

**Sub-Group Meeting of the Diploma Stakeholder Committee  
Tuesday October 14, 2008**

Present: Jim Carignan, Mark Powers, Steve Pound, Shannon Welsh

The Sub- Group met for a second time in effort to finish putting details around the End Zone Concepts that the larger Diploma Stakeholder Committee put together and to draft language for each of the recommendations with implementation suggestions.

**PROPOSED RECOMMENDATIONS TO THE COMMISSIONER;**

**Recommendation #1 There will be one diploma based on Maine’s Learning Results. All students will have the opportunity to earn a Standards Based diploma.**

**Definition of a credit:** The diploma will be based on standards in Maine’s Learning Results measured by credits. The definition of a credit is the successful demonstration of the content standards in the Maine Learning Results specified in units of study.

“4 Core Plus One More”

Students have to demonstrate that at a minimum they “meet the standards” in 4 core areas:

- Math
- Science & Technology
- English Language Arts
- Social Studies

Plus, students will have the choice of 1 additional content area in which to demonstrate that at a minimum they meet the standards.

Students will then, at a minimum, have to partially meet the standard in 3 additional content areas.

*Note: The Group will need to review the Career and Education Development Standard.*

**Timeline for Implementation of Recommendation #1**

Spring 09 – The International Center for Leadership in Education will be asked to prioritize standards and performance indicators in all content areas and define what “meet the standards” and “partially meets the standards” means in each content area.

The International Center for Leadership in Education will be asked to develop crosswalks between the MLRs and the national and state licensing skill standards. The Center will further align the crosswalks to the definitions of “meets the standards” and “partially meets the standards”.

Spring/Summer '09 – Content area teacher groups and CTE instructors convene to consider and respond to prioritized standards with any modifications recommended to the Commissioner. Chapter 132 will be revised to reflect the “meet standards” and “partially meets the standard” expectations.

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. It is proposed that The Commissioner request resources necessary to achieve the required professional development.

It is recommended that the Commissioner report to the Legislature during the 2010 session on the implementation process.

2009-2010; 2010-2011 – Curriculum Units reviewed/aligned/developed to prioritized standards and elements of exemplary units. These units should be linked to our definition of “credit” which is “successful demonstration of specified units of study.”

2009-2010; 2010-2011 - A CTE Center/Region will collaborate with sending High School(s) to develop Curriculum Units that are aligned to prioritized standards to provide a model of how to help students earn credits toward graduation.

A limited number of curriculum unit models will be provided. These may be provided from teachers at the local level who already have exemplary units in place or Gold Seal Units from the International Center. Model units will be reviewed by the Department of Education and representatives from the State’s educational organizations (MEA, MPA, MSMA, MACTE, etc.). These units will be available online by Summer '09.

The goal is to have local school districts post on-line completed curriculum documents consistent with core elements of the vetted models for community access. This may be a website created at the state level.

**Recommendation #2 Students will be able to choose from identified pathways in their pursuit to achieve the standards.**

2009-2010 - A CTE Center/Region will collaborate with sending High School(s) to identify pathways that are aligned to prioritized standards to provide a model of how to help students earn credits toward graduation.

The model(s) developed in this process will be available by Summer 2010. All remaining CTE Centers/Regions will replicate or build on the model(s) for pathway identification by Fall 2011.

Alternative Programs, Adult Education, Apprenticeships, Career Academies, On-line courses, and Dual/Early College Enrollment will follow a similar process to identify pathways. These may incorporate units of study in any of the identified pathways or a combination thereof.

**Recommendation #3 Each school district will put in place a K-12 system of interventions.**

2009-2010; 2010-2011; 2011-2012 – Districts will create a system of interventions to be put in place to help students meet the prioritized standards. Interventions need to be specific, timely (within the school year), and based on 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). These intervention models will be available by Summer ’09.

**Recommendation #4 Students will each have a personal learning plan.**

2009-2010; 2010-2011 – Personal Learning Plans will be initiated in the middle school and updated annually until graduation requirements are met. Models of efficient and effective 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). These personal learning plan models will be available by Summer ’09.

Does it make sense that students will demonstrate the Career and Education Development standards through the Personal Learning Plan process as proposed last year by the Department?

**Recommendation #5 Students demonstrate that they have met Maine’s Learning Results through identified multiple measures with multiple opportunities.**

Students will demonstrate they “meet the standards” of the 4 core areas (Math, Science & Technology; English/Language Arts; and Social Studies) of Maine’s Learning Results standards through course assessments and State assessments. Course assessments would include multiple measures (paper/pencil, exams, quizzes, portfolios, performance, exhibitions, projects) with multiple opportunities on these assessments. A student who fails to meet the diploma requirements could demonstrate learning through juried portfolio system at the state level currently in place.

*Will need to examine the role of the Career and Education Development standard and the level of attainment of the standard as compared to the other content areas.*

The sub-group stated that it would recommend going with the Math augmented SAT, the science test, and (with an additional test for social studies) as summative assessment of an individual student’s ability to “meet the standards” on the state assessment in the 4

core content areas. An augmented PSAT ( only in reading, writing and math) could be used at the sophomore level as an assessment of a student’s ability to meet the standards. The Accuplacer or the NWEA could be used as formative assessments to benchmark a student’s performance level and identify areas that may need additional instruction or intervention.

Scores on these assessments would need to be benchmarked for “meets the standard”.

Students will demonstrate they “meet the standards” in 1 of the remaining 4 content areas and “partially meet the standards” in 3 of the remaining 4 content areas (Visual and Performing Arts; World Languages; Health and Physical Education; and Career and Education Development) through course assessments.

2009-2010 – Content area teacher groups and CTE Instructors will convene to develop rubrics that assess the prioritized standards in these 8 content areas that may be used at the local level to determine “meet the standards” and “partially meet the standards”.

### **Diploma Requirements Review Process:**

Diploma Requirements Review – The Department of Education will arrange for a 5 year review of each district’s progress in implementing diploma requirements. The review will evaluate progress toward curriculum alignment; development of units of study; syllabi; percent of students meeting the standards from each pathway; pathways available; interventions; personal learning plans; and multiple measures in place to evaluate student performance. The review team will be comprised of DOE employees and professionals in the field. The first reviews will occur in 2010-2011. 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 complement NEASC.

Schools not making AYP for two consecutive years that are non Title I schools shall be provided with a School Improvement Team. The Team will be provided by the State with the intent of improving student performance through analyzing student data, educational programs, and to develop a school improvement plan. Support provided may include professional development, technical assistance, etc.

Annual Stakeholders Review – The Commissioner will 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.

Department of Education staff members posed the sub-group questions to the Commissioner and her staff and received the following responses.

1. Where is specific information on alignment of Augmented SAT with the MLR?

Alignment studies were conducted by a third party and determined that there was alignment with reading and math required additional questions in the areas of data and analysis. The College Board also has a third party alignment study. The science assessment is developed and administered at the same time as the math augmentation.

MHSA/SAT alignment information is available in the 2005-06 and 2006-07 Maine Comprehensive System Technical Manuals located at: <http://www.maine.gov/education/mhsa/supportingdocs.html>. Appendix D of the MHSA Technical Manual located at: <http://www.maine.gov/education/mhsa/0607appendix.pdf> contains the alignment analysis of the Augmented SAT.

2. Will specific information regarding individual student performance on standards on the augmented SAT be available to schools?

Individual student performance on the math augmented SAT is available. School level reports will be provided with an item analysis of how students did on each question. Information regarding the standards will be included on specific performance indicators.

3. Can we augment the SAT for social studies?

It would not be an augment, rather the social studies would be a separate test as is the science test.

4. Has there been a crosswalk between the PSAT/NMSQT and the MLR? Between the Accuplacer and the MLR? Can these be crosswalked and used as formative assessments?

Alignment of the PSAT/NMSQT to the 2007 standards is forthcoming. This work has been already done for the old 1997 MLRs. The PSAT student report has a recommendation section that could reflect what parts of the test a student needs to focus on using SAT Prep online. The recommendations in the student report is aligned to the MLR content standards.

Accuplacer is a college placement test. The College Board has been asked to do a vertical alignment PSAT, SAT and Accuplacer..

Formative Assessment = immediate in the classroom, which the Accuplacer is capable of. MDOE has thus far agreed to pay for the battery of tests per student once during the high school years.. Important logistics are being ironed out.

Benchmark Assessment = Students receive their PSAT data two months after administration. Schools receive school level reports three months after administration with an item analysis of how their students do on each question. These reports provide instructional information for teachers. Students receive itemized reports on how well they answered each question.

Summative= The SAT represents more of a summative assessment. School level reports will be provided with an item analysis of how students did on each question and information regarding the standards will be included not on specific performance indicators.

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