



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.

MPS Graduation Requirements: Revision for freshmen entering fall 2015

MPS currently requires the same number of credits as MDE, but we require more specific, “directed” credits



- 1 year Physical Education
- 1 year Health
- 4 years Social Studies

21.5 year-long credits



- No Physical Education
- No Health
- 3.5 years Social Studies

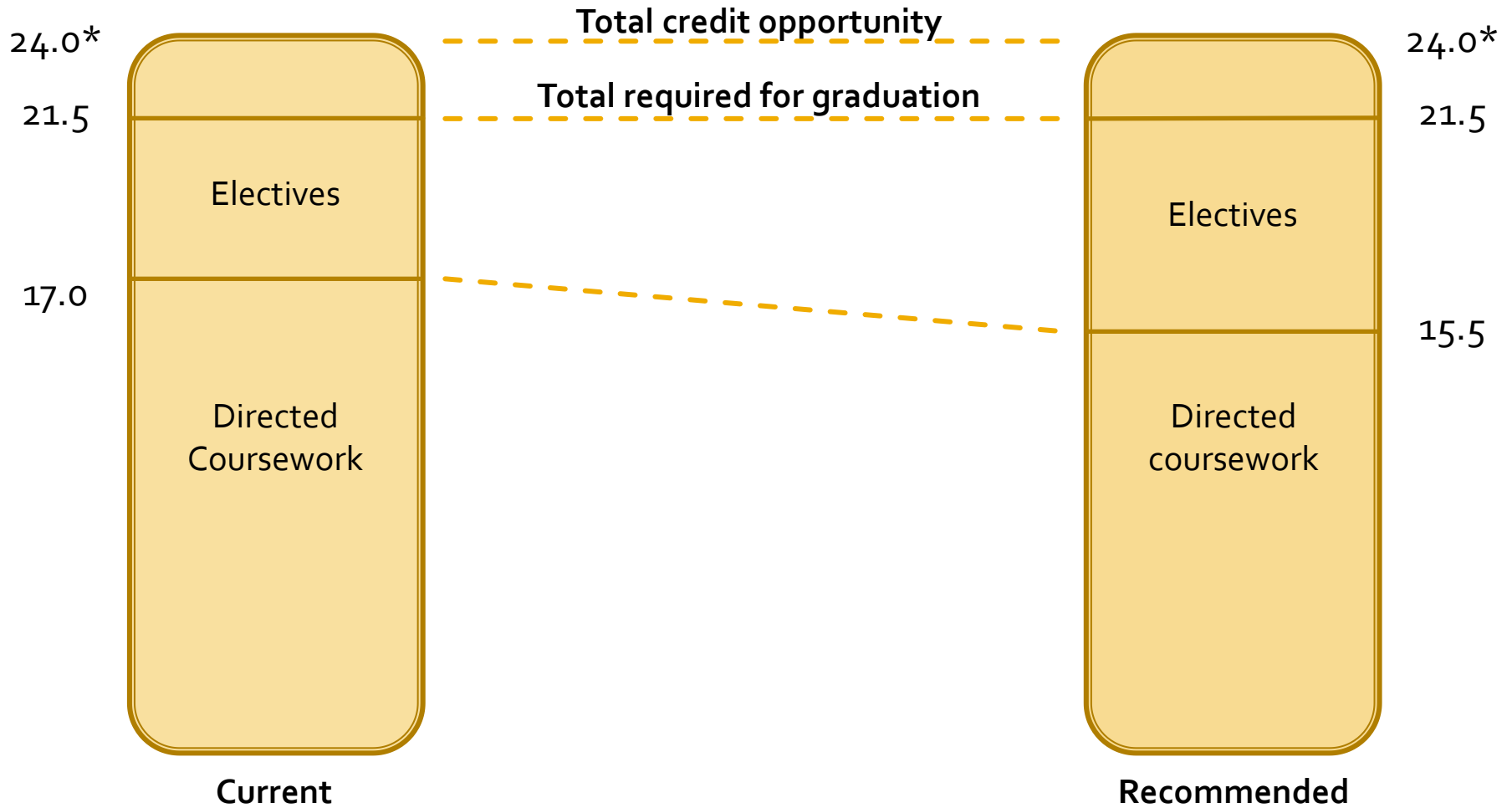
21.5 year-long credits

Revising graduation requirements will allow us to give students more choice and flexibility in their HS courses

Goals:

- Prioritize equity and rigor
- Increase opportunity for students to self-select electives
- Provide time in students' schedules for acceleration/support classes
- Enable the district to improve graduation rates across the district, especially for students impacted disproportionately
- Include expectations of post-secondary institutions

The proposed revision will increase choice and personalization in students' HS experiences



*Assumes a 6-period day

We recommend maintaining the total number of credits while reducing “directive” requirements

Current Policy	Recommendation
1 year of high school Physical Education*	Decrease PE graduation requirement from 1 year to 1 semester (0.5 years) of PE
1 year of high school Health *	Decrease Health graduation requirement from 1 year to 1 semester (0.5 years) of Health
4 years of Social Studies*	Decrease Social Studies graduation requirement from 4 years to 3.5 years.
	Ensure that a semester-long elective Ethnic Studies course is offered at all MPS high schools
No World Language requirement	No additional World Language requirement
Completion of the My Life plan	Change the wording in the My Life plan policy requirement to match statute
One quarter is worth 0.75 credits; 64.5 credits required for graduation	Make one quarter worth 0.25 credits; 21.5 credits required for graduation

*Exceeds current state requirement

Numerous stakeholder groups provided input in this process

Students	N = 166	Twitter and Facebook linked survey as well as verbal and written feedback from middle school and high school City-Wide Student Government students
Parents	N = 536	MPS website linked survey in English, Hmong, Somali, and Spanish as well as paper/pencil surveys created for use by cultural liaisons and school staff.
Staff	N = 233	MPS website linked staff survey
Administrators	N = 30	Verbal feedback through middle and high school principal meetings
Counselors	N = 20	Verbal feedback through a meeting with counselor reps and an email linked survey
Teaching & Learning	N = 8	Verbal feedback from Health and PE, Social Studies, and World Language Content Leads as well as an email linked survey (n = 8) to all Teaching and Learning staff
Post-secondary Institutions	U of M & MCTC	Phone interview with University of Minnesota admissions and in person feedback from MCTC admissions. Also online research regarding other post-secondary institutions' admissions requirements

Potential Implications

FTE changes

- Possible FTE reduction in social studies, physical education
- Shift in Health FTE from high school to middle school

Curriculum costs

- Adjusting Geography, PE and Health units to semester-long courses
- Add middle grades health course

Possible community concerns

- Decrease in PE requirement
- No world language requirement (despite being in line with other districts)

Next Steps

Present to the new school board for vote in January

Communicate decision to stakeholders

Make adjustments to district systems and structures

- Update the registration guide to reflect the changes
- Provide district counseling staff information needed to act as a good source of information for staff, parents, and students
- Work with building staff to stay up-to-date on and address issues that may arise as a result of accepted policy changes
- Update affected curricular areas for fall 2015 implementation

Additional Follow-up:

- Create a plan to address the other graduation related (but not policy change related) areas of concern brought to light by the task force

Current Work to Recognize and Encourage World Language

- **Language Offerings**
 - 65 percent of high school students enrolled in the district are taking a world language
 - Nearly a dozen languages are currently offered including Arabic, Chinese, Dakota, Hmong, and Spanish
- **Credit by Assessment** to recognize and give credit for first spoken languages and for languages learned through multiple varied avenues
- **World Language Proficiency Certificates and Bilingual / Multilingual Seals** to recognize and encourage high levels of world language proficiency in listening, speaking, reading, and writing skills
- **IB-MYP World Language requirement** in 5 of 7 high schools