

## FROM POLICY TO PRACTICE BRIEF

# EDUCATIONAL PROFICIENCY PLANS: PREPARING TO MEET HIGH SCHOOL GRADUATION STANDARDS



### PURPOSE OF THIS BRIEF

This *From Policy to Practice Brief* addresses the questions raised about the Board of Elementary and Secondary Education's (BESE) regulations related to the requirement that students beginning in the Class of 2010 earn an MCAS pass score of 240 or complete an Educational Proficiency Plan (EPP) if they achieved a score of 220-239. These regulations are effective as of October 2008. The stated purpose of this requirement is "to increase the likelihood that students graduating from high school will have the requisite skills needed for success in college and a career." (DESE memo 6.25.08)

According to the regulations, "School districts must develop an EPP for a student in the class of 2010 who does not score at 240 or above on the grade 10 English Language Arts and Mathematics MCAS tests. The EPP must identify the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher, student, and counselor input. It must also include the courses (ELA and/or mathematics) the student will be required to take in grades 11 and 12."

The Department of Elementary and Secondary Education (DESE) has issued three memoranda to superintendents and other school district leaders related to this new regulatory requirement: February, 2008 memorandum outlined preliminary information about the EPP requirement and included a Frequently Asked Questions (FAQ) document; April, 2008 providing guidance on a sample EPP template; June, 2008 EPP outlined the application of the new regulatory requirements in 2008-09 and assessment options.

The topics addressed here include:

1. MTA's Frequently Asked Questions about Educational Proficiency Plans
2. Governing Regulations: 603 CMR 30.03: Standards for Competency Determination
3. DESE Questions and Answers: New Competency Determination Requirements and the Education Proficiency Plan
4. Massachusetts Department of Elementary & Secondary Education Educational Proficiency Plan Sample Template
5. Massachusetts Department of Elementary & Secondary Education MassCore: Massachusetts High School Program of Studies
6. Department of Elementary and Secondary Education Web Links

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## **Frequently Asked Questions about Educational Proficiency Plans**

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### **1. What is being done regarding the 240 MCAS regulations?**

*The Department of Elementary and Secondary Education (DESE) has issued three guidance documents in the form of memoranda to district leaders. The web link to each is in the table at the back of this brief.*

- February 5, 2008 memorandum about Educational Proficiency Plans
- April 18, 2008 memorandum about EPPs Sample Template
- June 25, 2008 memorandum about Educational Proficiency Plan: Update

### **2. Who fills out the Education Performance Plan?**

*The principal/headmaster is responsible for assigning staff to design, implement, and coordinate EPPs.*

### **3. What do they look like?**

*The FAQ document indicates, "The Department will provide sample EPP templates in March 2008 for use by school districts. Districts may use their own models provided they include the criteria listed for an EPP." As far as we know, no templates have yet to be disseminated.*

*According to the DESE (see PowerPoint presentation – web link is in the table at the back of this brief), the EPP should address the following three issues at a minimum:*

- A review of the student's strengths and weaknesses*
- The courses the student will be required to take and successfully complete in grades 11 and 12 in the relevant content area*
- A description of the assessments the school will administer annually to ensure the student is making progress toward proficiency.*

### **4. How do students show improvement?**

*The high school principal/headmaster or designee is responsible for determining whether a student has successfully fulfilled all the requirements of an EPP. This would mean completing the courses outlined in section 3b above and demonstrating proficiency on the assessments related to 3c above. Students can "fail" by not completing required courses in grades 11 and 12 in the relevant content area(s) and/or not participating in an annual assessment.*

### **5. How do you assess improvement?**

*The February 2008 memo indicates that this issue has not yet been addressed. One solution may be to allow districts to develop methods to assess progress during the 2008-09 school year. Some ideas also include using Accuplacer and/or the new Algebra II multi-state test that is being developed.*

### **6. Also, Voc Ed students can't complete the COPS because of this rule?**

*This is correct. The Certificate of Occupational Proficiency (COP) is an advanced certificate. A student may not earn an advanced certificate until s/he has achieved the minimum requirement which, in this case, is passing MCAS with a 240 or earning a score of 220 and successfully completing the EPP.*

### **7. No staff or resources to provide the additional classes required.**

*The FAQ document indicates, "Additional Academic Support funding will be made available this spring to assist districts with a high percentage of students potentially requiring an EPP. These funds can be used to identify students, to develop and plan for the implementation of the EPP for the upcoming school year, and to help inform students and their families about the EPP. Districts are also encouraged to use Academic Support funds for ongoing interventions in support of students in meeting the new Competency Determination (CD) standard."*

### **Governing Regulations: 603 CMR 30.03: Standards for Competency Determination**

- (1) Students in the graduating classes of 2003 through 2009 shall meet or exceed the Needs Improvement threshold scaled score of 220 on both the English Language Arts and the Mathematics MCAS grade 10 tests in order to satisfy the requirements of the Competency Determination.
- (2) Students starting with the graduating class of 2010 must satisfy one of the following two conditions in both English language arts and mathematics to earn a competency determination.
  - (a) meet or exceed the Proficient threshold scaled score of 240 on the English Language Arts and Mathematics grade 10 MCAS tests, or
  - (b) meet or exceed the Needs Improvement threshold scaled score of 220 on the English Language Arts and Mathematics grade 10 MCAS tests and fulfill the requirements of an Educational Proficiency Plan.
- (3) Students starting with the graduating class of 2010 shall, in addition to meeting the requirements found in 603 CMR 30.03(2), take a discipline specific high school Science and Technology/Engineering MCAS test (Biology, Chemistry, Introductory Physics or Technology/Engineering) and shall meet or exceed the Needs Improvement threshold scaled score of 220 on the test in order to satisfy the requirement of the Competency Determination.
  - (a) Students starting with the graduating class of 2010 shall take a discipline specific high school Science and Technology/Engineering MCAS test (Biology, Chemistry, Introductory Physics or Technology/Engineering) by grade 10.
  - (b) The Commissioner may waive the requirement to take the test by grade 10 for an individual student for good cause. Good cause for such a waiver may include a student's illness or a student's transfer into the Massachusetts public schools after grade 10.
- (4) Students starting with the graduating class of 2012, in addition to meeting the requirements contained in 603 CMR 30.02(2) and (3), shall meet or exceed the Needs Improvement scaled score of 220 on the History and Social Science high school MCAS test.
- (5) Educational Proficiency Plans *for each required content area* shall include, *at a minimum*:
  - (a) A review of a student's strengths and weaknesses in the content area.
  - (b) The courses the student will be required to take and *successfully complete* in grades 11 and 12 that will move the student toward proficiency on the grade 10 curriculum framework standards as well as on grade 11 and 12 standards in English language arts or grade 11 and 12 grade span standards or Algebra II standards in mathematics.
  - (c) A description of the assessments the school will administer on at least an annual basis to determine whether the student is making progress toward proficiency, or has become proficient on the grade 10 standards. These assessments must include MCAS tests or other tests identified by the Department of Elementary and Secondary Education for this purpose.
- (6) A student achieving a scaled score 240 or higher on an MCAS test or a score determined by the Department of Elementary and Secondary Education on another approved test will be deemed to have achieved proficiency in the subject area and to have fulfilled the Educational Proficiency Plan in that subject. *For students who have not achieved this score threshold, the principal or head of school (or his or her designee) will determine whether the student has fulfilled the Educational Proficiency Plan.*

#### **Regulatory Authority:**

603 CMR 30.00: M.G.L. c. 69, §§ 1B and 1D; St. 2003, c.140, §119.



DESE Questions & Answers: New Competency Determination Requirements and the Educational Proficiency Plan	
1. What is a Competency Determination (CD), and what are the new requirements?	<p>In 1999, the Board of Education (BOE) established the standard for the <b>Competency Determination (CD)</b>, which is a condition for high school graduation under Massachusetts law (in addition to local graduation requirements). The CD is based on 10<sup>th</sup> grade academic standards and <i>Curriculum Frameworks</i> in the areas of Mathematics, Science and Technology/Engineering, and English Language Arts, and represents that a particular student has demonstrated mastery of a common core of skills, competencies, and knowledge in these areas, as measured by the MCAS.</p> <p>To earn a Competency Determination:</p> <p><u>Classes of 2003-2009</u> must meet or exceed the minimum <i>Needs Improvement</i> score (scaled score of 220 or higher) on both the English Language Arts (ELA) and Mathematics MCAS grade 10 tests or retests. Students may also meet these requirements through the MCAS performance appeals process.</p> <p><u>For the Class of 2010</u> (sophomores during school year 2007-2008) and subsequent classes (2011, 2012, etc.):</p> <ul style="list-style-type: none"> <li>• Students must meet or exceed the minimum <i>Proficient</i> score (scaled score of 240 or higher) on both the English Language Arts (ELA) and Mathematics MCAS grade 10 tests. Students may also meet these requirements through the MCAS performance appeals process.</li> <li style="text-align: center;">- OR -</li> <li>Students must meet or exceed the minimum <i>Needs Improvement</i> score (scaled score of 220 or higher) on both the English Language Arts (ELA) and Mathematics MCAS grade 10 tests <i>and</i> fulfill the requirements of an Educational Proficiency Plan (EPP), which shall be developed for the subject area(s) in which students did not score at least 240. Students may also meet these requirements through the MCAS performance appeals process.</li> <li>• Additionally, students must meet or exceed the minimum <i>Needs Improvement</i> score (scaled score of 220 or higher) on a high school Science and Technology/Engineering test in Biology, Chemistry, Introductory Physics, or Technology/Engineering. Students may also meet this requirement through the MCAS performance appeals process.</li> </ul> <p><u>Starting with the Class of 2012</u>, students also must meet or exceed the minimum <i>Needs Improvement</i> score (scaled score of 220 or higher) on the high school U.S. History test. Students will also be able to meet this requirement through the MCAS performance appeals process.</p>
2. Why were these changes made to the CD?	<p>Beginning with the Class of 2003, the state standard for earning a CD was meeting or exceeding the minimum <i>Needs Improvement</i> score on the grade 10 MCAS ELA and Mathematics tests/retests or through the performance appeals process and meeting local graduation requirements. The Board of Education always intended the standard to be raised over time to the state Proficiency standard as supports for students to reach a higher standard were put in place.</p>

<b>DESE Questions &amp; Answers: New Competency Determination Requirements and the Educational Proficiency Plan</b>	
<p>3. Does the new CD requirement apply to students in the Classes of 2003-2009 who scored 220-238 on their 10<sup>th</sup> grade tests or retest(s), but did not earn a high school diploma?</p>	<p>Students in the Classes of 2003-2009 who scored at least 220 on the MCAS grade 10 Mathematics and English Language Arts tests/retests meet the Competency Determination. These students must also meet local requirements to earn a high school diploma.</p>
<b>EDUCATIONAL PROFICIENCY PLANS</b>	
<p>4. Are Educational Proficiency Plans mandatory for every student who does not meet the new CD standard?</p>	<p>Yes. Starting with the Class of 2010, an Educational Proficiency Plan (EPP) will be required for every student who has not scored at least 240 on the 10th grade Mathematics and/or English Language Arts MCAS tests/retests. The EPP will be developed for the subject area(s) in which a student did not score at least 240.</p>
<p>5. What is an Educational Proficiency Plan?</p>	<p>An Educational Proficiency Plan (EPP) is an educational planning tool to be developed for the subject area(s) in which students did not score at least 240 and includes:</p> <ul style="list-style-type: none"> <li>A review of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and teacher input;</li> <li>The courses the student will be required to take and successfully complete in grades 11 and 12 in the relevant content area(s); and</li> </ul> <p>A description of the assessments the school will administer to the student annually to ensure he or she is making progress toward proficiency.</p> <p>School districts have the option of including additional requirements for individual students, such as school day attendance and participation in academic support programs.</p>
<p>6. Does the Educational Proficiency Plan requirement apply to students who do not score at least at the proficient level in Science and Technology/Engineering?</p>	<p>No. However, students do have to score at least 220 on a discipline-specific high school Science and Technology/Engineering MCAS test to earn a Competency Determination.</p>
<p>7. If a student in the Class of 2009 who met the Needs Improvement level on the 10<sup>th</sup> grade MCAS is retained and now is in Class of 2010, does s/he need an EPP?</p>	<p>Yes. EPPs are required for any student in the Classes of 2010 and beyond who does not score at least 240 on the grade 10 MCAS ELA and Mathematics tests. This applies to students who have been retained or held back.</p>

<b>DESE Questions &amp; Answers:                      New Competency Determination Requirements and the Educational Proficiency Plan</b>	
8. Who designs, implements, and coordinates EPPs at the school/district?	The principal/headmaster is responsible for assigning staff to design, implement, and coordinate EPPs.
9. Who determines if a student has successfully completed an EPP?	The high school principal/headmaster or designee is responsible for determining whether a student has successfully fulfilled all the requirements of an EPP.
10. What is the role of the student and parent/family in the development of an EPP?	Students and parents/guardians are encouraged to be active participants in the development of the EPP.
11. Is it possible for a student to “fail” an EPP?	Students can “fail” by not completing required courses in grades 11 and 12 in the relevant content area(s) and/or not participating in an annual assessment.
12. What are the consequences for a student who does not fulfill the EPP requirement?	A student who does not fulfill the EPP will not meet the Competency Determination requirement, a condition for earning a high school diploma.
13. Are students with an EPP required to take remedial courses?	The Department encourages students with EPPs to take challenging courses that prepare them for college and the work-place. EPPs must include courses designed to move students toward Proficiency on the grade 10 standards, but also on the grade 11 and 12 standards. Some students who score below 220 or its equivalent on MCAS may need additional support; however, the EPP for most students should <u>not</u> include remedial courses.
14. Will the Department provide an EPP template? May districts use their own model for the EPP?	The Department will provide <u>sample EPP templates</u> in March 2008 for use by school districts. Districts may use their own models provided they include the criteria listed for an EPP.
15. What is the relationship between Individual Student Success Plans (ISSPs) and EPPs?	Starting with the Class of 2010, students who score below 220 on the grade 10 ELA and/or Mathematics tests will have an EPP instead of an ISSP.
16. Do students who are on an Individualized Education Program (IEP) and score below 240 need an EPP?	Yes. The IEP is a required document outlining how the student’s disability affects his/her learning and the services and support that are provided in response to the student’s disability and concomitant learning needs, but in most cases the IEP may be inappropriate to detail course selection as the services and supports in the IEP are mandated services under special education law. The Department suggests that a review of the IEP prior to the development of the EPP will be helpful in considering the student’s strengths and weaknesses in the learning environment. For some students it may be appropriate to simply reference the IEP when writing the section of the EPP seeking information on the student’s strengths and weaknesses in the area that the EPP is addressing.

**DESE Questions & Answers:**

**New Competency Determination Requirements and the Educational Proficiency Plan**

<p>17. Will funds be made available to districts to help support the development and management of EPPs?</p>	<p>Additional Academic Support funding will be made available this spring to assist districts with a high percentage of students potentially requiring an EPP. These funds can be used to identify students, to develop and plan for the implementation of the EPP for the upcoming school year, and to help inform students and their families about the EPP. Districts are also encouraged to use Academic Support funds for ongoing interventions in support of students in meeting the new CD standard.</p>
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**ASSESSMENT COMPONENT OF THE EPP**

<p>18. What are the district EPP assessment options?</p>	<p>The Department is working to identify a number of assessment options that can be used by school districts to evaluate the academic progress made by a student served by an Educational Proficiency Plan. One of the options for school year 2008-2009 will be locally developed English language arts and Mathematics tests. Other options currently under consideration include MCAS tests designed specifically for the EPP, Accuplacer tests currently used by Massachusetts public colleges and universities for course placement, and the new Algebra II test, which Massachusetts has developed in conjunction with Achieve Inc. along with a number of other states and is being field-tested this year. Guidance on these options will be provided this spring.</p>
<p>19. Are there any existing assessment resources to ensure that district assessments align with state standards?</p>	<p>The Department will provide guidance to respond to this question in March 2008.</p>

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION  
EDUCATIONAL PROFICIENCY PLAN SAMPLE TEMPLATE**

Student: \_\_\_\_\_ School: \_\_\_\_\_

SASID: \_\_\_\_\_ Date: \_\_\_\_\_

Current Grade: \_\_\_\_\_ Expected Graduation Class: \_\_\_\_\_

*In conversations with the student, explain why an Educational Proficiency Plan (EPP) is needed and the correlation between the student's future education and career goals and high school coursework. Explain that in most cases the EPP will be in effect for two years or until the student has attained proficiency in English Language Arts and mathematics.*

*School personnel should indicate the option they will use to document the student's EPP.*

- A. \_\_\_\_\_ Department (ESE) sample EPP template
- B. \_\_\_\_\_ Massachusetts Career Plan Model,  
(Available at <http://www.doe.mass.edu/hsreform/epp>, as is the sample EPP template)
- C. \_\_\_\_\_ locally developed student plan (by district/school)
- D. \_\_\_\_\_ software/web portal (e.g., Naviance, Bridges, etc.)

**Part I. Student's Courses/Assessments Information**

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This Educational Proficiency Plan is for this/these Content Area(s) -- check those that apply:

\_\_\_\_\_ English Language Arts      \_\_\_\_\_ Mathematics

Please complete the following review using available criteria.

- A. Student high school grades from EPP content area (or all) courses (attach)
- B. Other diagnostic assessment results (attach or list here)
- C. Student or faculty input/recommendations if available (attach)

Student MCAS Pre-Educational Plan Test Data: (Access school data and print out if applicable)

	ELA course and/or assessment	MATH course and/or assessment
MCAS Grade 10 results		
Grade 10 courses		
Other assessment results		



Courses						
	Mathematics	English	Social Studies	Science	Foreign/Modern Language	Elective/Additional Core Class
10 <sup>th</sup> Grade						
11 <sup>h</sup> Grade						
12 <sup>th</sup> Grade						

**Part II. Overall Student Plan (ELA)**

ENGLISH LANGUAGE ARTS

(District personnel who piloted the template suggested that this section be filled out based on a conversation with the student regarding his/her career/job or college goals, personal interests, hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in ELA in general or on the ELA MCAS test? What strengths does the advisor note?

English Language Arts	Student's Strengths
Student	
Advisor	

What areas of ELA in general or the ELA MCAS test were challenging, or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in ELA?

English Language Arts	Challenges/Areas to Learn
Student	
Advisor	

Please note the grade appropriate courses that will help this student in moving toward proficiency in English language arts and achieving his or her postsecondary goals:

Year	ELA recommended coursework	Student successfully complete course	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progresss made during his/her junior year and to plan for the coursework during the senior year will take place on \_\_\_\_\_

Participants at this meeting will include \_\_\_\_\_

A meeting with the student during his/her senior year will occur on \_\_\_\_\_

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to help him/her reach proficiency.

Letter (Date): _____	Phone (Date): _____
In-person meeting (Date): _____	E-mail (Date): _____
Letter (Date): _____	Phone (Date): _____
In-person meeting (Date): _____	E-mail (Date): _____

**Part III. Overall Student Plan (Math)**

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**MATHEMATICS**

(District personnel who piloted the template suggested that this section be filled out during a conversation with the student regarding his/her career/job or college goals, personal interests hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in mathematics in general or on Mathematics MCAS test? What strengths does the advisor note?

<i>Mathematics</i>	<i>Student's Strengths</i>
<i>Student</i>	
<i>Advisor</i>	

What areas of mathematics in general or on the Mathematics MCAS test were challenging or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in mathematics?

<i>Mathematics</i>	<i>Challenges/Areas to Learn</i>
<i>Student</i>	
<i>Advisor</i>	

Please note the grade appropriate courses that will help this student in moving toward proficiency in mathematics and achieving his or her post-secondary goals:

Year	Mathematics recommended coursework	Student successfully complete course	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progress made during his/her junior year and to plan for the coursework during the senior year will take place on \_\_\_\_\_

Participants at this meeting will include \_\_\_\_\_

A meeting with the student during his/her senior year will occur on \_\_\_\_\_

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to reach proficiency.

Letter (Date): \_\_\_\_\_

In-person meeting (Date): \_\_\_\_\_

Letter (Date): \_\_\_\_\_

In-person meeting (Date): \_\_\_\_\_

Phone (Date): \_\_\_\_\_

E-mail (Date): \_\_\_\_\_

Phone (Date): \_\_\_\_\_

E-mail (Date): \_\_\_\_\_

**PART IV: Signatures**

**EPP Completion Verification Section (required):**

This student has completed all requirements of his/her plan **Yes  No**

Principal/headmaster (or designee) name (printed): \_\_\_\_\_

Principal/headmaster (or designee) signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Guidance or school advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor contact name: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_



**Optional Section: Supports & Additional Learning Opportunities**

List activities/programs that student is taking part in to complete and support this plan (e.g., tutoring, academic support, AVID® [Advancement Via Individual Determination], study groups, etc.):

Describe any other additional courses or supports that the student will participate in to reach or make progress toward proficiency and college and career readiness:

Identify any school or community member who will meet to encourage the student to be successful and well prepared for his or her high school and post-graduation plans.

Name: \_\_\_\_\_

Please record the type of communication (in-person meeting, email, phone, etc.) and the date:

Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____



Describe other MassCore recommended additional learning opportunities in which the student will participate:

Additional Learning Opportunity	Grade
Advanced Placement (AP)	
Capstone or Senior Project	
Dual Enrollment: courses taken for both high school and college credit	
Online course for high school or college credit	
Service Learning	
Work-based Learning	

<b>MassCore: Massachusetts High School Program of Studies</b>	
<b>English/Language Arts</b>	<b>4 Units*</b>
<b>Mathematics</b>	<b>4 Units</b> Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.
<b>Science</b>	<b>3 Units of lab-based science</b> Coursework taken in technology/engineering may count for MassCore science credit. Note: The Board of Higher Education admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.
<b>History/Social Science</b>	<b>3 Units</b> Including US History and World History.
<b>Foreign Language**</b>	<b>2 Units</b> Of the same language.
<b>Physical Education</b>	<b>As required by law</b> State law (M.G.L. c. 71, s. 3) states: "Physical education shall be taught as a required subject in all grades for all students." Health can be integrated into Physical Education, science, or taught as a stand-alone course.
<b>The Arts**</b>	<b>1 Unit</b>
<b>Additional Core Courses</b>	<b>5 Units</b> Business Education, Career and Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multi-media and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.
<b>Additional Learning Opportunities</b>	<b>22 Units - Is a minimum that students should take in high school. Complete as many of the following as possible:</b> Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.

\*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

\*\* Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.

### Department of Elementary and Secondary Education Web Links

<b>Title</b>	<b>Link</b>
College and Career Readiness: Educational Proficiency Plans	<a href="http://www.doe.mass.edu/hsreform/epp/">www.doe.mass.edu/hsreform/epp/</a>
Frequently Asked Questions about Educational Proficiency Plans	<a href="http://www.doe.mass.edu/mcas/2008/workshop/epp_qa.doc">www.doe.mass.edu/mcas/2008/workshop/epp_qa.doc</a>
Massachusetts Career Plan Model	<a href="http://www.doe.mass.edu/hsreform/epp/cpmodel_8x11.doc">www.doe.mass.edu/hsreform/epp/cpmodel_8x11.doc</a>
MassCore framework	<a href="http://www.doe.mass.edu/hsreform/masscore/summary.doc">www.doe.mass.edu/hsreform/masscore/summary.doc</a>
Memorandum: February 5, 2008 about Educational Proficiency Plans	<a href="http://www.doe.mass.edu/mcas/2008/workshop/0205epp.html">www.doe.mass.edu/mcas/2008/workshop/0205epp.html</a>
Memorandum: April 18, 2008 about EPPs Sample Templates	<a href="http://www.doe.mass.edu/hsreform/epp/info_memo.html">www.doe.mass.edu/hsreform/epp/info_memo.html</a>
Memorandum: June 25, 2008 about Educational Proficiency Plan: Update	<a href="http://www.doe.mass.edu/news/news.asp?id=4173">www.doe.mass.edu/news/news.asp?id=4173</a>
PowerPoint Presentation: Reducing Anxiety about the EPP	<a href="http://www.doe.mass.edu/hsreform/072508epp_mssaa.pps">www.doe.mass.edu/hsreform/072508epp_mssaa.pps</a>
Sample Educational Proficiency Plan Template	<a href="http://www.doe.mass.edu/hsreform/epp/template.doc">www.doe.mass.edu/hsreform/epp/template.doc</a>