

Progress Report

P-20 Council

May 2007

The P-20 Council met on May 15th at the Buena Vista Conference Center.

Two presentations were made to the council. First, Dr. Judi Coffield, Education Associate for Middle and High School Support at the Department of Education, presented an overview of the Student Success Plan for Delaware using the Career Cruising Guidance System. The web based program will allow students to store academic information and help them plan their careers by providing them access to information and tools to assist them in planning for their high school career as well as future training or education needed in order to secure eventual employment in their chosen field. The system also allows school personnel to maintain contact with the student and monitor the students' progress with their success planning. Parents and guardians are also able to access the information for their child.

Janet Hughes, President of Janet Hughes and Associates, was introduced to the council. Ms. Hughes is under contract to the Department of Education to develop communication plans that will support secondary school reforms and communicate with students, parents and the broader community about the importance of making good education decisions in high school to prepare for becoming a contributing member of society.

As a result of market research conducted by Janet Hughes and Associates, the campaign *Yes, You Can!* was developed. The features of the campaign include an interactive web site on My Space that links to Career Cruising, an annual video contest entitled *What's Your Dream Job?*, and ad campaigns to engage students, parents, business and colleges. Interest was expressed to connect this campaign with youth summer internships.

Mrs. Woodruff announced that later this month a committee would convene to make recommendations on how students can meet the graduation requirement of 2 credits in a world language. She noted that the committee would not be limited to the traditional approach of 2 years of seat time. The Committee plans to have its work completed by next fall.

In addition to the Council meeting, several of the subcommittees of the Council have been working on projects. The summary of their activities follows:

Subcommittee on Dual Enrollment

Since their first meeting in October, the subcommittee has met three more times. During these meetings, the committee members have discussed the topics of funding, program rigor and teacher quality. Through these discussions, the members developed guiding principles on which to base their recommendations. They also defined dual enrollment

and dual credit for the purpose of Delaware policy. Members of postsecondary institutions met before the January meeting in order to discuss transferability between their institutions. The members agreed that if the course was approved by one postsecondary institution as being up to college standards, it should not be a problem to transfer it to another institution in Delaware. However, not all courses have articulation agreements between institutions. University of Delaware, Delaware Technical and Community College and Delaware State University have an online matrix of course articulation agreements which are updated every few years. University of Delaware has separate articulation agreements with Wesley College, Wilmington College, and Goldey-Beacom. These agreements are being combined into a matrix that can be used for dual enrollment so that students will have a clear picture of what courses should transfer between schools.

The following are the definitions of dual enrollment and dual credit as defined by the subcommittee:

Dual Credit: A course for which a student may receive both high school and postsecondary credit. The course can be taken in a variety of settings such as in a high school, on a college campus or on-line. Examples of dual credit are AP, IB and Tech Prep courses.

Dual Enrollment: A course for which a student may receive both high school and postsecondary credit while simultaneously registered at both the high school and the postsecondary institution.

The following are the guiding principles created by the subcommittee to guide their final recommendations. These principles are still subject to change:

1. All students, especially students who may not traditionally pursue post-secondary education, should have access to and information on dual credit and dual enrollment courses.
2. Admission criteria to dual credit and dual enrollment courses should be based on the student's potential for success. This can be determined by GPA in the content areas of the courses, staff recommendations, student interest, and/or test scores.
3. No student should be denied access to dual credit or dual enrollment courses due to the family's inability to pay.
4. Multiple points of access for dual credit and dual enrollment courses should be encouraged. Examples of multiple points of access include virtual learning opportunities as well as courses offered by a higher education institution on the high school campus as well as the college campus.
5. Institutions of higher education should ensure the quality of dual enrollment courses is equivalent to other instruction offered by the institutions. Any dual enrollment course must be from a regionally accredited higher education institution
6. Credit earned by high school students who successfully complete a course included in the Delaware higher education credit matrix should be valid in any Delaware higher education institution which would accept the credit for college level students.
7. AP and IB courses should meet the requirements of their respective program authorizers.

8. Teachers in dual credit classes should have the appropriate certification and training to teach the class. They should also be experienced teachers.
9. Institutions of higher education should ensure the quality of the student attainment of competencies for Tech Prep courses.

Higher Education Data Cube Subcommittee

The Higher Education Data Cube Committee met for the first time on November 28th and again on February 7th and April 25th. In the first meeting, the members discussed what the next steps were to get the data cube up and running. Committee members from higher education were asked to send their database layouts with sample data to Tommy Tao so he could begin to cross-reference the different labels used by the different institutions. The matrix of course articulation between the higher education institutions was brought up as a method to determine equivalent courses in the data cube. The higher education institutions were asked to start entering the Delaware high school student ID numbers into their student records.

During the second meeting, sample disaggregates and queries based upon what other states and institutions have been using were discussed. The queries and disaggregates that would be best suited to the information available in the data cube were picked out of the samples.

The third meeting updated the status of data transfer from the institutions to Tommy Tao. A draft sign on form was distributed to the members. A document entitled *Maximizing the Power of Education Data while Ensuring Compliance with Federal Student Privacy Laws by the Data Quality Campaign* was also distributed to inform the members of the parameters set by the Family Educational Rights and Privacy Act (FERPA) for the use of information in data cubes that transcend K-12 systems. Jennifer Kline, the Deputy AG for the Department of Education and the State Board of Education, underscored the permissible and non-permissible uses of these data. The next meeting of the subcommittee will take place on August 9th.

Achievement Gap Action Group

The Achievement Gap Action Group met on March 2. Three presentations were made to the group.

Dr. Amelia Hodges presented the pilot program for the High School Balanced Assessment Project, funded by a grant from the US Department of Education. Delaware is the lead state and has several partners. The High School Balanced Assessment Project is providing a framework for teachers to be able to effectively use assessment in their classrooms. The program trains key people in the state, districts and schools on how to effectively use assessments. Three Delaware high schools will be participating in this pilot program. The pilot will take place the coming school year and will be assessed for effectiveness.

Dr. Audrey Noble and Mrs. Kelly Sherretz presented the achievement gap report to the committee. They noted that this was the third year that they have done the report. Moving forward, the report will be compiled within the database and will be linked to the school profiles automatically. There is also interest in the gap information being included on the district balanced score cards.

An overview was given of how the report is arranged and created. State-wide data was presented to the group. Hispanic students are currently closing the gap at a faster rate across the state. The LEP population scores have been variable but there has been a large influx of LEP students within the past year which could be affecting the numbers. The LEP population is difficult to calculate since once the students gain proficiency they no longer count as LEP. It was noted that at the state level, aggregating data makes it hard to see that a number of schools actually do not have gaps and that many are making great strides in closing the gaps. The full report does point these schools out.

Dr. Audrey Noble and Mrs. Kelly Sherretz then presented an update to the group on the progress of the Correlates of Achievement database. They are currently in the second phase of training and have been meeting with the district teams in each county. Changes have been made on the basis of feedback received from those that have seen and used the system. The goal of the correlates system is that it be available to principals and school team leaders so they can see the data on their school. Key people within districts will have access to district information.

It was stressed to the AGAG that this system is for school improvement rather than accountability. However, the type of information available to the schools should be widely known, just not the actual data. This way, School Improvement Teams and others can ask for the data that they know the schools have.