

<p>Possible Direction for Graduation Requirements</p> <p>Increase Graduation Requirements</p>	<p style="text-align: center;">Key Details</p> <p>Increase course credit requirements</p> <ul style="list-style-type: none"> • 4th year of math • 4th year of science • College and career readiness credit (CTE, college course, AP/IB) <p>Increase Regents exam requirements</p> <ul style="list-style-type: none"> • ELA and math Regents exam score transition to min. of 80 % <p>College and Career Ready Diploma</p>
<p style="text-align: center;">Considerations</p> <p>credits – will more help? I.e. math-choice-college readiness math, applied math, technical writing-more options-online. Continuing of teach reading in Middle School</p> <p>Master schedule delivery</p> <p>Financial requirements of requiring more</p> <p>College and career ready okay, but not for all, same too for exams</p> <p>Separate the conversations; one size does not fit all</p> <p>21st Century Skills</p> <p>Youth development/whole student</p> <p>Preparedness</p> <p>STEM program?</p> <p>Rigor, but develop application of skills</p> <p>Real world applicability</p> <p>Consider lengthening a course over time, like Global 9 & 10, instead of more credits/years of subject</p> <p>Seniors are “beyond” the building ready for the world</p> <p>Virtual learning</p> <p>Dropout Rate – what is really causing dropouts to occur and really look at factors and what we can do, if anything</p> <p>Don’t just wait to change names of diplomas or move score to go & make test</p> <p>Conversations with colleges & what they need to be successful</p> <p>Fiscal – increasing staff, courses</p> <p>Need to have some experiential component</p> <p>Layer in preparatory courses for college</p> <p>Teach students how to transfer skills</p> <p>College courses done in senior year to help off-set college</p> <p>Develop courses in math, i.e.- financial math, other than engineering type math courses</p> <p>Grades on Regents meaningless – get a true % not curve</p> <p>What supports will be put into place for students & teachers</p> <p>Internship count as credit for graduation</p> <p>Course increases in more related to interests</p>	<p style="text-align: center;">Concerns</p> <p>More of the same for kids already struggling</p> <p>Not sure our math and science are good/right curricula anyways</p> <p>Could decrease time for the CTE</p> <p>Is this considering “old” thinking? Have we not considered the “new” things/skills students need?</p> <p>Integration of courses?</p> <p>Capacity/ability of schools to support this financially?</p> <p>What about the struggling students?</p> <p>Seniors/2nd half of year – more college/life readiness</p> <p>Curriculum development – including outside/business involvement -Bristol, Smithsonian, etc.</p> <p>Students must find meaning</p> <p>No mention of LOTE in grad requirements</p> <p>Not necessarily more content-need literacy & all classes-every teacher is a teacher of literacy</p> <p>How do you service those who don’t get SO need funding to provide AIS</p> <p>Fiscal – increasing staff, courses</p> <p>Need clear direction from State</p> <p>Leaving students out – mistake to think all are college bound</p> <p>Pushing them to do more – may see more dropouts</p> <p>Disconnect for some students with so much testing</p> <p>State is talking more testing, not less</p> <p>If students need experiential component, how ready are employers for this when they’re facing financial hardships too</p> <p>LOTE isn’t addressed</p> <p>If students meet these requirements, graduation rate impact</p> <p>ESL students meeting requirements</p> <p>Professional development for teacher to develop content knowledge in conjunction with skills based knowledge for the work place</p> <p>What does adjusted scale mean on exams</p> <p>Increase 4 years – what would courses entail? What goes to the side?</p> <p>Increase flexibility in how students can reach Regents requirements – e.g. Required courses in physical education; seat time; virtual learning. Is seat time the best way?</p>

<p style="text-align: center;">Possible Direction for Graduation Requirements</p> <p style="text-align: center;">Allow increased flexibility in the ways students can meet requirements</p>	<p style="text-align: center;">Key Details</p> <p>Allow choice in one or more of the five required Regents exams Allow CTE assessment to substitute for one of the five required Regents exams Allow demonstration of competency rather than seat time Increase number of CTE credits that can be earned (integrated or specialized) Middle school course flexibility</p>
<p style="text-align: center;">Considerations</p> <p>Menu of Regents diplomas – math/science – pass with 70 on English-Social Studies Flexibility good; more would be better Eliminate seat time is nice Choosing exams is a good way to allow differentiation Put US History to 9 Increase CTE seems to be good CTE credit encouraging Proficiency Shouldn't just look at date you were born or age, more on when you are ready & competent – should perhaps look at a paradigm shift and focus more on ability then age Intriguing More enriched at middle level Let kids learn differently Get rid of PE grad requirements & base on competency or alternative like integration of health wellness Virtual learning, credit recovery online Support CTE assessment to sub for one of the five required regents</p>	<p style="text-align: center;">Concerns</p> <p>Easy credit in 6th or 7th grade M-L flexibility not equitable for smaller school Increase rigor for CTE We no longer want the “same old” for our students – we want the whole person to be recognized – not just the data or test scores We want development of the whole learner Use other measurement scores on AP, ACT, SAT that could be comparable to Regents scores and earn credit through other standardized measures or CTE performance based skills to show competency Are we extinguishing some student interests in things other than the 4 core Fiscal Demands at middle school level Seat time No one wants to let go of traditional middle school curriculum</p>

<p>Possible Direction for Graduation Requirements</p> <p style="text-align: center;">Offer alternative or supplemental credentials</p>	<p>Key Details</p> <p>Career Skills Credential</p> <ul style="list-style-type: none"> • Supplement diploma for general education would document achievement against CDOS Standards in accordance with Career Plan • Replace IEP diploma for special education (for students unable to graduate with a regular diploma)
<p>Considerations</p> <p>Need something</p> <p>Exit plan</p> <p>Good way to differentiate, testing is important to include</p> <p>Flexibility for SWD important because those kids are so different</p> <p>Pretty much in favor of those ideas, look at what other countries do with preparing students for careers in college</p> <p>Develop a skills assessment so employers can see what a student can/not do</p> <p>Get rid of IEP Diploma connect their program to career ready</p> <p>Want a solid career skills credential, i.e.: a career portfolio</p> <p>Make it more descriptive of skills to achieve</p>	<p>Concerns</p> <p>Seat time?</p> <p>State curriculum – where are we headed?</p> <p>Language?</p> <p>Global</p> <p>The National Assessments are different for these students</p> <p>Impact on graduation rate</p> <p>Being evaluated on graduation rate</p> <p>Make a clear set of standards for students to achieve</p> <p>Don't trade one system for another if it is the same</p> <p>Career skills credential should not constitute a diploma</p>

<p>Possible Direction for Graduation Requirements</p> <p style="text-align: center;">Rethink the “safety net” for students with disabilities</p>	<p>Key Details</p> <p>55-64 Pass Score Option</p> <ul style="list-style-type: none"> • Increase pass score from 55 to 65 over time, or • Higher ELA and math and lower for others, or • 3/5 with higher score <p>Allow diploma to be earned with fewer credits or credit substitutions</p> <p>Continue local diploma for SWD</p> <p>Eliminate safety net altogether</p>
<p style="text-align: center;">Considerations</p> <p>Should maintain safety net</p> <p>Need safety net. Need different levels on assessments</p> <p>Work environment</p> <p>Alternative assessments</p> <p>Find a way to let their skills come out in different ways while ensuring there is still academic</p> <p>Possibilities of 55-64 pass score option</p> <p>Don't eliminate safety net</p> <p>We are uncertain in this area if scores should be raised</p> <p>Need way to assess besides paper-pencil ways</p> <p>Allow fewer credits to graduate</p> <p>Take stigma away from graduate in 5 years and AIP requirements</p>	<p style="text-align: center;">Concerns</p> <p>Paradigm shift needed – no more “sorting & separating” of students – should be graduating excited for what is next!</p> <p>What would happen to those students who do not meet standards – would they graduate?</p> <p>Have to have safety net</p> <p>Some students won't be able to pass</p> <p>Most disability is in reading, writing, & math, don't increase</p>

<p>Possible Direction for Graduation Requirements</p> <p style="text-align: center;">Other Ideas</p>	<p>Key Details</p> <p>How do we help kids to recognize pathways to follow? Greater flexibility – not just age/birth date, but ability & competency Importance of Literacy – being able to read & write in all areas/classes</p>
<p>Considerations</p> <p>Meet with colleges & business to assess needed skills/design backwards It is important to know if anything will hit next year, but get it out in order to avoid panic Need to make sure we expand conversation beyond 9-12, to P-12, certainly 3-8... Must be able to differentiate. CTE allowances, other flexibilities are positive. Just ramping up everything for everyone else is not AP/IB enrollment not the same as it used to be Access to AP/IB not equitable from Demonstrations minimum proficiency good, as well as allowing some to demonstrate mastery or expertise 3 diplomas ok: college track, career track, SWD credential What is the validity of the Regents exams – what do they really measure? Does having a state-specific system actually hurt NY students compared to other states? Aren't most of the exams changing anyway? Can we meet the needs of the whole child? Need more skills in research, collaboration, being able to read, write, analyze & communicate to be successful in college & careers Want flexibility Working toward solutions, top down not bottom up – need to look at more data before making decision Creating other options for students other than typical high school, BOCES, or GED Missing technological component-courses to develop Consider 5 years for graduation for accounting Don't continue regents Solicit information from students—Participation in Government Ask students who "haven't made it." What skills do students didn't make it say they need Want more choice in what they learn Students like to express themselves; want to make it theirs More projects</p>	<p>Concerns</p> <p>Global perspective? Broader way to look at education – our current system is broken Worried about losing some students, align different levels, more choices Have several different Regents Diplomas, need to differentiate credentials Flexibility in assessments permits some choice, expertise demonstration, etc. Can this help increase the meaningfulness of HS? Kids don't graduate because we are frozen in time with a 1950's model Better communication between skills for K-12 and colleagues We will test facilitation instead of teaching Informing parents on all of this Is this all "cookie cutter" or will local still have say to make own? No one really knows what we are really getting students ready for – what are these "jobs" College loans not available Jobs not there Options are within current paradigm—how do we change paradigms to 21st century skills? What is being proposed are solutions from the top down—should come from bottom up and find solutions might be Start by meeting with colleges and entry careers to define what the necessary skills are to be successful in 2010 Are the skills that are necessary in our curriculum?</p>