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Civil Justice  
Criminal Justice  
Education and Career Readiness

**Tavia Galonski**  
State Representative

Chairman Brenner, Vice Chairwoman Slaby, Ranking Member Fedor, and my colleagues on the House Education and Career Readiness Committee, thank you for the opportunity to offer sponsor testimony for House Bill 630 today.

51,893. That is the combined number of students that will not graduate this year and those who are at risk for not graduating this year. Without the alternative pathways to graduation, 27,254 students are set to not graduate no matter how they perform for the rest of the year. The remaining 24,639 are on the edge of pass or fail. With so many students fearing for their eligibility to graduate on time, many have expressed that they do not even see the point of finishing out the year. Since April my office alone has received around one hundred different points of communication urging an extension of the alternative pathways to graduation that were implemented for the classes of 2017 and 2018. That includes resolutions submitted by school districts, concerned students, and worried parents from across the state. House Bill 630 looks to extend the same alternative pathways to graduation to the classes of 2019 and 2020. Those alternative pathways include:

- Attendance rate of 93% during senior year
- A 2.5 GPA on a 4.0 scale in all senior year courses
- Completing a senior capstone project
- Completing 120 community service hours during their senior year
- Earning three or more College Credit Plus credits
- Earning a 3 or higher on an AP test or a 4 or higher on an IB test
- Earning a WorkKeys score of 3 or higher on each of the three sections
- Earning a State Board approved industry recognized credential(s) that equal at least 3 points
- Meet the OhioMeansJobs Readiness Seal requirements

For traditional high school students, they must pass their curriculum requirements and end of course exams along with completing two alternative pathways. For technical students they must pass their curriculum requirements and end of course exams, finish a career-technical program that has a minimum of four courses in a single career path, and complete one of the following alternative pathways:

- Earn at least a proficient score on all career technical exams or test modules
- Earn an industry recognized credential(s) that equals 12 points
- Complete 250 workplace experience hours and have positive evaluations

## 35th House District

Summit County

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## Committees

Civil Justice  
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## Tavia Galonski State Representative

For years we have debated what should be necessary to graduate high school. What is clear is that bombarding our students with tests has failed and lead to the need for alternative pathways in the first place. We have created a system of confusion, stress, and academic distress for our children. The negligence of the legislature has put our children at risk for not having the one piece of paper necessary for them to continue in their careers or schooling. That impacts our state on every level. Without action we are forcing these kids into instability. I am not asking you to agree with the alternative pathways, but I am asking that you recognize that an extension is necessary until a concrete standard for graduation is implemented. We need to give the classes of 2019 and 2020 a fair chance at success by continuing to offer the alternative pathways.

On November 15, 2018, the State Board of Education passed a resolution encouraging the legislature to act in a manner that would extend the alternative pathways to graduation to the classes of 2019, 2020, and 2021. From the same State Board of Education meeting, they also outlined new, concrete graduation requirements to implement for the class of 2022 and beyond. Documents from the State Board of Education's meeting are provided for your convenience. In their transition recommendation document it states, "Schools and students quickly adopted the transitional requirements for last year's class, so they are already equipped to temporarily continue this work as they prepare for the new system in 2022".

As we debate House Bill 630 as it moves through committee, we need to look at what our education system would look like with or without its passage. Without House Bill 630's passage, 51,893 students will be without a high school diploma. 51,893 students will only be able to acquire basic level jobs. 51,893 students not have the option to enroll in college. With the passage of House Bill 630, 51,893 students will be able to continue with their plans for their respective careers. It is time that we listen to the recommendations provided by the State Board of Education and our constituents. It is time that we act.

Chairman Brenner, Vice Chairwoman Slaby, Ranking Member Fedor, and my colleagues of the House Education and Career Readiness Committee, thank you for your time and the ability to speak in favor of House Bill 630. I now open myself to any questions the committee may have.

# New Graduation Requirements and Transition

## How did we get here?

Over the last two and a half years, countless teachers, administrators, and parents have expressed concerns that thousands of students in the classes of 2018, 2019, and beyond are being subjected to excessive testing and limited graduation requirements. **Instead, they want to reduce reliance on state tests, more local control, and graduation requirements that support career, college, and life readiness in a more meaningful way.**

Since December 2016, the State Board of Education (SBOE) directed State Superintendent DeMaria to establish panels of educators, school administrators and parents to further explore this issue. These advisory groups reviewed research and data to craft the 2018 transitional requirements as well as the proposed student-centered graduation requirements, described below.

In November 2018, the SBOE passed a resolution affirming its support of the advisory group's recommendations to the General Assembly.

## Why change the graduation requirements now?

While recent data shows schools graduated more than 84% of the class 2017, students in the class of 2019 are facing uncertainties about the likelihood of graduating in the spring. Legislatively-enacted transitional options created flexibility, reduced the impact of tests, and provided stability for the class of 2018, but the classes of 2019 and beyond were not given the same options.

The class of 2019 is encountering similar graduation challenges as did the class of 2018. The problem persists and thousands of students, who could have graduated in 2017, will be held back from graduation in 2019.

Status with 1-year Remaining	Class of 2018 (as of Fall 2017)	Class of 2019 (as of Fall 2018)
Total students that have already met <u>plus</u> highly likely to meet 18 points <sup>1</sup>	76.8% (103,427)	75.6% (103,339)
TOTAL COHORT	134,706	136,746

The General Assembly now has the data to support changing the requirements to a long-term solution that will **reduce the emphasis of state tests, return control to local schools, and innovatively support career, college, and life readiness.**

<sup>1</sup> This is not a projected state graduation rate. It is a projected rate of students on track to meet the requirements for the End-of-Course pathway with 2 years remaining. Data included in this document was requested by the State Board of Education and subsequently reviewed by Ohio's Graduation Requirements Work Group.

## What do parents, teachers, and superintendents want instead?

Today, parents, teachers and administrators want high standards, local control, and more personalized options for their students to demonstrate career, college, or life readiness on their own terms.

The Graduation Requirements Advisory Committee developed the innovative and flexible graduation requirement system that will prepare, challenge, and empower students to learn about and show how they are ready for a job, higher education, military, or any other pursuit. High school students, with their parents and guidance counselors, will complete an adaptable Graduation Plan, to identify the courses, activities, internships, or other experiences to show their unique success:

**Courses**: Current law, which would remain for this proposal, requires students to pass at least 20 core and elective courses in high school. Local schools and districts will continue to have flexibility to deliver the content and courses meaningful to their communities.

**Demonstrate Readiness**: This new idea requires and encourages students to show-what-they-know in traditional and/or innovative ways. Students, with their parents and teachers, will choose how they demonstrate their career, college, or life readiness from a list of options in English, math, well-rounded content, technology, and leadership and reasoning. With options like an internship, capstone project, or culminating student experience, schools will have the flexibility to support their students' passions.

This new graduation system will shift the high school experience from a one-size-fits-all checklist of courses and standardized tests to a flexible and personalized career and academic pathway. **Legislation to enact this system will reduce reliance on state tests, return flexibility to local schools, and innovatively empower student learning.** There is no standardized definition of success, and so our graduation requirements should support the workforce, academic, and life goals of each student.

## How should we transition from the current system to the new one?

To reduce confusion, new graduation requirements are usually implemented for students as they enter high school. However, **reforming the opportunities to demonstrate readiness and enhancing local control will be an easier transition**, and the new requirements could begin with this year's freshman class, the graduating class of 2022.

In the meantime, the SBOE recommends extending the 2018 transitional requirements to the classes of 2019, 2020, and 2021. Schools and students quickly adopted the transitional requirements for last year's class, so they are already equipped to temporarily continue this work as they prepare for the new system in 2022.



# Resolution

15. **RESOLUTION TO ADOPT THE RECOMMENDATION OF THE SUPERINTENDENT'S ADVISORY COMMITTEE FOR HIGH SCHOOL GRADUATION REQUIREMENTS**

The State Board of Education **ADOPTS** the following Preambles and Resolutions:

In December 2016, the State Board of Education adopted a Resolution to create a work group to review the graduation requirements and explore alternative opportunities for students to meet the graduation requirements;

In April 2017, the State Board of Education adopted a short-term resolution recommending legislative changes authorizing additional graduation pathways for students who entered ninth grade for the first time on or after July 1, 2014, but prior to July 1, 2015;

Section 733.67 of House Bill 49, 132nd General Assembly, authorizes two additional options for students in the class of 2018 who entered ninth grade between July 1, 2014, and June 30, 2015. These options provide an opportunity for those students who do not otherwise meet one of the three existing pathways to graduation;

In May 2018, the Superintendent of Public Instruction reconvened a workgroup to make recommendations for a long-term approach to high school graduation for students in the class of 2021 and beyond;

In September 2018, the workgroup concluded its work and finalized a proposed approach for high school graduation; and

In October 2018, the Achievement and Graduation Requirements Committee recommended that the State Board of Education adopt the recommendation of the Superintendent of Public Instruction, as outlined in his memorandum and supporting materials dated October 16, 2018, and approve a resolution that this approach to high school graduation apply to the class of 2022.

**NOW, THEREFORE, BE IT RESOLVED**, that the State Board of Education adopts the recommendation of the Superintendent of Public Instruction, as outlined in his memorandum and supporting materials dated October 16, 2018.

**IT IS FURTHER RESOLVED**, that the State Board of Education recognizes that the recommendations of the Superintendent are illustrative in terms of the possible options for demonstrating appropriate knowledge and skills, and recommends that the Board be given the responsibility and authority for specifying the exact tests and alternative approaches for demonstrating knowledge and skills, and the appropriate scores and criteria of sufficiency, needed to meet graduation requirements.

**IT IS FURTHER RESOLVED**, that the Superintendent of Public Instruction take appropriate action and advocate for any legislative changes that the Superintendent recommended.



# Resolution

Item 15 continued

IT IS FURTHER RESOLVED, that this approach to high school graduation will apply to the class of 2022 and beyond.

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I certify that the above is a true and correct copy of the action taken by the State Board of Education at its meeting on November 15, 2018.

Columbus, Ohio  
November 16, 2018

Paolo DeMaria / pm  
Paolo DeMaria  
Superintendent of Public Instruction