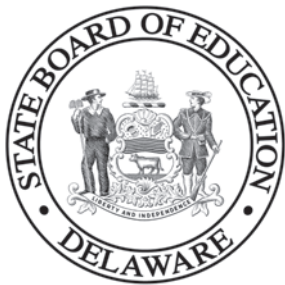
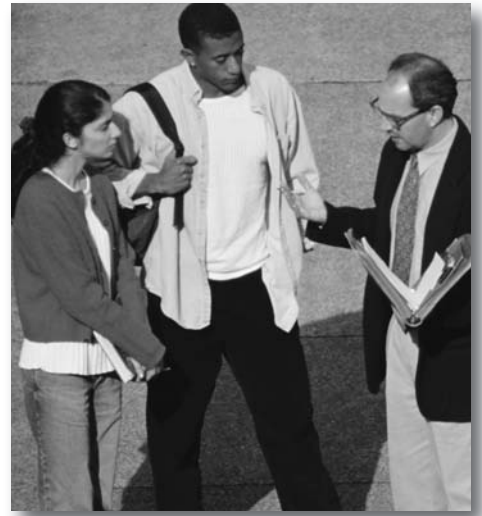
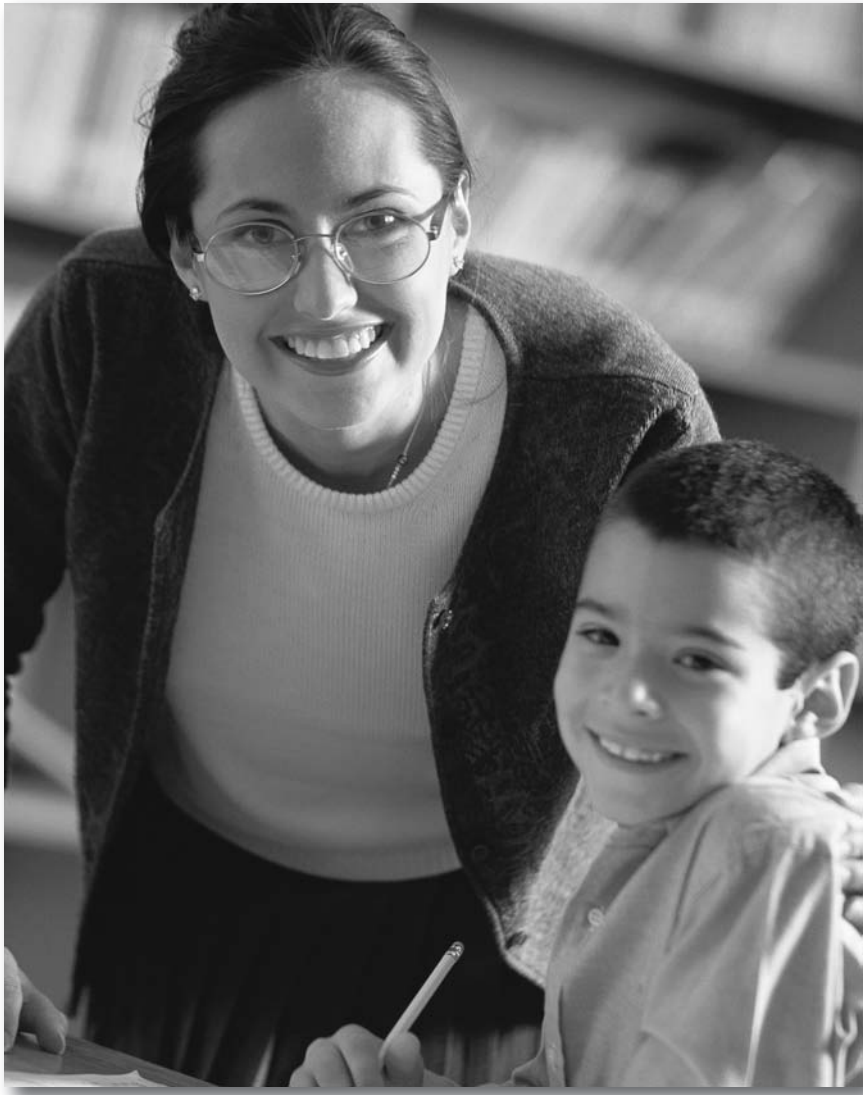

ANNUAL REPORT 2005–2006



DELAWARE STATE BOARD OF EDUCATION

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Introduction

The Delaware State Board of Education is pleased to present its 2005-06 Annual Report. This report highlights the Board's leadership role in supporting and improving education in Delaware. While much of the Board's monthly meeting time is spent performing its statutory responsibilities such as reviewing and approving rules and regulations, and reviewing applications and modifications for charter schools, the Board also deals with a wide range of policy issues. The Board's sense of the state's education priorities can be found in its vision and mission statements along with six major long-range goals that comprise its strategic plan. These documents are contained within this report.

You are encouraged to contact the Delaware State Board of Education through Ann Case, State Board Policy Analyst or Dani Moore, Administrative Secretary by phone at (302) 735-4010 or by e-mail to acase@DOE.k12.de.us or dmoore@DOE.k12.de.us.

You may access the State Board Agendas, summaries of actions found in Board Highlights, and copies of approved State Board Minutes through the Department of Education website at www.doe.k12.de.us by clicking on the State Board icon. You may also access the State Board's Procedures Manual, State Board reports, other documents and biographical sketches of the members on this website. Hard copies of these documents may be obtained by contacting the State Board of Education office.

The Board's regular monthly meetings are open to the public and are usually convened on the third Thursday of the month, beginning at 1:00 p.m. The meetings are held in the Cabinet Room on the second floor of the Townsend Building, Dover, Delaware.

President's Letter

In June of 2005, Governor Ruth Ann Minner appointed me to serve as President of the State Board of Education, a great honor and deep responsibility. Having served as the Vice President of the Board for many years has helped me make this transition, and I look forward to continuing to work with the other Board members to provide leadership to the State's public education system. I would like to recognize and thank my predecessor Dr. Joseph Pika for his leadership, vision and commitment during his four plus years as President of the State Board. His contributions to quality education for Delaware's students continue today most notably in his chairmanship of the Achievement Gap Action Group and in the on-going work of the P-20 Council.

The Board elected Mr. Richard Farmer Vice President at the July, 2005 meeting and re-elected him this past July. Mr. Farmer brings experience as a former teacher and administrator and a valuable perspective to the work of the Board. In the past year the Board was joined by a new member, Mr. Gregory Hastings, a former Indian River School District board member. Mrs. Barbara Rutt, a long-time member of the Milford Board who had been appointed in May, 2005 to fill an unexpired term, was reappointed to the Board. We welcome them both.

The State Board's commitment to education reform and success for all students is as strong today as when I joined the Board in 1993. We continue to work to provide leadership to public education and to make the changes necessary to ensure that Delaware's students leave our schools prepared to compete in today's global society and be productive citizens. During the past year the Board demonstrated its leadership in a variety of ways which are discussed in this Annual Report. I would like to highlight a few of them.

The Board amended the regulations on the teacher and the specialist appraisal process to allow the new Delaware Performance Appraisal System (DPAS II) to be piloted in two districts. This action begins to put into place a new and important evaluation and accountability system for educators in the state. The State Board helped develop the evaluation of the pilot and will continue to work in the next year to make changes based on the evaluation and to ensure that the system will be one which will benefit both our students and educators.

As President of the Board, I served as the Chair of the High School Graduation Requirements Committee and Mr. Farmer was a member of the committee. This committee, under the auspices of the P-20 Council, was charged with updating Delaware's graduation requirements to ensure that students graduating from our high schools had the skills and knowledge to be successful in post secondary education or in the workforce. In August the State Board approved the regulations to enact the recommendations of the committee culminating almost a year of work by a dedicated and diverse committee representing pub-

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education, higher education, community groups and business.

One of the most exciting initiatives of this past year has been the work of the Vision 2015 group. Initiated by the business community and with representation from public education, community and business groups and support from the Rodel Foundation and the Broad Foundation, Vision 2015's goal is to make Delaware's public education system the best in the world. I have been honored to be a part of this very important work along with Ann Case, the Board's Policy Analyst, and Valerie Woodruff, Secretary of Education. Vision 2015 will release its blueprint this fall.

The board's leadership in the area of research continues. This year we initiated a new project, the Performance Level 1 Study, a longitudinal study of students who had scored a Level 1 on the DSTP to determine their level of progress in moving beyond Performance Level 1 and to determine which schools are being effective in moving their students out of the lowest of the performance levels. We believe that this study will help inform decision-making and instructional practices to enable more students to achieve at high levels.

I hope you will take an opportunity to read the full report and learn more about the goals and the activities of the State Board of Education. Working with all of our education partners, most notably the Department of Education and the Professional Standards Board as well as educators and citizens throughout Delaware, we continue to strive for educational excellence.

Jean W. Allen
President
Delaware State Board of Education

Partnerships: Department of Education

The governance structure in Delaware provides for a State Board of Education and a Secretary of Education. The Governor appoints the President of the State Board to serve at her pleasure, with the consent of the State Senate. The remaining six members of the State Board are Governor-appointed and Senate-confirmed with specific terms of office up to six years. The Secretary of Education is also appointed by the Governor with the consent of the State Senate. The Secretary serves as a member of the Governor's Cabinet. The State Board works in consultation with the Secretary of Education on education policy and leadership activities.



Dr. Audrey Noble, Director of the Center at the University of Delaware, talks with Secretary of Education Valerie Woodruff before a State Board meeting.

One of the primary functions prescribed for the State Board of Education in State law includes providing advice and guidance to the Secretary of Education on policies, rules and regulations. Policy actions taken by the State Board include:

- **Amending Regulation 1105: School Transportation** to clarify the reimbursements under the school transportation formula.
- **Amending Regulation 275: Charter Schools** to provide for major and minor modification procedures.
- **Amending Regulation 106: Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II)** to reflect the negotiated agreement between the Department of Education, the State Board and the Delaware State Teachers Association for the pilot of a statewide appraisal system for educators.
- **Amending Regulation 107: Specialist Appraisal Process Delaware Performance Appraisal System (DPAS II)** to reflect the negotiated agreement between the Department of Education, the State Board and the Delaware State Teachers Association for the pilot of a specialist appraisal system.
- **Amending Regulation 525: Requirements for Career-Technical Education Programs** to provide for updates and modifications as a result of the 5 year review cycle.
- **Amending Regulation 101: Delaware Student Testing Program** to specify the award of high school diplomas over the next several years.
- **Amending Regulation 275: Charter Schools** to clarify issues around student performance assurances and schools serving at-risk populations.
- **Amending Regulation 1008: DIAA Junior High and Middle School Interscholastic Athletics** to clarify eligibility issues and the beginning dates for fall practice and games
- **Amending Regulation 1009: DIAA Senior High School Interscholastic Athletics** to make changes to eligibility and beginning dates for fall practice and games. These amendments mirror the amendments made to the regulation above.
- **Amending Regulation 103: Accountability for Schools, Districts and the State** to all the option of special schools becoming accountability schools, to use the better score following summer re-testing, to offer supplemental services to a child in a school under School Improvement before offering choice, to monitor student placement, and to add language describing Academic Watch.

Official action was also taken by the State Board, in concurrence with the Secretary of Education, to approve the recommended performance levels for the Delaware Student Testing Program (DSTP) in grades 2 to 10 for mathematics and reading, and grades 3 to 10 for writing.

Partnerships: Professional Standards Board

The Professional Standards Board (PSB) is authorized by State code and its members require State Senate confirmation. State law also requires the approval of the State Board of Education on the actions taken by the PSB relative to regulations dealing with educator licenses and certifications, extra pay stipends, and the approval of knowledge and skill clusters that can be taken by educators for salary supplement.

The following regulations were approved by the PSB and the State Board in consultation with the Department of Education:

- **Amending Regulation 1584: Permits Paraeducators** to extend the date for permits to June 30, 2006.
- **Amending Regulation 332 (1568): Certification - Technology Education Teacher** to bring the regulation into the 1500 series and revise the requirements for certification.
- **Amending Regulation 1514: Revocation of Licenses and Certificates** to reflect changes made in Delaware Code
- **Amending Regulation 1515: Emergency Certificate** to reflect changes made in Delaware Code.
- **Creating Regulation 1519: Alternative Routes to Teacher Licensure and Certification** to reflect the requirements of the Delaware Code.
- **Amending Regulation 1516: Standard Certificate** to reflect legislative changes.
- **Amending Regulation 1511: Issuance and Renewal of Continuing License** to reflect legislative changes.
- **Creating Regulation 1518: Special Institute for Teacher Licensure and Certification**
- **Amending Standard Certificates** to reflect legislative changes in requirements:
 - 1544: Art Teacher, Elementary**
 - 1545: Art Teacher, Secondary**
 - 1549: Music Teacher, Elementary**
 - 1550: Music Teacher, Secondary**
 - 1552: Physical Education Teacher, Elementary**
 - 1553: Physical Education Teacher, Secondary**
 - 1521: Agriculture Teacher**
 - 1522: Business Education Teacher**
 - 1525: English Teacher**
 - 1528: World Language Teacher, Comprehensive**
 - 1534: Mathematics Teacher, Secondary**
 - 1539: Social Studies Teacher, Secondary**
 - 1540: Science Teacher, Secondary**
 - 1541: Mathematics Teacher, Middle Level**
 - 1542: Science Teacher, Middle Level**
 - 1543: Art Teacher, Comprehensive**
 - 1548: Music Teacher, Comprehensive**
 - 1551: Physical Education, Comprehensive**
 - 1554: Reading Specialist**
 - 1556: Elementary Teacher**
 - 370 (1570): Teacher of Autistic/Severe Disabled**
 - 324 (1564): Driver Education and Traffic Safety Education Teacher**

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- **Repealing Regulation 1529: Standard Certificate – Foreign Language Teacher, Secondary** as requirements are covered by the revised regulation 1528.
 - **Repealing Regulation 1533: Standard Certificate – Foreign Language Teacher, Elementary** as requirements are covered by the revised regulation 1528.
 - **Repealing Regulation 310: Certification Administrative Supervisor/Reading Coordinator** since the position is covered in the general administration regulation.

The State Board of Education concurred with the Professional Standards Board in authorizing Responsibility Assignment Salary Supplement payments of \$1,500 to lead mentors for administrators and teachers; \$750 for mentors with one first year teacher or administrator, \$1,000 to mentors with two first year teachers or administrators; and \$1,250 to mentors with three first year teachers or administrators.

The State Board of Education also concurred with the Professional Standards Board in approving the Extra Responsibility Salary Supplements for cooperating teachers and internship supervisors as follows:

- Supervising a student teacher or internship of 7 to 9 weeks duration - \$750
- Supervising a student teacher or internship of 10 to 16 weeks duration - \$1,500

Another area of concurrence with the Professional Standards Board is in the area of approval of professional development clusters composed of class work, independent study, reflection, and implementation strategies. The cluster approvals are listed below:

- **Professional Development Clusters for 5 years and a 4% state salary adjustment**
 - **Sixth Grade Science:** Delaware Science Coalition
 - **The Historical Literacy Project:** DE Center for Teacher Education, University of Delaware
- **Professional Development Clusters for 5 years and a 2% state salary adjustment**
 - **IMPACT Reading:** Department of Education
 - **First Grade Science:** Delaware Science Coalition
 - **Second Grade Science:** Delaware Science Coalition
 - **Third Grade Science:** Delaware Science Coalition
 - **Fourth Grade Science:** Delaware Science Coalition
 - **Fifth Grade Science:** Delaware Science Coalition
 - **Positive Behavior Support for Individual Students:** Department of Education
 - **NCCVT Instructional Leadership Cluster:** New Castle County Vocational Technical School District
 - **School Attuned Program:** Caesar Rodney School District
 - **Diabetes in the School Setting:** Delaware Division of Public Health
 - **Initial Level Orton-Gillingham Training:** 32nd Degree Masonic Learning Centers for Children, Inc.
 - **Leadership Institute III:** Indian River School District
 - **Differentiating Classroom Strategies to Facilitate Student Learning:** Department of Education

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- **Once Upon a Time: Great Beginnings for Young Writers:** Milford School District
 - **Agriculture in the Classroom: Delaware Agricultural Issues Incorporating the Food, Land and People Curriculum:** Delaware Department of Agriculture and the Delaware Teacher Center
 - **Meeting the Needs of Our English Language Learners: Acquiring the Language and Pedagogical Skills:** Milford School District (4% if Spanish language acquisition is added)
 - **Center for Educational Authentic Web-based Projects to Enhance Student Achievement:** Delaware Technology Center
 - **Collaborative Instruction:** Delaware Department of Education
 - **Forming and Reforming Reading/Writing/Talking Across the Curriculum: Addressing the Needs of English Language Learners (ELLs):** Colonial School District
 - **Closing the Achievement Gap: Understanding Poverty:** Caesar Rodney School District
 - **School Leader Internship:** SAELP/DOE
 - **Teachers as Problem Solvers:** Capitol, Caesar Rodney and Lake Forest School Districts with the Math & Science Educational Resource Center, University of Delaware
 - **School Leaders: Using Assessment to Improve Instruction:** Caesar Rodney School District
 - **The Holocaust: Lessons Learned:** Brandywine School District
 - **Understanding by Design for English Language Arts:** New Castle County Vocational Technical School District
 - **First Steps Toward Success in Full-Day Kindergarten:** Department of Education
 - **Real World Mathematics: Applications for the 21st Century:** Department of Education
 - **Roadmap to Results II:** New Castle County Vocational Technical School District
 - **Primary Literacy Success:** Caesar Rodney School District
 - **Increasing Instructional Leadership:** New Castle County Vocational Technical School District
 - **Addressing Student Needs with Technology:** Delaware Center for Educational Technology
 - **Replications of Professional Development clusters for a value of 2% of an educator's base salary valid for five years:**
 - **Delaware Academy for School Leadership** by the Red Clay Consolidated School District
 - **Leadership Institute II** by Cape Henlopen School District
 - **Assessment for Learning** by Lake Forest School District
 - **Assessment for Learning – Quality Assessment** for 9 districts
 - **Quality Classroom Assessment 101** for the Christina, Delmar, Indian River, Red Clay, Woodbridge and Lake Forest School Districts
 - **Replication of Mathematics Knowledge and Pedagogy for Elementary Teachers** for Milford

Developing Knowledge: Presentations and Reports

At its meetings the State Board of Education provides an opportunity for its members to receive reports and have presentations on programs that are taking place in the schools, work being done by the Department of Education, and research being undertaken either by the Board or by various entities interested in public education. The following presentations and discussions were held during the 2005-2006 year:

- **FY'06 Budget, Bond Bill and Legislation Summary**

Secretary of Education Valerie Woodruff and Associate Secretary for Finance and Administrative Services Dorcell Spence presented information on the actions of the General Assembly as it related to public education for the upcoming school year. Mrs. Spence reviewed the funding increases provided in the annual budget bill and the appropriations to school districts in the annual bond bill.

- **Presentation of Delaware Student Testing Program (DSTP), State Results for Reading, Writing and Mathematics, March 2005 Administration**

Dr. Wendy Roberts, Director of Assessment and Analysis, presented the statewide highlights of the Delaware Student Testing Program (DSTP) for reading, writing and mathematics. In every grade but 10th, scores remained the same or increased in all subject areas. At the 10th grade, one point declines in statewide scores were noted in each area. On the standardized portion of the DSTP every tested grade and subject exceeded the national average by 14 to 22 percentage points.

Over the five years of test data compared, there is an overall positive trend for all grades and subjects.

- **State Action for Educational Leadership Project (SAELP)**

Dr. Jacqueline Wilson updated the Board relative to the activities of the Delaware SAELP. She reviewed the history of the SAELP and its contributions to state standards for school leaders, certification and licensure for school leaders, as well as mentoring opportunities.

SAELP provided a “critical friends” review of pre-service preparation programs at Delaware colleges and universities and as a result, program improvements are being made. For professional development opportunities, Skills and Knowledge Clusters have also been developed to assist school leaders in improved practices.

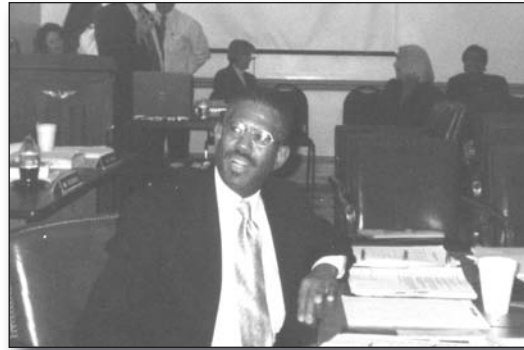
Over the past three years, SAELP has also held three policy and practices institutes to establish and share progress on policy recommendations.

In addition, four models of distributed leadership are under development in four school districts and seven districts and one charter school recently received mini-grants for succession planning activities. School board training is also underway.

During the summer, the first leader internship program was launched in conjunction with the University of Delaware and Wilmington College. Ten aspiring school leaders took part in the internship with a minimum of 120 hours of clinical experience.

- **Delaware Student Testing Program (DSTP), State Summary Report for Science and Social Studies, Grades 8 and 11, May 2005 Administration**

Dr. Wendy Roberts, Director of Assessment and Analysis, presented the results of the spring testing in science and social studies. Over the five years of administration, Grades 8 and 10 have shown progress in the overall scoring on the science and social studies assessments. In addition, the percent of students meeting or exceeding the standards in those grades has also increased.



State Board member Dennis Savage at a Board Meeting

Information on individual schools and districts can be found on the Department of Education's web page www.doe.k12.de.us.

- **Truancy Task Force**

Joanne Miro, Education Associate for School Improvement, presented an overview of the Truancy Task Force and an update on the activities related to Truancy Court. She noted the status of the recommendations made by the Task Force as well as the services provided to students and their families through the Truancy Court outreach. Information was also provided relative to the Truancy Court case filings by district and county.

- **Positive Behavior Support (PBS) Initiative**

Lori Duerr, Education Associate, Exceptional Children and Early Childhood Group, and Debby Boyer, from the Center for Disabilities Studies at the University of Delaware, presented an update on the PBS Initiative.

The program has been in place for seven years. In that time, the emphasis has shifted from district level training to school level training. Training has also been extended to the Partners in Excellence (PIE) model for programs serving children from birth to age 5.

At the current time, 38% of Delaware schools are implementing school-wide PBS and more are coming on board. Evaluations of the programs show great progress and success.

Beginning in 2003, two Knowledge and Skills clusters have been approved. One is for use of PBS at the school level and the other for use at the individual level.

- **Presentation of the National Assessment of Educational Progress (NAEP), State and National Results for Reading and Mathematics January-March 2005 Administration**

Patsy G. Kersteter, Education Associate, Assessment and Analysis, presented the highlights of the NAEP results. Delaware continues to show improvement in grades 4 and 8 on reading and mathematics. The data also indicate that the gap between majority and minority groups is closing.

- **Recommended Performance Levels for Delaware Student Testing Program (DSTP), Grades 2 to 10 (Mathematics and Reading), Grades 3 to 10 (Writing)**

Dr. Wendy Roberts, Director of Assessment and Analysis, presented the recommendations for the performance levels based on the work of committees conducted over the summer. The recommendations result in slight changes to some of the previously approved cut scores and new cut scores for the added grade levels 2, 4, 6, 7, and 9.

- **School Bus Safety Poster Awards**

A statewide school bus safety poster contest was held in October to promote National School Bus Safety Week October 16-22, 2005. The theme was “I See the Driver, the Driver Sees Me”. There were four divisions: grades K-2, grades 3-5, grades 6-8 and Special Education grades K-8. The winning posters at the State level were submitted to the National School Bus Safety Week Committee, for final judging at the National Association of Pupil Transportation Conference in Texas. The winners were as follows:

- Division I, Angel Jones, Georgetown Elementary School, Indian River School District;
- Division II, Katie Warrington, North Georgetown Elementary School, Indian River School District;
- Division III, Shirley Cheung, Hanby Middle School, Brandywine School District; and
- Division IV, Joseph Hobbs, W.B. Simpson Elementary School, Caesar Rodney School District.

- **Delaware Recommended Curriculum Project**

Michael Stetter, Director, Curriculum Development, presented the highlights of the project including timelines, sample elements and support activities for teachers and administrators.

The components of the project encompass content standards, grade-level expectations, standards clarifications, enduring understandings, model grade-level syllabi, model grade-level transfer tasks and assessments, and model instruction units. The components are recommended – not required. As developed, the components will be available on the web.

- **Delaware State Teacher of the Year**

The State Board of Education presented Garrett Lydic, Delaware’s Teacher of the Year, the State Board’s Order of Excellence and wished him well in the National Competition. Garrett is a physical education teacher in the Laurel School District.

- **State Action for Education Leadership Project Website**

Dr. Jacqueline Wilson, Project Director for Delaware’s SAELP and Assistant Director of the Delaware Academy for School Leadership at the University of Delaware, provided state board members with an overview of the newly developed website for the State Action for Education Leadership Project (SAELP).

The website was developed to provide Delaware educators and policymakers with information about school leadership in the state and nationally.

The SAELP is working with the Wallace Foundation and five national partners that include: the National Governor’s Association; the Council for Chief State School Officers; the

Education Commission of the States; the National Council of State Legislators; and the National Association for State Boards of Education. The focus of the work is to improve student achievement by improving the preparation and performance of education leaders, and by promoting policies and practices that improve the conditions for their success at all levels: school, district and state. The site's web address is <http://saelp.doe.k12.de.us>

- **Year 2 Evaluation of the Delaware Charter School Reform**

Dr. Gary Miron, Project Director at the Evaluation Center at Western Michigan University, reviewed the findings of the second year of the three year study. Included in this year's study was a survey of charter school teacher satisfaction, charter school teacher certification and retention, and measures of charter school student performance.

In general, students enrolled in charter schools appear to do as well as or somewhat better than students in traditional public schools but there is wide variation among the individual charter schools. Dr. Miron noted that with the third and final report due next year, he will have year-to-year assessment data, providing a more complete look at student mobility and retention in the charter schools as well as student performance data over time.

- **Department of Education/Southern Regional Education Board (SREB) Partnership**

Dr. Lew Atkinson, Associate Secretary for Adult Education and Workforce Development, reviewed the Delaware Curriculum and Instructional Site Review Program. The program is a partnership between the Department, ten local school districts and SREB which provides feedback to middle schools and high schools on key practices such as high expectations, teachers working together, students actively engaged and a culture of continuous improvement. Middle schools and high schools are visited for three days by a peer team which then generates a report with their findings. Noted in the reports are current outstanding practices, planned next steps and challenges. These reports are then presented at local board meetings allowing for public discussion of the findings.

- **Delaware Student Testing Program (DSTP), State Summary Report for Science and Social Studies, Grade 4 and 6, October 2005 Administration**

Dr. Wendy Roberts, Director, Assessment and Analysis, presented the highlights of the DSTP testing program in the two grades and subject areas noted.

In science at grade 4, 92.3 percent of the students met or exceeded the Delaware science standards. In grade 6, the percent was 80.1. In social studies at grade 4, 64.7 percent of the students met or exceeded the Delaware social studies standards while at grade 6, the percent was 60.1.

- **Awareness to Action Revisited: Tracking the Achievement Gap in Delaware Schools - 2005**

Dr. Audrey Noble, Ximena Uribe-Zarain, and Kelly Scollon reviewed the most recent achievement gap data. The data are provided by district and by school. In addition, there is a trend analysis report to provide some policy information at the State level. The data are based on the Delaware Student Testing Program (DSTP) results at grades 3, 5, 8 and 10 for years 2002 to 2005.

As in last year's report, four years of DSTP data are displayed for those schools with four years of data. Subgroup data are provided for those subgroups of sufficient size that

also have four years of data.

The full report is available online either through the State Board of Education web page at www.doe.k12.de.us or through the Research and Development Center at the University of Delaware.

- **Delaware New Teacher Mentoring Induction Program**

Dr. Mary Ellen Kotz, Education Associate for Professional Accountability, Mentoring/Induction Programs reviewed the findings and recommendations of the first year of implementation of the new teacher mentoring program. The program evaluation was conducted by the Institute for Public Administration in the College of Human Services, Education and Public Policy at the University of Delaware. She noted that the results of the study are promising. Dr. Kotz also noted, however, that education specialists are less well served by the current model and some adaptations need to be made.

In addition to the report presented to the Board, four school districts will be involved with case studies for more in-depth information on new teacher mentoring.

- **International Baccalaureate (IB) Programme**

Dr. Bruce Harter, Superintendent of the Brandywine School District, provided a presentation on the International Baccalaureate Programme offered at Mount Pleasant High School. He noted that this program has a core philosophy of instilling reasoned judgment, wise choices and respect for others in the global community. It is also a very rigorous academic program that prepares students for success at the post secondary education level.

The program has attracted a very diverse student population at Mount Pleasant High School. It encompasses 6 academic subjects, includes community service and requires an extended essay of no more than 4000 words. In the Brandywine School District there are also programs at the middle school and in grades 9 and 10 to prepare students for the rigor of the IB Diploma.

One of the extra benefits of offering the program is the professional development available to teachers beyond those directly involved in the program. A larger number of teachers are trained so that there is a pool of available teachers for the program.

Dr. Harter indicated that he is most appreciative that his community was willing to raise the extra dollars to provide this program in his schools. He further suggested that there be some State seed money to allow other districts to pursue adding the IB program to their offerings.

- **Advanced Placement (AP) Program**

Tony Ruggiero, Education Specialist for Data Support, School Improvement, in the Curriculum and Instructional Improvement Branch of the Department of Education, presented course and exam information on AP in Delaware. He noted that the number of students enrolled in AP has been increasing and the diversity of students is increasing as well. The number of exams taken has also risen along with the number of exams that have

been passed with a score of 3 or higher.

- **Delaware Center for Educational Technology (DCET)**

Dr. Wayne Hartschuh, Director of DCET, along with Jud Wagner, a science teacher from Concord High School in the Brandywine School District, and Karen Hartschuh, the Instructional Technology Specialist from the Appoquinimink School District, made presentations to the Board showcasing the use of technology in the classroom as well as in delivery of professional development. Jud Wagner, a finalist in this year's Cable in the Classroom competition, displayed interactive web-based lessons that he uses with his physics students. He can adapt the lessons to the needs of the students and to the teaching style he desires. Both the teacher and the students can get immediate feedback on their work.



State Board Policy Analyst Ann Case discusses charter issues with Gary Miron from Western Michigan University

Karen Hartschuh described the e-learning system being developed for the delivery of professional development for educators. Training is being provided to enable development of on-line courses along with training for on-line course facilitators. The program is in conjunction with WHYY, DCET and the Department of Education. The e-learning enables professional development to be delivered 24/7 to accommodate the educator's schedule and setting. All materials are available on-line as is support.

Dr. Hartschuh also provided the Board with information about the Level of Technology Implementation (LoTi) survey that is conducted to determine how teachers are using technology in the classroom to aid delivery of instruction.

- **Teachers Network Leadership Institute (TNLI)**

Paul Herdman, President of the Rodel Foundation introduced the teachers taking part in the Teachers Network Leadership Institute. Each of the teachers gave a snapshot of the action research they are conducting as part of the Leadership Institute program. Three teachers gave more complete presentations. Those teachers were Sherlynn Aurelio from the Christina School District with an action research project on pre-school preparation and intervention; Doreen Palucci from the Red Clay Consolidated School District with an action research project on using data to inform instruction; and Stephanie DeWitt from the Cape Henlopen School District with an action research project on supplemental mathematics materials and instruction for special education students.

When all of the research projects are completed, copies of the papers will be provided. The Board was very impressed with the presentations and is also interested in having additional dialogue with all of the teachers with regard to their research and the policy implications.

Performing Responsibilities: Charter Schools

As authorized by Chapter 5, Title 14, Delaware Code, recommendations of the Secretary of Education relative to charter schools chartered under the auspices of the Department of Education must receive the approval of the State Board of Education before going into effect. Three State Board members also sit on the Charter School Accountability Committee in an ex-officio capacity.

The State Board in conjunction with the Department contracted with the Evaluation Center at Western Michigan University for a three year study to review State laws and regulations pertaining to charter schools as well as to evaluate charter school student performance on the State assessment.

The Evaluation of the Delaware Charter School Reform Year 2 conducted by Dr. Gary Miron, Project Director at the Evaluation Center at Western Michigan University, was released in March 2006. Included in this year's study was a survey of charter school teacher satisfaction, charter school teacher certification and retention, and measures of charter school student performance.

In general, students enrolled in charter schools appear to do as well as or somewhat better than students in traditional public schools but there is wide variation among the individual charter schools. Dr. Miron noted that with the third and final report due next year, he will have year-to-year assessment data, providing a more complete look at student mobility and retention in the charter schools as well as student performance data over time.

Copies of the report and an executive summary are available on the State Board of Education webpage which can be found at www.doe.K12.de.us.

Throughout the year, considerable Department and State Board time was spent on charter modifications, charter violations, and charter renewals. The actions taken were:

- **Formal Review of Academy of Dover Charter School**
The Academy of Dover Charter School was placed on probation.
- **Modify an Existing Charter: East Side Charter School**
East Side Charter School was approved to move to a new location, expand the grades offered and increase enrollment for the 2005-06 school year.
- **Modify an Existing Charter: Pencader Business and Finance Charter High School**
The school was approved for a change in the school's location for grades 9 and 10, with conditions.
- **Modify an Existing Charter: Marion T. Academy Charter School**
The school was approved for the minor modification request to change the school's enrollment from 675 students to 625 students for the school year beginning August/September 2006.

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- **Modify an Existing Charter: Maurice J. Moyer Academy**
The school was approved for a change in the school's location and site plan with conditions.
 - **Modify an Existing Charter: Newark Charter School**
The request to add grades K-4 and build a new building to house the addition was approved with several conditions to be met.
 - **Renew an Existing Charter: MOT Charter School**
The State Board concurred with the recommendation of the Secretary to renew the charter of the MOT Charter School for a period of 5 years.
 - **Renew an Existing Charter: Campus Community School**
The State Board concurred with the recommendation of the Secretary to renew the charter of the Campus Community School for a period of 5 years without any conditions.
 - **Renew an Existing Charter: Providence Creek Academy Charter School**
The State Board concurred with the recommendation of the Secretary to renew the charter of the Providence Creek Academy Charter School for a period of 5 years with several conditions.
 - **Applications for a New Charter**
During 2005-2006, one new charter application for a school to open in the school year 2007-2008 was received by the Department. Based on a review of the application for completeness, the State Board concurred with the Secretary and did not approve the charter application for the Christina Academy of the Arts & Technology to move forward as the application was deemed not substantially complete.

Exercising Leadership: Board Activities

- **State Board of Education Officers:**

On June 28, 2005 the Delaware State Senate confirmed Mrs. Jean Allen as President of the State Board of Education to serve at the pleasure of the Governor. By acclamation, the Board elected Mr. Richard Farmer as Vice President of the State Board for 2005-2006.

- **State Board of Education Goals and Objectives for 2005-2006**

The State Board reviewed and approved their goals and objectives for this school year. The goals are:

- GOAL ONE: Ensure that the accountability system is fully implemented in a manner that provides a quality education and high standards.
- GOAL TWO: Promote efforts to ensure an adequate supply and ongoing development of highly effective teachers.
- GOAL THREE: Ensure that school and district leaders have the skills and knowledge they need to successfully support education reform.
- GOAL FOUR: Ensure that each Delaware student's opportunity to learn is fully realized. Specifically, this includes closing the achievement gaps that exist between majority students and minority, Hispanic, exceptional needs and low-income students as well as providing ongoing challenges for high achieving students.
- GOAL FIVE: Continue to provide public leadership in support of education reform that leads to improved teaching and learning as well as high academic standards for all students.
- GOAL SIX: Ensure Charter Schools in Delaware serve the needs of students and promote increased student achievement.

Under each goal statement, the Board also designated its objectives for the year in support of the goal statements. These objectives can be found later in this report under the Goals section.

- **Vision 2015**

Mrs. Allen and Secretary Woodruff are members of the Vision 2015 Executive Committee and Steering Committee. Ms. Case is a member of the Planning Committee and the Steering Committee. The Vision 2015 official activities began in November 2005 with a meeting of the Steering Committee. Vision 2015 is a coalition of educators, public officials, business and community members who are committed to transforming Delaware's public education system into the one that is recognized as not only the best in the country, but also in the world. Its plans will be released in fall 2006.

- **Boardsmanship Certificates**

Susan Francis, Executive Director of the Delaware School Boards Association, presented a Certificate of Boardsmanship to Barbara Rutt. She also presented a Certificate of Merit to Jean Allen and a Certificate of Distinction to Richard Farmer. The Certificates are in recognition of the additional responsibilities, leadership and professional development that these individuals assumed during the course of the year as board members.



Lori Hudson and State Board member Greg Hastings at the National Board Teachers Reception

- **School District Boundaries in Kent County**

During 2005-2006, it was discovered that Kent County Levy Court had changed some Kent County school district boundaries without authorization. While the attempt to change the boundaries was made in a good faith effort to keep tax parcels together, it ignored the legal process required to change district boundaries.

Under State Board leadership, legislation was drafted and subsequently enacted that provides a window of opportunity for Kent County school districts to review their common boundaries, check for accuracy and for contiguous tax parcels, reach consensus between local boards of education about where those boundaries should be, hold public hearings at the district level on any proposed changes, have local boards concur on the changes through a public vote, and petition the State Board to ratify the proposed changes and create accurate maps of their districts. Those boundary reconciliations will occur in 2006 and in

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Exercising Leadership: Board Sponsored Research

Research to assist the Board in reaching its goals and objectives is a critical piece of the work that is done.

In order to support this work, the State Board of Education has contracted with the Research and Development Center at the University of Delaware for the past six years to conduct various studies of Delaware's education system. In addition, the Board partnered with the Department of Education to commission reports on charter schools and graduation requirements and high school standards. The following reports were received in the 2005-2006 year:

Awareness to Action Revisited: Tracking the Achievement Gap in Delaware Schools – 2005 - Related to State Board of Education Goal 4

Dr. Audrey Noble and Kelly Scollon of the University of Delaware Research and Development Center presented Awareness to Action Revisited: Tracking the Achievement Gap in Delaware Schools – 2005.

This report was commissioned by the State Board of Education and the Achievement Gap Action Group. The report depicts a four-year longitudinal look at the percent of students who have met the standard or above in each public school with Delaware Student Testing Program (DSTP) tested grades by demographic subgroup.

The policy implications of the report include the consideration of program evaluation and decision-making practices to determine if the gap is closing as well as a collaborative and systematic effort to address the gaps

Performance Level 1 Study - Related to State Board of Education Goal 4

The State Board contracted with the University of Delaware Research and Development Center to engage in a longitudinal study of students who performed at Level 1 on the DSTP tests to determine if they were able to make progress and increase their score attainment on subsequent DSTP tests. In addition, the R& D Center was asked to determine which schools were able to make a difference and which ones were not.

The report was concluded in June and will be presented to the Board at its September 2006 meeting.

Evaluation of the Delaware Charter School Reform: Year 2 Report – Related to State Board of Education Goal 6

The State Board joined with the Department of Education to contract with the Evaluation Center at Western Michigan University for a three year study on Delaware's charter schools. The Evaluation of the Delaware Charter School Reform Year 2 conducted by Dr. Gary Miron, Project Director at the Evaluation Center at Western Michigan University, was released in March 2006. Included in this year's study was a survey of charter school teacher satisfaction, charter school teacher certification and retention, and measures of charter school student performance.

Exercising Leadership: P-20 Council

The P-20 Council was created in August 2003 by Executive Order 47 and was codified in 2005. The chairs are Mrs. Jean Allen, State Board President, and Mrs. Valerie Woodruff, Secretary of Education. Following codification, the Achievement Gap Action Group was subsumed as a committee of the P-20 Council.

The P-20 Council met April 24, 2006 at Buena Vista, with members of the subcommittees, to hear a presentation from the higher education community and a presentation on early care and education professional development. The two topics were relational in that the better the quality of the early child care and early education programs, the better prepared the child is to enter the public education system and be successful.

The presentation from Delaware's higher education community, including Delaware State University, University of Delaware, Delaware Technical and Community College, Wilmington College and Wesley College focused on the requirements high school students need to be successful in higher education. The recommendation included:

- o 4 credits in English Language Arts with emphasis on critical reading, documenting and writing research papers
- o 4 credits in mathematics
- o 4 credits of science
- o 2 to 3 credits of world language
- o 2 credits of history
- o 2 credits of social studies
- o 2 credits of electives

In addition, the institutions recommended that students complete at least 5 core credits in their senior year. It was further noted that this was one of the first times that the public and private higher education institutions have been engaged in common discussions, and the intention was to continue the relationship.

The second presentation centered on early child care professional development programs in the state and the need for well-qualified child care workers. The current professional development programs contain the core knowledge and competencies that are important for early learning foundations, but are offered in a way that can be inconvenient for child care workers.

Ideally the professional development would be required as part of licensing, but it is not, since the pre-licensing requirements have not been revised since 1988. In addition, a better trained workforce is emerging from high school and community college programs, but it is difficult to retain these individuals due to low pay and no benefits. It was requested that the P-20 Council members appoint representatives to serve on a Professional Development Workgroup to identify the barriers and the solutions to improving the quality of early child care and education professional development. This recommendation is being reviewed by the chairs to determine how best to proceed.

Achievement Gap Action Group

In March 2006, the Achievement Gap Action Group released the below noted report:

Awareness to Action 2005: Tracking the Achievement Gap in Delaware Schools

This is the second annual report showing four years of achievement gap data for Delaware schools. The data is displayed by district and by school for each third, fifth, eighth and tenth grade for whom 4 years of information is available, using data from the Delaware Student Testing Program (DSTP) scores for reading and math. The percentages of students in each subgroup meeting or exceeding the standard are displayed in a graphic format along with school demographics and the most recent Annual Yearly Performance (AYP) rating under No Child Left Behind (NCLB). From that data, the “gap” is calculated using the reference group against the subgroup. This report is web-based only and can be accessed either through the webpage for the State Board of Education or the Research & Development Center at the University of Delaware.



Board members Mary Graham, Jean Allen and Barbara Rutt at the National Board Teachers Reception

The Committee, with financial support from the State Board, supports the Correlates of Achievement development work.

Correlates of Achievement

The Correlates of Achievement were developed by the Educational Testing Service as a measure designed to identify indicators that contribute to an achievement gap.

The Correlates of Achievement work done by the Research and Development Center at the University of Delaware is creating a dynamic, web-based program to help teachers and administrators analyze data within their schools on a continuous basis. The data are disaggregated by student, teacher, and school level factors, and incorporate class size, curriculum level, teacher experience, and group demographics. The data are constantly updated as teachers and administrators enter more elements into the system. At the present time, the University of Delaware, through the State Action for Education Leadership Project, is training teams in the use of the correlate data using real school level queries.

High School Graduation Requirements Committee

The Committee met from September 2005 through April 2006. The recommendations the Committee made will take effect with high school freshman entering in 2007.

English Language Arts: 4 credits

The committee recommends the components of the English Language Arts standards be required components of the ELA credits.

Mathematics: 4 credits

A requirement of 4 credits, with one to be taken in the student's senior year would be required. The course content required would be Algebra I, II, and Geometry, or their equivalent integrated math courses.

Science: 3 credits

The committee recommends requiring 3 science credits, including Earth Science, Biology, and Chemistry or the equivalent integrated science courses, all with "lab" experiences.

Social Science: 3 credits

The committee agreed that 3 credits of Social Science should be required, which encompass the core subject areas of history, geography, civics, and economics, either in specific courses, their parts, or in an integrated course approach.

Computer Literacy: 0 credits

It was decided that the requirement should be moved to the middle school level. The federal government is requiring competency by the end of 8th grade.

Career Pathways: 3 credits

These credit requirements would be continued.

Electives: 3 1/2 credits

These credit requirements would be continued.

Health and Physical Education: 1 ½ credits

These credit requirements would be continued.

Senior Year

The committee determined that it should require students to be engaged in educational pursuits for both semesters senior year that would earn them more than 50% of the available credits that could be earned in that year. For instance, in a school that offers six credits per year, each senior would be required to complete at least four. The district would determine what options it would allow in order to accomplish that engagement so that the students would be involved in activities that increase their knowledge, their skills and their experience, thereby better preparing them for post high school endeavors.

World Language

The committee recommended that freshman entering high school in 2009 should be required to graduate with 2 credits in a comprehensive world language program. The committee further recommended that a task force on world language implementation be established to resolve issues regarding resources and providing world language exposure in the elementary and/or middle school.

In addition, the Committee recommended allowing some students to have a “five year” plan for graduation, offering credit recovery programs, extending the school year and providing other alternatives within the system to support student learning and success. Establishing a safety net for students and having indicators that would require a team approach to look at the student’s progress and needs, and pulling together resources to help the student be successful in meeting the graduation requirements was considered to be a paramount component in increasing requirements and rigor.

Recommendations of the Committee resulted in amendments being proposed to the Regulation on High School Graduation Requirements and Diplomas. Those amendments were published and the State Board acted on them as presented in August 2006.

The Executive Summary of the Report is included in the Addendum of this report. A full copy is available on the State Board of Education web page which can be accessed at www.doe.state.de.us/sbe.

The State Board members held a number of committee assignments and memberships during the year.

Jean Allen, President, serves at the pleasure of the governor

State Board Budget Subcommittee
State Board Charter School Accountability Subcommittee
State Board Research Committee
State Board Policies and Procedures Review Committee
Co-chair, P-20 Council
Co-chair, P-20 Subcommittee on Post Secondary Success
Chair, High School Graduation Requirements Committee
National Governor's Association Grant Steering Committee
Delaware School Boards Association Board of Directors
Assessment Task Force

Richard M. Farmer, Jr., Vice President, term expires 2009

School Equalization Committee
State Action for Educational Leadership Committee
High School Graduation Requirements Committee
Delaware School Boards Association Alternate: Board of Directors and
Legislative Committee
State Board Charter School Accountability Subcommittee
Teacher Recruitment and Retention Advisory Committee

Mary B. Graham, term expires 2005

State Board Charter School Accountability Subcommittee

Gregory Hastings, term expires 2010

State Action for Educational Leadership Committee on Leadership Development

Barbara B. Rutt, term expires 2011

State Board Budget Subcommittee
State Board Policies and Procedures Review Committee
Delaware School Board's Association Legislative Committee

Dennis Savage, term expires 2009

State Board Budget Subcommittee
National Association of State Boards of Education (NASBE) Distinguished
Service Award Committee
NASBE Friends of Education Award Committee

Claibourne D. Smith, Ph.D., term expires 2005

State Board Research Subcommittee
Achievement Gap Action Group Subcommittee
NASBE Board of Directors

Vision and Mission Statements of The Delaware State Board of Education

- **High Expectations**
- **Highly Effective Educators**
- **Visionary Leadership**
- **Sound Policies**
- **Strong Public Support**

Vision Statement

All children are able to reach their maximum potential and are prepared to lead full and productive lives in the 21st Century through an education system that ensures:

- Education excellence, equity, and high expectations for each and every child;
- A highly effective teacher in every classroom;
- A safe and supportive learning environment in every school; and
- Partnerships among educators, parents, family, business, and the community that support high academic achievement and opportunity for all children.

Mission Statement

The Delaware State Board of Education will provide the breadth of viewpoint and continuity of purpose of an independent citizen's board and will work in partnership with the Department of Education, school districts, families, and the community to:

- Ensure that high expectations are maintained for all students and all adults working in the educational system;
- Ensure an adequate supply of effective, qualified educators for Delaware schools;
- Develop a long-term vision and maintain an ongoing five-year plan to ensure the steady progress of all children to reach their full potential;
- Ensure that all education policy is consistent with the State Board's vision and supports the implementation of best practices in the field;
- Formulate and recommend education policy initiatives for the improvement of public education to the Administration and Legislature; and
- Build support for public education in Delaware through regular communication with the public.

Adopted: December 17, 1998

Delaware State Board of Education

Goals 2005-2006

GOAL ONE: Ensure that the accountability system is fully implemented in a manner that provides a quality education and high standards.

1. Continue to work with the Department of Education to ensure that standards-based reform is proceeding and operating in an orderly and effective manner and critical issues that are raised are treated in a timely fashion, including revisions of the high school graduation requirements.
2. Continue to provide research-based perspectives on the Delaware reforms using longitudinal, cross-sectional, and other data from the state testing program, including the monitoring of students scoring in levels 1 and 2 in grade 3 and measuring their progress over time.
3. Receive reports relative to the use of extra-time monies and assist in ensuring that those monies are allocated in the most effective manner.
4. Support the initiatives included in the National Governor's Association grant for high school reform.

GOAL TWO: Promote efforts to ensure an adequate supply and ongoing development of highly effective teachers.

1. Undertake actions necessary to maintain focus and develop solutions on this critical issue.
2. Continue to work with the Department of Education to ensure that:
 - a. New Delaware teachers complete a high-quality induction program.
 - b. Incentives are in place to improve instructional effectiveness for both teaching and administrative staff.
 - c. There is effective staff for public schools as a result of quality pre-service and in-service programs, quality licensure and re-certification processes, and an effective recruitment/retention plan.
3. Participate with the Teacher Recruitment and Retention Committee of the Professional Standards Board as well as the U of D in efforts to hire and retain highly qualified educators.
4. Receive reports on the educator mentoring program and its impact on new teacher retention.

GOAL THREE: Ensure that school and district leaders have the skills and knowledge they need to successfully support education reform.

1. Actively participate in the “State Action for Educational Leadership Project (SAELP)” consortium to continue the work of enhancing educational leadership in Delaware.
2. Assist and support the Delaware SAELP consortium activities to promote leadership through changes in legislation, policy and/or regulation.
3. Work with the Department of Education on the evaluation of the pilot for leadership performance through the Delaware Performance Appraisal System (DPAS II) for administrators.

GOAL FOUR: Ensure that each Delaware student’s opportunity to learn is fully realized. Specifically, this includes closing the achievement gaps that exist between majority students and minority, Hispanic, exceptional needs and low-income students as well as providing ongoing challenges for high achieving students.

1. Explore ways to generate disaggregated data relative to the achievement gap from the Delaware Student Testing Program.
2. Continue to convene and guide the efforts of the Achievement Gap Action Group.
3. Work with the Department of Education to identify policy actions that will increase opportunities for high achieving students.
4. Work with the Department of Education to explore policy actions that will make students’ opportunity to learn more equitable.
5. Monitor the disaggregated high school graduation rate over time

GOAL FIVE: Continue to provide public leadership in support of education reform that leads to improved teaching and learning as well as high academic standards for all students.

1. Continue to provide leadership for the P-20 Council, as created by Executive Order 47.
2. Maintain contacts with members of local school boards through semiannual meetings and memberships on the DSBA Board of Directors and the DSBA Legislative Committee.

-
3. Serve as members on education committees throughout the state.
 4. Continue to build a constructive working relationship with the Professional Standards Board.
 5. Work with education partners toward holding regular, statewide Education Summits on important topics of common interest.
 6. In cooperation with the Department of Education, work with the General Assembly on education matters.



State Board Members Rich Farmer, Clay Smith and Barbara Rutt at a State Board Retreat.

GOAL SIX: Ensure Charter Schools in Delaware serve the needs of students and promote increased student achievement.

1. Work with the Department of Education to exercise effective oversight of the authorization, renewal and accountability of charter schools.
2. Provide a research based perspective on the impact and success of Charter Schools in Delaware.
3. Continue meetings with charter school board members.

Approved: September 15, 2005

Jean W. Allen President



Jean was appointed to the State Board of Education in 1993 by Governor Carper. She was reappointed by Governor Minner in 2001 to a four year term. In June 2005 Jean was appointed and confirmed by the State Senate as President of the State Board.

Jean is a native Delawarean who graduated from Delaware's public schools and attended the University of Delaware where she received a Bachelor of Arts degree in English.

She has taught English at the high school level in both the Seaford and Laurel School Districts and in adult programs at Delaware Technical and Community College, Georgetown.

A member of the Seaford School Board for over ten years, she served as both President and Vice President of the Board. She also served as co-chairperson of several district referendum committees and Vice Chairperson of the Seaford School District Citizens Finance Committee.

Jean is a Past President of the Delaware PTA where she also served as the first Vice President and the Vice President for Legislation for many years. She has served on numerous statewide committees and task forces including the Governor's Task Force on Children At-Risk and the Advisory Committee on Teacher Evaluation.

Jean is a member and Past President of the Seaford Branch of AAUW and served as Education Chairperson for the Delaware AAUW Board of Directors. For many years she chaired the Delaware AAUW's project on elementary counselors. She is the immediate Past President of the Board of the Delaware Science and Mathematics Education Foundation and continues to serve on its Executive Committee.

Jean received the Thomas W. Mulrooney Award from the Delaware Personnel and Guidance Association for her work in promoting elementary counselors in schools. She has also been honored by the Delaware School Boards Association with its Distinguished Service Award for outstanding service to public education and been awarded the Delaware PTA Life Membership Award for her work with the PTA. In 1985 the Seaford School District presented her with its Friend of Education Award.

She lives in Seaford with her husband Robert, a former member of the State Board. They have two grown children and two grandchildren.

Richard M. Farmer, Jr. Vice President



Richard was appointed to the State Board of Education by Governor Ruth Ann Minner in 2003. A native Delawarean, Richard graduated from William Penn High School in 1966, received a Bachelor of Arts degree in Secondary Social Studies Education from the University of Delaware in 1970, and a Master's Degree in Secondary School Leadership from Wilmington College in 1989.

Richard taught social studies at the George Read Middle School and civics at William Penn High School. He was named District Teacher of the Year in 1979. He completed his thirty year career in the Colonial School District as Deputy Principal of William Penn High School, having previously served as an Assistant Principal of William Penn High School and the Principal of the Gunning Bedford Middle School.

Since retiring in 2001, Richard has chaired the Music Education Advisory Committee for the Colonial School District which studied and made recommendations to the district concerning its music programs and the future of music in the schools. He has also served as a substitute teacher in the Appoquinimink School District.

Richard lives in Middletown with his wife, Dottie, who also retired from the Colonial School District after thirty years as a home economics teacher where she also was honored as a District Teacher of the Year. Richard is the principal trombonist for the Dover Symphony Orchestra and plays for several other music groups as well. As a result of his keen interest and dedicated service to music, he was honored as the Administrator of the Year in 1999 by the Delaware Music Educators Association.

Richard is currently serving on several committees as a member of the State Board of Education. They include the State Action for Education Leadership Project (SAELP) steering committee and consortium, the Statewide Equalization Committee and the Department of Education Teacher Recruitment and Retention Committee, and ex-officio member of the Charter School Accountability Committee. He also served as a member of the Delaware School Boards Association Legislative Committee. In addition, he has served on the National Association of State Boards of Education Study Group on the role of state boards concerning high school athletics and eligibility requirements and as the chair of the study group for value-added assessment.

Mary B. Graham



Mary was appointed to a six year term to the State Board of Education in 1999 by Governor Thomas R. Carper.

Mary holds a bachelor's degree with distinction in mathematics from Stanford University and a master's degree in mathematics from the Massachusetts Institute of Technology. She received her J.D. from Yale Law School in 1982 and served as a law clerk to U. S. District Court Judge Walter K. Stapleton.

Since 1983, Mary has been employed in the law firm of Morris, Nichols, Arsht & Tunnell. She became a partner in the firm in 1991.

Prior to her service on the State Board of Education, Mary served as the Chair of the Delaware Higher Education Commission. In this capacity, she led the Commission to be the first in the nation to add academic incentive to need-based student financial aid. She also promoted the Think College program, the establishment of the tuition savings program, and membership in the Southern Regional Education Board (SREB).

Mary has also served on numerous judicial review and advisory committees over the years.

Mary resides in Brandywine Hundred with her husband, Robert F. Simons, who is a professor of psychology at the University of Delaware. Their two children have attended public schools in the Brandywine School District.

Gregory A. Hastings



Greg was appointed by Governor Minner to the State Board of Education in 2005 for a five year term. Born in Sussex County, Greg was raised in our neighboring State of Maryland, and it was not until later in life and during marriage that he returned to make Sussex County his home.

Greg has a degree in Architectural Engineering from Delaware Technical and Community College. It was not until after several years of broad experience in the design/build construction industry that in 1988 he made the decision to pursue broadening his talents on his own. Soon after establishing credentials with A.I.B.D., he expanded his design firm to become one of the most recognized design firms in lower Sussex County with several of his projects recently published. In addition to his design company, he also manages to purchase and develop commercial real estate.

Greg, along with his personal ventures, finds time to serve his local community. In 1993, he was elected to the Board of Education of the Indian River School District and served for three full terms. During his tenure, he served as a Delaware School Boards Association representative for two years, Chairman of the Indian River School District Buildings and Grounds Committee for eight years, Vice President of the Indian River School Board for two years, and President for two years. It was during his term as president that the Board successfully passed one of the largest major cap referendums in the history of the State for the construction of two new high schools and renovations to all other buildings in the district.

He has also actively served for more than 18 years in many leadership roles for the Boy Scouts of America. He continues to serve on the local Scout District Committee and on the board of the local Scouting facility.

Greg is a former member of the Greater Millsboro Kiwanis and the Bi-State Ruritan. As a charter member of the Bi-State Ruritan, he served in all leadership capacities. He is also a member of Grace United Methodist Church in Millsboro where he has served as Chairman of the Trustees for six years, Finance Committee for three years and in many other areas.

Mr. Hastings and Charlotte, his wife of 32 years, reside in Millsboro. They have two grown sons, Jason and Jonathan, who are graduates of the Indian River School District.

Barbara B. Rutt



Barbara Rutt was appointed to the State Board of Education in 2005 by Governor Ruth Ann Minner.

Barbara received a Bachelor of Arts in English from Washington & Jefferson College in 1978. She was later appointed to serve a term on the board of trustees of her alma mater. She also holds a J.D. from the Dickinson School of Law, awarded in 1981.

Before moving to Delaware in 1988, she practiced law in western Pennsylvania, first as a consultant with Touche, Ross & Company and later in private practice. She has been an adjunct faculty member at Wesley College in Dover, Delaware.

Barbara Rutt served two terms on the Milford School District Board of Education, from 1991 to 2001, holding the offices of president and vice-president. She represented the Milford Board on the Legislative Committee of the Delaware School Boards Association. As a participant in the Delaware Leadership Academy, she worked with a committee to strengthen board/superintendent relations. Mrs. Rutt has also been a member of the Delaware Department of Education Licensure and Certification Committee, reporting to the Delaware Professional Standards Board.

Currently, Barbara serves as the Vice Chairperson of the Board of Bayhealth Medical Center and represents Avenue United Methodist Church as a lay delegate to the Peninsula-Delaware Annual Conference. As a part of her service to the State Board of Education, Barbara is a member of the Delaware School Boards Association Legislative Committee and has been appointed to the Regional Advisory Board of the Mid-Atlantic Comprehensive Center at the George Washington University Center for Equity and Excellence in Education.

Barbara and her husband, David N. Rutt, live in Milford and have one son, Andrew.

Dennis J. Savage



Dennis J. Savage serves as Director of the Office of Community Services (OCS), a unit within the Division of State Service Centers, Department of Health and Social Services (DSSC/DHSS). He is responsible for the administration of approximately \$20 million in state and federal funds for services that are carried out contractually through a statewide network of private, non-profit organizations. The OCS oversees the management and implementation of two of the state's block grants: the Community Services Block Grant (CSBG) program and the Low-Income Home Energy Assistance Program (LIHEAP), and over \$2 million in state funds to support the statewide operations of Emergency and Transitional Housing Services agencies and emergency energy assistance to low-income persons. He also is responsible for the administration of the U.S. Department of Energy (DOE) Weatherization Assistance Program (WAP), the federal Community Food and Nutrition Program (CFNP), and oversees the activities of the Governor's Advisory Council on Hispanic Affairs (GACHA).

Prior to his state government service, Dennis served in the field of education as a teacher in Chester, Pennsylvania and in the former Wilmington School District. In Delaware, he was a teacher/coordinator of Project 70001, a pilot vocational education, training and employment program. This program was designed and structured to model the Distributive Education Clubs of America (DECA), but was geared for students who were high school dropouts employed in retail sales and distribution while earning their General Education Diploma (GED). From this, a new corporation was formed in Delaware and Dennis became the Vice President of 70001 Ltd. The goal was to develop and implement the 70001 Project model into a national employment and training program for disadvantaged youth.

Dennis is currently a member of the Delaware Advisory Council on Career and Vocational Education and a past member of the Christina School District Board of Education. He was once a Presidential appointee to the Advisory Council to the Fund for the Improvement of Post Secondary Education (FIPSE). Dennis also served on the former Delaware Elementary and Secondary Education Act (ESEA) Title IV Advisory Council, the Governor's Advisory Council on the Future of Education, the Advisory Council to Project Challenge of Delaware Technical and Community College, Jobs for Delaware Graduates, and a host of other advisory committees and council memberships. Currently, his State Board Committee assignments include the Budget Subcommittee, and the HJR-Early Childhood Task Force in 2003-2004.

Dennis was re-appointed to the State Board of Education in 2003 for a second six-year term. He is a single parent with a pre-teen son, Dennis Jr.

Claibourne D. Smith



Clay retired from DuPont as Vice President, Technology and Professional Development and Vice Chairman, Corporate Educational Aid on December 31, 1998. He joined Dupont in 1964 as a member of the Research Staff in the Central Research and Development Department and held a number of management positions in R&D, Sales, Marketing and Business Management. He held the position of Director of Marketing Liaison and Vice President Marketing in Corporate Plans Department.

Clay is a member of the Delaware State Board of Education. He was first appointed to the State Board by Governor Carper in 1993 and was reappointed to a second six-year term in 1999. He is a member of the Board of Directors, Delaware Foundation on Science and Math Education; a private business supported foundation established to support Science/Math Education reform in Delaware and a Member of the Board of Directors for the Northeast Region, National Association of State Boards of Education. He has served a member of NASBE's study group on "Coordination and Accountability in Teacher Education" and chaired the recent NASBE study group on "The Changing Faces of America's Children". He also served as a member of NASBE's By-laws and Public Policy Committee.

Clay is a member of the Delaware State Commission on Higher Education, a member of the board of directors, Metropolitan Wilmington Urban League and Chairman of the Board of Trustees, Delaware State University. He served as a member of the Advisory Committee on Education Statistics of the U.S. Department of Education from 1996 - 2000 and a member of the National Science Foundation's CEOSE (Committee on Equal Opportunities in Science and Engineering).

Clay has B.S. and M.S. degrees in Chemistry from the University of Denver in 1959 and 1961, respectively, and a Ph.D. in Organic Chemistry from the University of Oregon in 1964.

Clay, his wife Roseann, and daughter, Kristina resides in Centerville.

Ann C. Case **State Board Policy Analyst**

Following graduation from the University of Delaware, Ms. Case taught in Delaware at the elementary school level for eight years. She then worked in several government positions, including Administrative Assistant to the House Republican Caucus of the 126th General Assembly. In 1978 she joined the Delaware School Boards Association as the Executive Director and continued in that capacity until 1998. As the Policy Analyst to the State Board of Education, Ms. Case assists and supports the Board members in their duties and responsibilities.

Updating Delaware's High School Graduation Requirements



The High School Graduation Requirements Committee

Committee Report
2006

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Executive Summary

Over the past three years, Achieve, Inc., a national education non-profit organization created by the nation's governors and business leaders, has conducted research indicating that high school students across the country are not being adequately prepared for success in college and the workforce, as well as for citizenship in a democratic society and global economy. Based on these findings, Delaware employed Achieve to analyze the state's graduation requirements and make recommendations for improvement. The resulting report called for Delaware to increase the specificity and rigor of the course requirements for graduation and align the requirements more closely with the entrance requirements of the University of Delaware and Delaware State University. The report led to the formation of the High School Graduation Requirements Committee, which began its work in September 2005.

Over the course of the next nine months, the Committee formed a series of recommendations for each core subject area. The recommended graduation requirements are as follows:

- 4 credits in English Language Arts (with an emphasis on reading, literature, writing, presentation & communication skills, reasoning, logic, and technical writing)
- 4 credits of Mathematics (including skills equivalent to at least Algebra II). One math credit must be taken in the student's senior year.
- 3 credits of laboratory Science (including skills equivalent to Physical/Earth Science, Chemistry, and Biology)
- 3 credits of Social Studies (including skills encompassing the core areas of history, geography, civics, and economics)
- 2 credits of World Language (Effective: August 1, 2009 for graduates in 2013)
- 1 credit of Physical Education; ½ credit of Health Education
- 3 credits in a Career Pathway
- 3 ½ Elective credits

One major issue the Committee discussed was the senior year. Under the current requirements, it is not uncommon for a student to complete only one or two required credits in their senior year and still earn a diploma. However, a substantial amount of research indicates that students must be engaged and challenged during all four years of high school to be adequately prepared for entering college or the workforce. Therefore, the Committee is recommending that seniors be required to enroll in more than half of the class time available under the school's scheduling system. While the Committee has deferred to the individual high schools in determining the exact method for enrolling seniors, the regulation mandates that all students must be completing credits in additional core courses, Advanced Placement or college classes, a senior project, a formal work/study program, community service, or another academic pursuit.

All students entering high school in fall 2007 will begin this required curriculum. Student progress will be monitored each marking period to ensure that they are successfully completing the English language arts, mathematics, science and social studies programs. If a student is not progressing satisfactorily, supports will be put in place immediately to allow the student to successfully complete the course. If the situation does not improve, additional measures will be taken, including revisions to the student's Individual Learning Plan (ILP), parental conferences, summer school, and the option of a 5th year of high school.

Background

In 2004, the American Diploma Project, created by Achieve, the Education Trust, and the Thomas B. Fordham Foundation, released a study titled “The Expectations Gap: A 50-State Review of Graduation Requirements”, indicating that students across the country are not being adequately prepared for success in college or the workplace as well as for citizenship in a democratic society and global economy. In the report, Achieve writes that states are not requiring their graduates to take courses that reflect the real-world demands of work and postsecondary education.

Based on these findings, the State Board of Education and the Department of Education asked Achieve to conduct an analysis of the state’s graduation requirements and form recommendations for improvement. The resulting report, “Taking Stock: An Analysis of Delaware’s High School Standards and Course Requirements”, measured Delaware’s English Language Arts and Mathematics requirements against those of benchmark states throughout the nation. As a final analysis, the report compared Delaware’s high school graduation requirements to the admission requirements of both the University of Delaware and Delaware State University.

Delaware’s current high school requirement of 22 credits is similar to many other states’ minimum diploma requirements. In fact, 22 credits is the median number of credits required across the country. In addition, the credits Delaware specifies for the core content areas of English language arts, mathematics, science, and social studies are consistent with most requirements set by other states. However, research from the American Diploma Project and other sources indicate that taking the right courses is more important than taking the right number of courses. To prepare all Delaware students for postsecondary education or the workforce and to be competent citizens in a global society, Delaware must add specificity and rigor to its credit requirements.

When compared to the admission requirements for the University of Delaware and Delaware State University, Delaware’s standards again fall short. Both institutions’ requirements outpace the level of work that high school graduates are expected to complete. For instance, in Mathematics, both UD and DSU require a three-course sequence of Algebra I, Geometry, and Algebra II. Delaware’s graduation requirements include the three necessary credits but fail to specify course or skill levels beyond Algebra I. These distinctions and shortcomings in the Delaware requirements limit graduates’ options and contribute to a lack of preparedness for work at the next level.

In June 2005 the Department of Education submitted a proposal and received funding for a National Governors Association Honors Grant to redesign Delaware’s high schools. In that grant, the Department proposed a two year work plan that includes restoring the value of the high school diploma in Delaware and redesigning high schools into learning communi-

ties that support student needs and goals to enable success in either postsecondary education or the workplace. In addition to revising the requirements for high school graduation, a plan for Individual Learning Plans (ILP's) is being developed by the Department of Education, which will be piloted by two districts in the state during the 2006-2007 school year. The ILP's will provide a five-year plan for each student entering high school that will reflect his or her goals towards graduation, as well as one year beyond high school.

The Department of Education has also been working to establish a recommended curriculum for all grades in subject areas for which there are content standards. All of the core curricula areas are included, as well as many of the high school elective areas. The recommended curriculum for English language arts and mathematics will be completed in June 2006, and work on the science and social studies curricula is underway and will be complete in the next year. Along with the recommended curricula, grade level expectations are also being developed.

Recommendations

In response to Achieve's findings and in conjunction with the Honors Grant, the Graduation Requirements Committee was formed, under the auspices of the P-20 Council, to update Delaware's high school graduation requirements and ensure that all students can successfully meet the demands of college and work. The committee was formed in September 2005 and includes representatives from the Department of Education, the State Board, district superintendents, high school principals, teacher representatives, school board members, community and business groups, and higher education. A list of the committee members is appended to this report.

This report summarizes the committee's discussions regarding Achieve's recommendations, as well as other issues raised in the process.

At its initial meeting in September, the Committee established Guiding Principles. They included a vision for the future, a desire for the preparedness of all students, the need for a rigorous curriculum and a course-taking program with relevance to the students' goals for post-graduation pursuits. The Committee also believed that a high school diploma should signify that students are prepared for a successful postsecondary education or to enter the job market in a well paying position with opportunity for advancement. At subsequent meetings the Committee discussed the minimum requirements for English language arts, mathematics, science, social studies, computer literacy, and world language competency. Copies of the Summary Notes for each meeting of the committee are appended to this report.

Credits:

Ultimately, the Committee decided to make the following recommendations for students in the graduating class of 2011:

- 4 credits in English Language Arts (with an emphasis on reading, literature, writing,

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- presentation & communication skills, reasoning, logic, and technical writing)
 - 4 credits of Mathematics (including skills equivalent to Algebra I, Geometry and Algebra II). One math credit must be taken in the student's senior year.
 - 3 credits of laboratory Science (including skills equivalent to Physical/Earth Science, Chemistry, and Biology)
 - 3 credits of Social Studies (including skills encompassing the core areas of history, geography, civics, and economics)
 - 1 credit of Physical Education; ½ credit of Health Education
 - 3 credits in a Career Pathway
 - 3 ½ Elective credits

The result of the recommendation is that each high school student must take an additional credit in math in the senior year. Furthermore, the level of math attainment must be at least through Algebra II. In English language arts, science and social studies, the content standards, along with the recommended curricula will give structure to the courses and provide increased rigor for all students. The Committee also recommended that the computer literacy credit be dropped at the high school level and become a component of the middle school curriculum.

In comparing the recommendations to those offered by Achieve, Inc., the Committee has increased the mathematics credits beyond what Achieve, Inc. recommended by moving to four (4) credits with one of the credits earned in the senior year. The Committee has also defined the rigor of the courses that all students are expected to complete.

For the class graduating in 2013, an additional 2 credits in world languages will be required, increasing the number of credits for graduation to twenty-four (24). The Committee is aware that adding this requirement raises a number of issues. The Committee also favors providing instruction in world languages well before ninth grade in order to assure language competency. In light of the awareness and concerns, the Committee recommends that another group be specifically charged with exploring how best to infuse world language into the curriculum, what resources are needed and how to determine language competency. This recommendation goes beyond Achieve's American Diploma Project recommendations, but, in light of additional research, comments from focus groups, and discussion within the Committee, there were compelling reasons to add world languages as a requirement.

Senior Year:

A major issue the Committee discussed was the senior year. High schools across the State have a variety of academic structures. Some have a traditional six (6) period day allowing a student to earn up to 24 credits in their four years, some have a seven (7) period day allowing up to 28 credits to be earned, and some have block scheduling that allows for up to eight (8) credits to be earned in any given year for a total of 32 by graduation. The State requirements are minimums. Local districts can exceed what the State requires, and some do. However, in some high schools, students need only to complete their English language arts credits their senior year. This can and does result in seniors not being in an educa-

tional setting taking rigorous courses to adequately prepare them for post graduation. Information the committee received from colleges and employers in this State further convinced members of the committee that seniors who are not fully engaged in rigorous course taking are not good candidates for successfully entering college or the work place.

The Committee deferred to the districts to determine what the senior year should be for each student but the regulations will mandate that all students be intellectually engaged in taking additional core courses; earning college credit in Advanced Placement or in college classes; completing a senior project; engaging in a formal work/study program; performing community service; or some other academic pursuit that will result in more than half of the class time available to a senior being used to further their knowledge and skill levels.

Student Supports:

Another issue that consumed much of the Committee's deliberations regarded the students who were not prepared for the course rigor in high school. These students could struggle with the increased rigor, and run the risk of not meeting the new requirements. The Committee explored and debated alternative curriculum options for underperforming students as have been established in several other states. However, the members kept returning to the issue that we were risking tracking students and that some students might decide to "game" the system, take less than they should, and still earn a high school diploma. In the end, the Committee recommended that all students have the same credit and course requirements as a minimum and that all students would be monitored by marking period to assure that they are successfully completing the English language arts, mathematics, science, and social studies courses. The monitoring will be conducted by support teams determined at the building level, and will include counselors, specialists and other educators. If students show signs of not progressing satisfactorily, supports should be put in place immediately to allow the student to successfully complete the course. If that is not sufficient, additional measures should be taken, including summer school and offering the student a 5th year of high school, in order to complete the requirements for graduation. This approach ties into the ILP's that are under development by the Department. It is also a key component of smaller learning communities at the high school.

Focus Groups

As the Committee was finalizing its recommendations, 13 focus groups were assembled across the State in late February through mid-April to review the Committee's work. The focus groups were facilitated by the Conflict Resolution Program in the Institute for Public Administration at the College of Human Services, Education and Public Policy located at the University of Delaware in Newark, Delaware. The focus groups consisted of educators, teachers, parents, students and community representatives. Each group was asked their thoughts on more rigor at the high school level, including an additional credit of mathematics through the completion of Algebra II and beyond; requiring a rigorous senior year; and an optional curriculum for students who are struggling.

In general, the focus groups expressed support for increasing the rigor and credit require-

ments for high school graduation. However, concerns were raised about students' preparation for increased rigor as a result of their elementary and middle school experiences. Implementation concerns were also expressed with regard to qualified teachers, funding for additional staff, availability of support services and the impact on vocational and co-op programs. Concerns about increasing dropouts were also raised. The increased requirements for the senior year received positive feedback with some of the same concerns as noted above. Reactions were very mixed in response to the third question about whether or not an alternative curriculum should be offered for some students. There were a number of concerns raised about "tracking" students, whether those students would feel "second class", and if it would just provide a way for students to "game" the system and avoid the more challenging work.

Other comments that surfaced in a number of groups included the concepts of having the same courses across all of the high schools, having more consistency in what is taught in all schools, and having a school culture that encourages excellence.

Reaction to Focus Group Comments

It should be noted that at the time the focus groups were being held, the committee was proposing the science level to include physics and the mathematics to exceed Algebra II. Also, world language requirements had not yet been determined by the Committee.

Subsequent deliberations of the Committee adjusted the science to more accurately reflect the science standards and include the earth and physical science material that is taught to most 9th graders. Likewise, once the science was adjusted to remove the requirement of completing the equivalent of physics, the only difference being proposed in the curriculum between the alternative and the required was a credit of math beyond the mastery of Algebra II. Additional research into what is currently taking place in high school math determined that in 12 high schools from 11 districts, a low of 45% to a high of 92% of students were taking Algebra II and above. The Committee concurred that by requiring students to complete the equivalent of Algebra II as a minimum, many students would continue to take even higher level math courses. The specific results of each focus group meeting are appended.

Path Forward

As a result of the Committee's recommendations, the Department of Education regulation 505 will be amended for the graduating class of 2011 to include an additional credit in mathematics, removal of the required credit in computer literacy, definitions for the content of the credits in the core content areas, student engagement in a meaningful senior year, and the details of a formal process to identify and support student needs. In addition, for the graduating class of 2013, 2 additional credits of world language will be added.

These proposed amendments will be published for comment in the summer of 2006 and

Implementation Issues

Concerns were raised by the Committee and in the focus groups about the need for more qualified teachers, counselors, and other staff that would be required to successfully implement the Committee recommendations and best serve students.

From the information we currently have available, additional resources are needed at the high school level in order to provide for additional math requirements, student supports, and senior year requirements. One way to infuse more resources would be to lower the unit-count for grades 9 through 12 from 20 to 19 for an increase in units statewide of approximately 84 based on enrollments for 2005-2006. Initial estimates indicate the cost of this unit reduction in today's dollars to be in the range of \$5.7 to \$6 million. This change can be phased in over the next 4 years as students move through high school and are impacted by the increased requirements. Schools should have flexibility with these resources so that they can provide additional teachers and counselors as well as provide other instructional opportunities, such as distance learning, dual credit and independent study.

Elementary and middle school instruction must provide assurances that students reach the ninth grade prepared to engage in rigorous courses.

More highly qualified mathematics teachers need to be attracted to Delaware schools as well. It should be noted that this year the University of Delaware is graduating 23 certified math teachers and Wilmington College has a new masters program for math certification. These efforts need to continue and expand in order to have the numbers of qualified teachers that will be required.

Course rigor is another issue that cannot be achieved through regulation, but must be monitored to assure that all students are receiving a high quality education, no matter what school they are in or what teacher they have. The work coming out of the Department of Education in terms of a recommended curriculum and grade level expectations will support this.

Beyond the Minimums

At the same time the Committee on High School Graduation Requirements was meeting, representatives from Delaware State University, Delaware Technical and Community College, the University of Delaware, Wesley College, and Wilmington College were forming their own recommendations. They made a presentation to the P-20 Council and its Subcommittee on Postsecondary Success on April 24, 2006. In their presentation they acknowledged that they all had different entrance requirements, but agreed that a high school student wishing to enter any of their programs with a high level of confidence of success should have 4 credits in English language arts with an emphasis on critical reading, documenting and writing research papers, 4 credits in mathematics, 4 credits in science, 2 to 3 credits in world language, 2 credits in history, 2 credits in social studies and 2 credits in electives. Those credits should all be at the highest level the student can achieve. Furthermore, they recommend that at least 5 of the credits be earned in the students' senior year.

The Vision 2015 group composed of education, business, and community leaders has also been meeting since November 2005. Their goal is to formulate recommendations that will enable Delaware's public education system to be a beacon of excellence. The group is committed to developing a truly innovative, world-class education system in the State that can serve as an example to the rest of the world. An essential component of their recommendations should be increased high school requirements and rigor, allowing Delaware students to take their place in the world and become productive and responsible citizens.

Conclusion

Delaware high school graduates must be better prepared to enter post-secondary education or the workplace and meet the increasing demands of citizenship in a democratic society and global economy. In the 21st century economy, the skills necessary to meet these challenges are greater than ever before. Efforts need to be improved at the high school level, and expectations need to be aligned with those of colleges, universities, and employers. While adjusting the graduation requirements is not by itself a solution, it is an essential aspect of a broader reform effort to heighten student success.

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