

Executive Numbered Memo 011-2006-07 - Changes and Implementation to High School Diploma

January 18, 2007

TO: Superintendent, Principals, District Staff

RE: The State Board of Education amends current diploma requirements in order to better prepare students for college, workforce and citizenship

Summary:

This memo summarizes the changes to Oregon's diploma, the timelines for changes to take effect, and next steps; recipients are encouraged volunteer for the Implementation Task Force.

On January 18, 2007 the State Board of Education passed a resolution in support of changes to Oregon's current diploma requirements. The changes and implementation timeline are outlined below:

I. What's new?

- **Math:** 3 credits based on state standards (already in statute, class of 2010); Algebra I level and above (class of 2014)
- **Science:** 3 credits--Inquiry-based, state standards; 2 lab credits required (class of 2012)
- **Arts/Second Languages/Professional Technical Education:** 3 credits from among this group; based on state standards (class of 2012)
- **Electives:** 6 credits -- reduced from 9 (class of 2012)
- **Total:** 24 credits

What doesn't change? English Language Arts: 4 credits based on state standards (already in statute, class of 2010)

Social Sciences: still 3 credits based on state standards

Physical Education: still 1 credit based on state standards

Health Education: still 1 credit based on state standards

II. Proficiency Options:

A key feature of the future diploma will be wider use of proficiency, ensuring that all students will have the opportunity to choose to earn credit by demonstrating proficiency based on state content standards

III. Essential Skills:

Essential skills are embedded in the existing content areas and can be demonstrated in a variety of courses, subjects, experiences, and settings (class of 2014 or before)

1. Read and interpret a variety of texts
2. Write for a variety of purposes
3. Speak and present publicly
4. Apply mathematics in a variety of settings
5. Use technology
6. Think critically and analytically (e.g. scientific inquiry, problem-solving, creative and innovative thinking)

7. Demonstrate civic and community engagement
8. Demonstrate global literacy

And continue the existing:

9. Demonstrate career-related learning standards:
 - Personal management
 - Teamwork
 - Employment Foundations
 - Career Development

IV. Personalization:

Oregon's diploma will continue to be personalized for each student and help the student begin planning for career and education goals. Beginning with the class of 2007, every graduate will have completed the following items:

- *Education Plan and Profile:* The vehicle for directing each student's high school experience and connecting high school coursework with the student's post-high school goals. The Profile documents a student's progress toward meeting standards and other requirements and should be used as a measure of student accomplishment.

- *Career-Related Learning Standards:* Students will demonstrate knowledge and skills in: personal management, problem solving, communication, teamwork, employment foundations, and career development.

Career-Related Learning Experiences: Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

- *Extended Application:* Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals. Students extend prior knowledge through critical thinking, problem solving, or inquiry in real world contexts.

V. CIM-CAM:

The board supports modifying the 21st Century Schools Act by transitioning the best elements of the act into a more rigorous diploma. The Oregon legislature will take up the CIM-CAM during the current session, and more information will be available later in 2007.

VI. What's Next?

The State Board authorized the establishment of an "Implementation Task Force," to be made up of pre-K-20 educators and education advocates, to address the issues re: getting the new requirements in place. The Task Force will make recommendations to the State Board for approval. For example, the group will make recommendations regarding credit for proficiency, assessment of essential skills, and other implementation issues.

The State Board wishes to thank everyone who took time to hold a school/community meeting on the new requirements. The feedback you provided to the Board played an essential role in the final recommendations.