

Diploma Stakeholder Sub Group Draft Recommendations



One Diploma - MLRs

- Core – “Meets the Standard”:
 - *English Language Arts*
 - *Math*
 - *Science & Technology*
 - *Social Studies*
 - *Plus one more of the student’s choice which “meets the standard”*
- “Partially meets the standard” in 3 additional content areas

Timeline for Implementation

- Spring 2009 – International Center will be asked to prioritize standards and performance indicators in all 8 content areas and define what “meets the standards” means in each content area and “partially meets” in the non-core areas. International Center will be asked to develop crosswalks between the MLRs and the national and state licensing skill standards.
- Spring/Summer 2009 – Content area teachers and CTE instructors convene to consider and respond to prioritized standards
- Teachers in these content area groups and CTE instructors will also identify professional development needs. Annually, there will be a review of professional development targets and newly identified needs. 2009-2011 – Curriculum Units of study to be reviewed/aligned/developed to prioritized standards and elements of exemplary units of study.

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- 2009-2011 – A CTE center/region will collaborate with sending high school to develop curriculum units of study that are aligned to prioritized standards to provide models.
 - Models units of study will be reviewed by the Department and representatives from the State's educational organizations. Units of study to be available by Summer'09

Multiple Identified Pathways

- Collaboration of CTE & HS to provide a model. Model(s) developed in this process will be available by Summer 2010.
- All remaining CTE center/regions and other pathways will replicate or build on the model(s) for pathway identification by Fall 2011.
- Alternative Programs
- Adult Education
- Apprenticeships
- Career Academies
- Virtual
- Dual Enrollment

K-12 Interventions

- 2009-2012 Each district develops a system of interventions to meet the prioritized standards
- Interventions need to be specific, timely** and based upon on-going formative assessments
- A limited number of intervention models will be provided. These may be provided by districts/schools/CTE Centers or Regions that already have exemplary intervention models in place. Intervention models will be reviewed by the Department of Education and representatives from the State's educational organizations (MEA, MPA, MSMA, MACTE, etc.). These intervention models will be available by Summer '09.

** Within the school year

Personal Learning Plan

- 2009-2010, 2010-2011 PLPs implemented in Middle School
- Updated annually until graduation requirements are met
- Personal Learning Plans will be provided from schools that already have them in place.
- Personal learning plan models will be reviewed by the Department of Education and representatives from the State's educational organizations (MEA, MPA, MSMA, MACTE, etc.). These personal learning plan models will be available by Summer '09
- The personal learning plans are linked to Career and Education Development Standards

Diploma Requirements Review Process

- 5 year cycle- 1st Review 2010-11
- Review implementation progress
 - *Curriculum alignment which includes units of study, syllabi*
 - *Pathways available*
 - *Interventions*
 - *Personal Learning Plans*
 - *Multiple measures*
 - *Percent of students meeting standards from each pathway*

Diploma Requirements Review Process

- The Review Team will be comprised of DOE staff and professionals in the field
- The DOE will develop a pilot process for Districts who feel they are advanced in the process may participate in pilot reviews . This process needs to be consistent with and compliment NEASC.
- Schools not making AYP for two consecutive years that are non Title I schools shall be provided with a School Improvement Team
- Annual Stakeholders Review – The Commissioner shall annually convene a stakeholders group comprised of members of executive committee of each group. The group will review progress of the implementation plan and make any appropriate recommendations to the Commissioner.

Multiple Measures & Opportunities

- Considering:
 - *Course assessments (multiple measures, including paper/pencil, exams, quizzes, portfolios, performance, exhibitions, projects) with multiple opportunities on these assessments.*
 - *Common State assessments*
 - PSAT/NMSQT and SAT
 - Additional tests for science and social studies
 - NWEA or Accuplacer could serve as formative assessments
 - Scores on these assessments would need to be benchmarked for “meets the standard”

Students need to meet the standard on both the course assessment and the common State assessment.
 - *Juried portfolio system at DOE level for those who fail to meet diploma requirements locally*
 - *Development of rubrics that address the key concepts/measurement targets in all the content areas, including CTE programs.*

