

Responsibility of the High School Graduation Committee

Purpose of Task Force

The Oregon School District, within the framework of the Vision Steering Committee, is convening a group of stakeholders to complete a one-year study to research, develop, and recommend high school graduation requirements for students consistent with the District's Strategic Plan and 21st Century Skills (Partnership for 21st Century Skills, www.21stcenturyskills.org).

This stakeholder group will submit a written report to the Vision Steering Committee/Board of Education. This report will be advisory in nature and reflect a summation of their research, methods of study, conclusions, and summary recommendations for new high school graduation requirements in the Oregon School District. This will include a proposed implementation plan for transitioning to new high school graduation requirements for current and future high school students.

Background

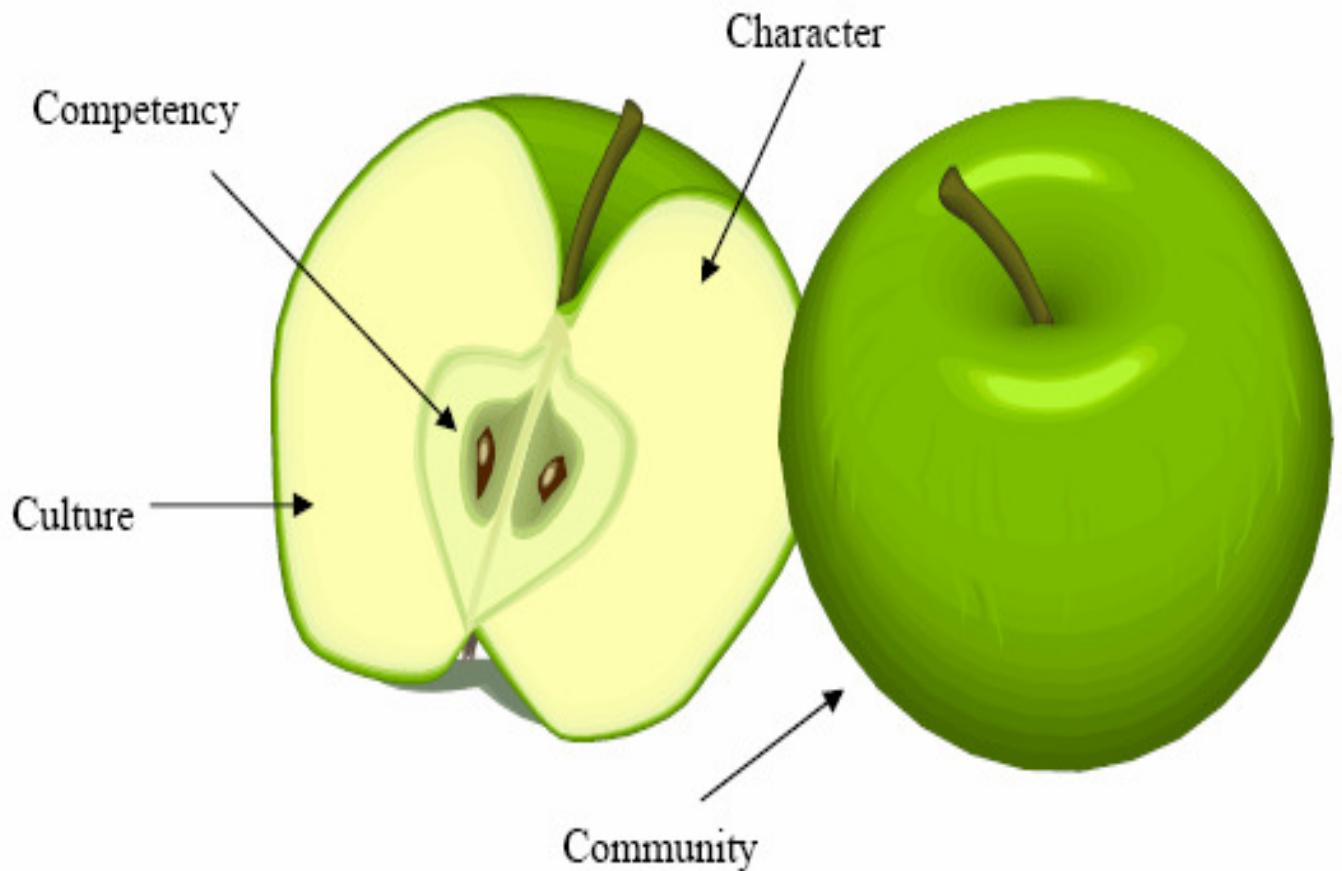
Our ultimate accountability goal is to measure whether each student who leaves the Oregon High School with a diploma has achieved his/her educational goals and has been prepared in that context for his/her post-high school journey. A natural step in preparing students is providing them with a roadmap of course opportunities in a diversified curriculum that will prepare them for the future that they face.

Historically, graduation from the District has been based upon criteria established by Board policy in conjunction with state law. This Board policy states that in order to graduate from Oregon High School, a student must complete 23 high school credits comprised of four in English, three in social studies, two in math, two in science, one and one-half in physical education, one half in health education and the remainder in electives. Unfortunately, these criteria do not tell us whether we have successfully prepared individual students for the world after high school or whether we have taken them to their potential. At this point, they have no correlation to our District Exit outcomes. On the other hand, these credits are consistent with the processes used by peer districts, the Wisconsin Department of Public Instruction, and by post-high school institutions that use credit measures as an evaluative tool for admission to their institution.

This Task Force has the responsibility of addressing the challenges we face in determining a 21st century high school education and improving the criteria we use to

measure whether a student can graduate. It is our hope that the Task Force can frame these criteria around the skills needed in today’s economic, social, political, and environmental contexts. For example, we believe students who can envision success will be more likely to achieve success in the four main categories identified in the 2003 Board Position Paper, which includes: Competency, Character, Culture, and Community.

We ask the Task Force to describe student success in these four main categories so that we can clearly articulate the expectations for students to earn their high school diploma. It is our belief these four categories represent interrelated relationships that are best depicted in the following visualization called the “Apple of Learning” (Board Position Paper on Accountability, 2003).



“The Oregon Board of Education has long believed that every student can succeed and maximize their learning potential. In fact, we still believe this. We view the Oregon High School diploma as the culminating achievement that has prepared the youth in the Oregon School District for their future with a relevant education that provides them with the tools they need for success in their lives” (Board Position Paper on Accountability, 2003). We believe this Task Force will study our high school graduation requirements

and return a written summary list of recommendations that will position our students for success.

Team Member Responsibilities

- Attend scheduled meetings prepared to participate in discussions and decisions
- Review all literature prior to each meeting
- Gather additional relevant research on topics
- Be open-minded and willing to listen to opposing perspectives
- Respect the views of all participants
- Maintain a K-12 view of the issues
- Assist with final report and presentation of findings to the Vision Steering Committee/School Board by June 2009

Reporting and Work Product

This stakeholder group will submit a written report to the Vision Steering Committee/School Board by June 2009. This report will include the following sections:

- A summation of the task force's research, methods of study, conclusions, summary recommendations, and implementation timeline for the new high school graduation requirements in the Oregon School District.
- The summary recommendations will include the number of credits for graduation, required courses for graduation, the number of elective courses for graduation, and whether or not there is a community service component as a graduation requirement.
- A summary recommendation on the process for determining class ranking and honor awards system. (See the Neenah School District study).
- A summary recommendation on advisory changes to Board Policies 411 Graduation, Grades and Standing, 412 Early Graduation, 413 High School Equivalency Diploma, and 414 Definition of Credit.
- The Task Force will be available for a group presentation to the Vision Steering Committee/School Board at the completion of this project.

Anticipated Meetings

To begin its work, the committee will meet in October to set future dates. A determination about the number of meetings will occur at that time with no fewer than one-two meetings per month with potential additional assignments via Moodle for members to react to. Each meeting will be no longer than two hours beginning and ending on time. The most convenient time for all members will be determined at the October meeting.

Composition of the Team

Team membership will consist of 9 teachers, 9 parents, 4 administrators, and 2 School Board Members. Teachers were chosen based on a mix of instructional levels and recommendations from administrators.

Chris Ligocki & Anita Koehler - Co-Facilitators

Heidi Davies

Dave Ebert

Wil Howlet

Sara Kissling

Doug Kornetzke

Lauren Lebwohl

Tracy Leider

Tim Martinelli

Bob Prahl

Dan Rikli

Leyla Sanyer

Candace Weidensee

Steve Zach

Parents

Laura Douglass

Richard Dow

Scott Flanagan

Julie Hagen

Claire Henricksen

Sue Nelson

Jennifer Schmitt

Check Soule

Julie Underwood