

TN Diploma Project: Graduation Requirements and New Standards

March 24, 2009

Joseph E. Fisher, *Assistant Commissioner*
Division of Special Education

Branson Townsend, *Executive Director, Office*
of Secondary Education
Division of Accountability, Teaching & Learning

Standards Revisions in K-12 Math, Science, Reading/Language Arts:

- Add Rigor
 - Remove Redundancies
 - Fill Gaps (NAEP/ACT)
 - Provide Formative Assessment Points per Subject per Grade Level
 - Move from Knowledge and Comprehension to Higher Levels of Thinking in both Instruction and Assessment
-

Implementation Challenges

- Align our curriculum, then make sure we give students, parents and teachers a pathway to reach those high standards. At the end of the day, make sure that our tests and graduation requirements reflect that our kids really are prepared for workforce training or college.
-

Focused Plan of Study

- When in the 8th grade, the student, parent/guardian and faculty advisor or school counselor will jointly prepare an initial 4 yr plan of focused high school study. It outlines the courses students plan to take in their 4 years of high school.
 - By the end of the 10th grade, the same team will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and/or to work.
-

Focused Plan of Study (continued)

- The plan will be reviewed annually by the student and the advisor/school counselor, and revised based on changes in the student's interest and career goals.
 - High School and middle grades faculty will collaborate in planning curriculum and the transition between middle grades and high school.
-

Focused Plan of Study Continued

- Work-based learning (WBL) will be available to all students including SWD. ***One of the capstone experiences listed in the new high school policy.***
 - Students will have access to a system of structured WBL experiences that allow them to apply classroom theories to practical problems and explore career options at the work site.
-

Impact on Students with Disabilities

- SWD **will be** included in regular classes to the degree possible and with appropriate support and accommodations.
 - School districts **should be** making every effort to begin the process of getting SPED teachers endorsed in the core academic courses they are to teach. This is not mandatory at this time, but the state anticipates that it will be mandated in the near future.
-

New Requirements....Impact on Students with Disabilities

- A high school diploma will be awarded to students who...
 - earn the specified 22 units of credit,
 - AND
 - have satisfactory records of attendance and conduct
-

Transition Certificate

- A Transition Certificate may be awarded to SWD who, at the end of the 4th year of high school, have failed to earn a regular diploma (22 units of credit) but have satisfactorily completed an IEP, and have satisfactory records of attendance and conduct.
 - SWD may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.
-

IEP Certificate

- An IEP certificate will be awarded to SWD who have (1) satisfactorily completed an IEP, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.
-

Graduation Requirements

Math - 4 Credits: (Students must take a math class each year)

- Algebra I - 1 Credit
 - Geometry - 1 Credit
 - Algebra II - 1 Credit
 - Upper level Math: - 1 Credit
 - **Bridge Math** Students who have not earned a 19 on the mathematics component of the ACT by the beginning of the senior year are recommended to complete the Bridge Math course.
 - **Finite Math**
 - **STEM Math** (Pre-Calculus, Calculus, Adv. Algebra and Trigonometry, Statistics, Discrete Mathematics, A.P. Courses)
-

Impact on Students with Disabilities

- Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent). The required number of credits in math will be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team.
-

Science

Science - 3 Credits:

- Biology I - 1 Credit
 - Chemistry or Physics - 1 Credit
 - AP Physics (B or C)
 - Principles of Technology I and II
 - Another Lab. Science - 1 Credit
-

Impact on Students with Disabilities

- Students with qualifying disabilities as documented in the IEP are required to achieve at least Biology I and two other lab science credits. The required number of credits in science will be achieved through increased instructional time, appropriate methodologies, and accommodations and other differentiated instruction, as determined by the IEP team.
 - **Only one additional lab course is needed if Biology IA and IB are taken for credit.**
-

Biology I A and Biology I B

- An appropriately endorsed regular education teacher who has demonstrated HQ status in science may serve as the teacher of record and award credit to regular education and special education students (inclusion).

 - In this case the following course codes to be used are as follows:
 - **Biology I A** **32103**

 - **Biology I B** **32104**
-

Biology I A and Biology I B

- An appropriately endorsed SPED teacher who has demonstrated HQ status in science may serve as the teacher of record and award credit to SPED students (only).

 - In this case the following course codes to be used are as follows:
 - **Biology I A** **32105**

 - **Biology I B** **32106**
-

English/Language Arts

English - 4 Credits:

- English I - 1 Credit
 - English II - 1 Credit
 - English III - 1 Credit
 - AP Language and Composition
 - English IV - 1 Credit
 - AP English Literature or Composition
 - IB Language I
-

English I, II, III, IV

- An appropriately endorsed SPED teacher who has demonstrated HQ status in English may serve as the teacher of record and award credit to SPED students (only).

 - In this case the following course codes to be used are as follows:
 - English 9 30015
 - English 10 30025
 - English 11 30035
 - English 12 30055
-

Social Studies

- | | |
|---|-----------|
| <input type="checkbox"/> W. History or W. Geography | 1 Credit |
| <input type="checkbox"/> U.S. History | 1 Credit |
| <input type="checkbox"/> Economics | .5 Credit |
| <input type="checkbox"/> Government | .5 Credit |
| <input type="checkbox"/> Personal Finance | .5 Credit |
-

Physical Education and Wellness

- P. E. and Wellness 1.5
Credits:

 - Wellness 1 Credit
 - Physical Education .5 Credit
 - **The physical education requirement may be met by substituting an equivalent time of physical activity in other areas including but not limited to marching band, JROTC, cheerleading, interscholastic athletics, and school sponsored intramural athletics.**
-

Fine Arts, Foreign Language, and Elective Focus

- Fine Arts – 1 Credit
 - Foreign Language – 2 Credits
 - Elective Focus – 3 Credits
 - Students completing a CTE elective focus must complete three units in the same CTE program area or state approved program of study.
 - science and math, humanities, fine arts, or AP/IB
 - other area approved by local Board of Education
 - The Fine Arts and Foreign Language requirements may be waived for students who are sure they are not going to attend a University and be replaced with courses designed to enhance and expand the elective focus.
-

End-of-Course Examinations

- The High School Transition Policy requires students to be assessed in the following end of course assessments: English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics.
-

End-of-Course Examinations

- To meet the federal requirements for AYP, new End of Course exams for Algebra I, English II, and Biology I will be ready for the students entering the ninth grade during the 2009-2010 school year.
-

End-of-Course Examinations

- Factored into the teacher assigned student grade at a percentage...
 - The weight of the end-of-course examination on the student's course average is as follows for entering 9th graders: fall of 2009 and 2010 – 20%, fall of 2011 and 2012 – 25%, fall of 2013 and thereafter – 25%.
-

End-of-Course Examinations

- ❑ “New” EOC assessments aligned to “new” curriculum standards...
 - ❑ “New” student achievement performance standards aligned with college and career readiness... (not proficient, approaching proficient, proficient, and advanced)
 - ❑ “New” achievement performance measure (*proficiency*) aligned with new college and career readiness definition and mastery of new curriculum standards...
-

End-of-Course Examinations

- From “old” curriculum to “new” curriculum 2009-10...
 - From “old” GWY/EOC to “new” EOC assessments 2009-10...
 - Student assessment requirement based on curriculum standards...
 - “new” curriculum requires “new” assessment
-

End-of-Course Examinations

- Entering Freshmen 2008-09 and before...
 - Curriculum drives instruction, test aligned to curriculum
 - “old” curriculum – “old” test (GWY/EOC)
 - GWY/EOC test as % of student grade and must pass the three GWY assessments as additional diploma requirement

 - Entering Freshmen 2009-10 and thereafter...
 - Curriculum drives instruction, test aligned to curriculum
 - “new” curriculum and instruction – “new” test (EOC)
 - “new” EOC test as % of student grade
 - No additional assessment diploma requirement (No GWY)
-

End-of-Course Examinations

- 2009-10 and thereafter...
 - Student examination requirement *based* on curriculum...
 - The “new” curriculum with “new” instruction requires a “new” assessment for all students **in the class.**
 - *All students in Alg I, Eng II, and Bio I classes will take the new EOC tests in 2009-10. This is regardless of grade and graduation requirement differences.*
-

Curriculum/Class: End-of-Course Examinations

2009-10 Algebra I class

- New Curriculum Standards and New EOC assessment
- Mix of 9th, 10th, 11th, and 12th grade students
- Mix of graduation requirements: 9th new EOC,
*9th – 12th old GWY
 - All take the new Alg I EOC test
 - All (9-12) assigned EOC **grade** to be used in course %
 - *9th – 12th must have additional Met/Not Met diploma information

*Entering 9th grade in or prior to 2008-09 school year

Curriculum/Class: End-of-Course Examinations

- This scenario is applied in the same way to all Alg I, Eng II, and Bio I classes.

- Gateway Additional Diploma Requirement - MET or NOT MET
 - "cut" based on the "old" GWY scale applied to the "new" EOC test

- Quick Score Reports: reporting will have **GRADE** for **all** students **and Diploma Met/Not Met** for *9th – 12th students with additional GWY requirement

*Entering 9th grade in or prior to 2008-09 school year

Passes Class/GWY NOT MET: Retakers

End-of-Course Examinations

- ❑ Entered 9th grade in or prior to 2008-09 (**9th – 12th grade in 2009-10*)

- ❑ **Passed** classes Prior to 2009-10 (***not** proficient on test and did not meet GWY diploma requirement*)
 - Old Curriculum Standards Old GWY assessment
 - “Old” class instruction –
Alg I, Eng II, Bio I - “old” GWY test
 - Intervention required
 - **Take** GWY test, 2009-10 and thereafter
 - ❑ GWY Math, Language, and Science

*Entering 9th grade in or prior to 2008-09 school year

Passes Class/GWY NOT MET: **Retakers**

End-of-Course Examinations

- Entered 9th grade in or prior to 2008-09 (**9th – 12th grade in 2009-10*)
- Passes** classes in 2009-10
- GWY Diploma requirement “cut” Not MET (*EOC score was NOT high enough to meet GWY diploma requirement*)
 - New Curriculum Standards taught and New EOC assessment taken
 - Intervention **NOW** required
 - **Take** GWY test until diploma requirement met
 - GWY Math, Language Arts, and Science

*Entering 9th grade in or prior to 2008-09 school year

Impact on Students with Disabilities

- Students failing to earn a yearly grade of 70 in a course that has an end-of-course test and whose disability adversely effects performance in that test will be allowed, through an approved process, to add to their end-of course assessment by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment...approved by IEP team
-

Performance-Based Assessment

- ❑ Being developed (TBD) by the Division of Accountability, Teaching & Learning (essential skills)
 - ❑ Student must demonstrate that they have met the ***essential skills*** of the course as evidenced by e. g. projects, oral testing, compilation of test grades, etc.
 - ❑ This body of evidence will be evaluated according to a scoring system (TBD) by the Department of Education and approved by the State Board of Education prior to the 2009-2010 year.
-

Professional Development

- Cannot be “left to chance”!
 - All teachers should be exposed to:
 - Changes in the standards
 - Changes in assessments
 - Best practices for engaging students and increasing retention
-

Professional Development

- Professional Development Vision:
 - Capturing and archiving PD through the Electronic Learning Center designed to enhance current institutes, workshops, and training sessions across the state
 - Training principals and curriculum coaches how to assess their PD needs and create PLC's in each school
-

Professional Development

- Tennessee's number one data priority for student performance is 'Reading'. Reading drives learning in all other content areas, thus we are offering a Tennessee Reading Summit to be held in Murfreesboro at the Embassy Suites Hotel and Conference site on April 27 through April 29, 2009.
 - We plan to offer K-12 reading sessions with all aspects of teaching reading highlighted in practitioner and research based presentations. We are adding corrective, remedial, and experiential sessions specifically designed to assist teachers in grades 5-9 with students who cannot read or have reading difficulties.
-

Professional Development

- Systems are encouraged to send a team of six personnel who can then go back and train others at the school and system level. There is no charge for this Summit. We will begin with a provided luncheon at 12:00 noon on April 27 and will conclude at Noon on April 29, 2009.
-

Professional Development for High Priority and Target Systems/Schools

- The Tennessee Department of Education is pleased to announce that in conjunction with the Instructional Technology Support Center of Middle Tennessee State University, Content Knowledge Institutes will be available via satellite at selected school and professional development center sites and through live web casting to any computer with high-speed Internet.
 - These sessions are designed to enhance content knowledge around the new standards. The intended audience is content area teachers and school leaders.
-

Registration details will be announced soon!

- ☐ Monday, May 11, 2009
Reading
 - ☐ Tuesday, May 12, 2009
Language Arts
 - ☐ Wednesday, May 13, 2009
Mathematics
 - ☐ Thursday, May 14, 2009
Science
-

Professional Development Summer Standards Training Sessions

- ❑ These sessions will be held for all systems/schools across the state throughout the month of June.
 - ❑ Returning participants will have the opportunity to continue training in their grade band, content strands for Language Arts K-12, Mathematics K-12, and Science K-12.
 - ❑ This summer additional sessions will be offered in Reading K-12 and Physical Sciences 9-12.
 - ❑ Registration details will be announced soon!
-

TN High School Transition Policy Frequently Asked Questions

<http://state.tn.us/education/tl/Resources.html>

www.TNelc.org
