs of my students. Second, the negative impact that an increase in credits could have on the four year and six year graduation cohort rates and other indicators in the new SDE accountability system.
Rural	475	95% white 3% hispanic 2% African American	Yes	We have instituted 25 credits and a 4 year math requirement in recent years. We have also built in support classes for students in need of assistance to meet this higher bar. We have not met all of the specific course requirements outlined in the original requirement.	Of course, the unfunded nature of these requirements will place additional burden on districts in a very difficult state budget year.
Magnet - 50% Hartford/50% Suburban	1009	24% white; 45% hispanic; 28% black; 3% other	Yes	New school was designed with no study halls	staffing to meet all the specific credit requirements
Suburban	1100	Mostly White. 14% SPED, 100 504s, 10% F/R	Yes	We were already at the 25 credits for graduation.	COST! Additional staffing, PD time to adapt to some of the recommendations.
Urban	16000	5000	No	Additional math and science staffing; beginning curriculum work	Further costs, antiquated Carnegie System, further "credit recovery"
Urban	2100		No		additional staffing

Urban	690	42% free or reduced lunch	Yes	none	no concerns - we have an alternate block schedule for over a decade; students take 8 classes over 2 days, and we have always had additional requirements for graduation as a magnet high school
Urban	1855	39% Hispanic, 31% White, 25% Black, 4% Asian	No	nothing	budget and staff implications; need for scheduel adjustment
Suburban	1070	82% white; 7% hispanic, 2% African American; 4% Asian; 5% other	No	Increased the requirements by 2.5 credits to get to 22.5 for the class of 2018 and beyond. We have been able to do this without impacting staff because of decreasing enrollment.	Funding! We were able to move from 20 credits to 22.5 without impacting staff. That will not be the case in the move to 25 credits. This is clearly an unfunded mandate that is going to put a financial burden on the towns. Another concern: The courses mandated are too prescriptive.
Rural	750		No	While we are not yet at 25, we have started offering credit to MS students for completing HS level courses provided they meet certain criteria- beginning to investigate Capstone Projects; allowing more opportunities for students to earn high school credit through work study, internships and college offerings.	Where we are going to get the funding or time in the school day to complete this? Beyond that, changing the amount of credits in no way makes a education more rigorous.
Suburban	575	90% Caucasian	Yes	Project Lead the Way (STEM), additional electives will need to run for Humanities and STEM elective requirements	With declining enrollment, taxpayers expect a reduction in force but not aware of additional credits/courses required for graduation. World Language requirement is the most concerning especially given the shortage of staffing and the needs of students with IEPs
Suburban	800	24% minority	Yes		