



UTAH STATE BOARD OF EDUCATION

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 6, 2014

ACTION: Graduation Initiative Report

Background:

In 2012, the Board directed USOE staff to form several task forces to study and gather information on graduation standards.

Key Points:

Staff has consolidated the recommendations from three task forces (Grading, Computer Literacy, and General Financial Literacy) and will present the information to the Board.

Anticipated Action:

The Board will receive the report, discuss it, and take action on it, if necessary.

Contact: Brenda Hales, 801-538-7515

Utah State Board of Education High School Graduation Proposals

DRAFT

June 1, 2014

1. Task: Revise Graduation Credit/Course Requirements to create increased flexibility. Consider new requirements to base grades on academic proficiency only.

Current Credit Requirements	Proposed Credit Requirements		Comments/Concerns/Roadblocks
<p>One Route/24 Required Credits through course completion or competency</p> <p>13 Essential Credits: 4 English 3 Math 3 Science 3 Social Studies including .5 General Financial Literacy</p> <p>5 Needed Credits: 2 PE/Health 1.5 Fine Arts 1 CTE .5 Computer Technology</p> <p>6 Required Electives</p>	<p>Two Routes/24 Flexible Credits through course completion or competency</p>		
	<p>General Preparation Route</p> <p>13 Essential Credits: 4 English 3 Math 3 Science 3 Social Studies</p> <p>5 Foundation Credits: 2 PE/Health 1.5 Fine Arts 1 CTE .5 General Financial Literacy</p> <p>6 Preparation Electives</p>	<p>Focused Preparation Route</p> <p>13 Essential Credits: 4 English 3 Math 3 Science 3 Social Studies</p> <p>11 Focused Credits: Classes should require exposure to foundation coursework and still be flexible enough to demonstrate the student's intent to work towards a specific area of focus. It must be part of a College and Career Readiness SEOP and link to post high-school options.</p> <p>1 PE/Health 1 Fine Arts 1 CTE .5 General Financial Literacy 7.5 Focused Electives</p>	

June 1, 2014

Course Requirements		
Language Arts	English 9, 10 and 11 are required. 12 th grade can be English 12 or can come from the Applied and Advanced course list.	English 9, 10 and 11 are required. 12 th grade can be English 12 or can come from the Applied and Advanced course list.
Mathematics	Secondary 1, 2, and 3 are required. Secondary 3 can be substituted with another course from the Applied and Advanced course list if the parent opt-outs of 3 and gives permission for the different course. Computer Science (this is a computer programming class, not the former Computer Technology class) may be taken as a 4 th credit in lieu of an elective.	Secondary 1, 2, and 3 are required. Secondary 3 can be substituted with another course from the Applied and Advanced course list if the parent opt-outs of 3 and gives permission for the different course. Computer Science (this is a computer programming class, not the former Computer Technology class) may be taken as a 4 th credit in lieu of an elective.
Science	Select 2 courses from Earth Science, Biology, Chemistry or Physics. The 3 rd credit can be from that list or another Applied and Advanced course, including Computer Science (this is a computer programming class, not the former Computer Technology class).	Select 2 courses from Earth Science, Biology, Chemistry or Physics. The 3 rd credit can be from that list or another Applied and Advanced course, including Computer Science (this is a computer programming class, not the former Computer Technology class).
Social Studies	Geography for Life 0.5 World Civilizations 0.5 U.S. History 1.0 U.S. Government and Citizenship 0.5 .5 credit from the Applied and Advanced course list.	Geography for Life 0.5 World Civilizations 0.5 U.S. History 1.0 U.S. Government and Citizenship 0.5 .5 credit from the Applied and Advanced course list.

Utah State Board of Education High School Graduation Proposals

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PE/Health	Health 0.5 Participation Skills 0.5 Fitness for Life 0.5 Individualized Lifetime Activities 0.5 or team sport/athletic participation 0.5	Select at least 1 credit from Health, PE or team sport/athletic participation.	
Fine Arts	Select 1.5 credit from Visual Arts, Music, Dance, or Theatre.	Select at least 1 credit from Visual Arts, Music, Dance, or Theatre.	
CTE	Select 1 credit from Agriculture, Business, Family and Consumer Sciences, Health Science and Technology, Information Technology, Marketing, Technology and Engineering Education, or Trade and Technical Education.	Select at least 1 credit from Agriculture, Business, Family and Consumer Sciences, Health Science and Technology, Information Technology, Marketing, Technology and Engineering Education, or Trade and Technical Education.	
General Financial Literacy*	All students must take .5 credits.	All students must take .5 credits.	
Foundation Electives	Select 6 credits from any state approved English, Math, Science, Social Studies, PE/Health, Fine Arts or CTE courses.	Based on career or college desired pathway, select 7.5 focused electives from state approved courses in English, Math, Science, Social Studies, PE/Health, Fine Arts or CTE that will lead to a desired post-secondary outcome.	
Computer Technology**	Successful completion of either Board-approved computer technology course or Board-approved competency	Successful completion of either Board-approved computer technology course or Board-approved competency	

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	examination required sometime in grades 6-8.	examination required sometime in grades 6-8.	
Other Considerations			
SEOP/Pathways/Counselors	Increased emphasis on the SEOP process for foundation electives selection.	Increased emphasis on the SEOP process for foundation electives selection. Additional classes based on student determined balanced coursework leading to an outcome or career pathway.	
	These two pathways rely on focused Student Education Occupation Plan (SEOP) planning starting in grade 7 and continuing through graduation, necessitating additional school counselors, training and changed responsibilities to ensure all students receive ongoing appropriate course planning.		
Diplomas	LEAs should have the option in Board Rule of offering an LEA-enhanced diploma with additional requirements, such as a senior project or additional course/credit requirements, including the use of a citizenship grade.		
	If the student meets the 24 state credit but doesn't meet the district requirement would we give them a state diploma? How? The State Board should consider offering a State Board Diploma if a student meets the 24 state credit/course requirements but doesn't meet additional LEA requirements.		
Proficiency Grading Practices	The State Board should give LEAs the option in Board Rule of adopting proficiency-based grading and reporting practices.		
Alternate Timelines	The State Board should explore alternate timelines for those students with compelling needs for extended (greater than 4 years) or accelerated (less than 4 years) timelines for graduation.		
Competency-Based	The State Board should develop reasonable competency-based guidelines that address financial, hours in class and sufficient		

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	demonstration of academic proficiency for awarding of credit and acceptance of WPU.	
Implementation	<ol style="list-style-type: none"> 1. Phase in implementation of new requirements slowly due to current pressures of new core standards, new computer adaptive assessments, new educator evaluation systems, grading schools issues, resources, qualified educators and funding. 2. Data should be gathered to conduct a cost estimate of the proposals. 3. Continue to participate in discussions with stakeholders. 	

2. Make recommendations regarding the General Financial Literacy Course.*

Current Practice	Recommendations	Comments/Concerns/Roadblocks
<p>General Financial Literacy is a required 0.5 credit class for high school graduation. General Financial Literacy concepts are to be integrated in other subjects K-12.</p>	<ol style="list-style-type: none"> 1. S.B. 40 specifies that General Financial Literacy must be a required class for high school graduation, therefore, continue with the course. 2. Modify the course standards and objectives and create an end of course test in accordance with the provisions of S.B. 40. Course standards and objectives should be reviewed at a minimum every three years and revisions made. A process should be used that includes determining gaps in existing standards, adding or deleting objectives, involving teachers and community partners, and implementing the revised standards and objectives. 3. The course should not include a comprehensive look at careers that bookends the 7th grade career exploration course. 4. Additional technology content as it relates to banking, savings and financial products, identity theft, creditworthiness, financial literacy, and employment should be addressed. 5. The course should not pick up or replace concepts taught in the current computer technology course. 	

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	<p>6. Social media should only be addressed as it pertains to identity theft, creditworthiness, and Career and lifestyle ready information.</p> <p>K-12</p> <p>1. Schools should encourage General Financial Literacy concepts to be integrated in other subjects where appropriate, but still maintain the semester course.</p> <p>2. The K-12 Passport needs additional support and emphasis with teachers, parents and administrators. The integrated lessons are available and align with other Utah Core Standards.</p>	
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3. Make recommendations regarding computer technology instruction in the K-12 context.**

Current Practice	Recommendations	Comments/Concerns/Roadblocks
<p>Elementary Grades K-6</p> <p>Educational Technology instruction is a core requirement in Grades 2-6.</p>	<p>Elementary Grades 1-6</p> <p>1. Update Digital Literacy standards for grades K-6.</p> <p>2. Require keyboarding instruction in elementary schools beginning in 2nd Grade.</p> <p>3. Require a competency exam at the end of 5th grade with remediation coursework available in 6th grade.</p> <p>4. Introduce beginning coding to elementary students</p>	
<p>Middle School Grades 7-8</p> <p>Board Rule states that, "Best practices, technology</p>	<p>Middle School Grades 7-8</p>	

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<p>and other instructional media shall be used in middle school curricula to increase the relevance and quality of instruction."</p>	<ol style="list-style-type: none"> 1. Revamp CTE introduction course to include more Digital Literacy including coding and production (spreadsheets, word processing, presentations) 2. Move required high school computer literacy course to 7th or 8th grade using updated course standards (.5 graduation requirement). ** 3. Update Digital Literacy Standards for grades 7-8. 	
<p>High School Grades 9-12</p> <ol style="list-style-type: none"> 1. Students must take a Computer Technology course (0.5 credit) or successfully complete the Board-approved competency examination. 2. Students have the option of taking a variety of Computer Science courses or courses that focus on Technology Applications in CTE 	<p>High School Grades 9-12</p> <ol style="list-style-type: none"> 1. Update Computer Science course and include it as a high school Science discipline or a fourth Mathematics class. 2. Update all Digital Literacy and Digital Application courses 3. Update Digital Literacy standards for grades K-6. 	
Other Considerations		
<p>Implementation</p>	<p>Phase in implementation of requirements due to current pressures of new core standards, new computer adaptive assessments, new educator evaluation systems, and grading schools issues.</p>	

High School Graduation Proposals – Superintendent Comments

May 27, 2014

1. Task: Revise Graduation Credit/Course Requirements to create increased flexibility. Consider new requirements to base grades on academic proficiency only.

Current Credit Requirements	Proposed Credit Requirements		Comments/Concerns/Roadblocks
<p>One Route/24 Required Credits through course completion or competency</p> <p>13 Essential Credits: 4 English 3 Math 3 Science 3 Social Studies including .5 General Financial Literacy</p> <p>5 Needed Credits: 2 PE/Health 1.5 Fine Arts 1 CTE .5 Computer Technology</p> <p>6 Required Electives</p>	<p>Two Routes/24 Flexible Credits through course completion or competency</p>		<ol style="list-style-type: none"> Why are we still focusing on earning credits? What do we believe students should have mastered in order to be prepared for college, careers and life -- graduate based upon demonstrated competency/mastery or seat time? Competency credit should be made more accessible, including; online prep courses, practice exams, clear expectations and even promotion of the process. I support the intent but I am not satisfied with the direction (good luck with that!).
	<p>General Preparation Route</p> <p>13 Essential Credits: 4 English 3 Math 3 Science 3 Social Studies</p> <p>5 Foundation Credits: 2 PE/Health 1.5 Fine Arts 1 CTE .5 General Financial Literacy</p> <p>6 Preparation Electives</p>	<p>Focused Preparation Route</p> <p>13 Essential Credits: 4 English 3 Math 3 Science 3 Social Studies</p> <p>11 Focused Credits: Classes should require exposure to foundation coursework and still be flexible enough to demonstrate the student's intent to work towards a specific area of focus. It must be part of a College and Career Readiness SEOP and link to post high-school options.</p> <p>1 PE/Health 1 Fine Arts 1 CTE</p>	<ol style="list-style-type: none"> True flexibility requires that all 11 focused credit requirements be eliminated, otherwise, what's the point. Not enough just to transition to 1.5 more electives. Not Really!!! Too many mandated focused credits. If we mean to be flexible then it should be the full 11 credits to choose from except maybe health. Can a student move back and forth between the two routes?

High School Graduation Proposals – Superintendent Comments

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		.5 General Financial Literacy 7.5 Focused Electives	
Course Requirements			
Language Arts	English 9, 10 and 11 are required. 12 th grade can be English 12 or can come from the Applied and Advanced course list.	English 9, 10 and 11 are required. 12 th grade can be English 12 or can come from the Applied and Advanced course list.	
Mathematics	Secondary 1, 2, and 3 are required. Secondary 3 can be substituted with another course from the Applied and Advanced course list if the parent opt-outs of 3 and gives permission for the different course. Computer Science (this is a computer programming class, not the former Computer Technology class) may be taken as a 4 th credit in lieu of an elective.	Secondary 1, 2, and 3 are required. Secondary 3 can be substituted with another course from the Applied and Advanced course list if the parent opt-outs of 3 and gives permission for the different course. Computer Science (this is a computer programming class, not the former Computer Technology class) may be taken as a 4 th credit in lieu of an elective.	<ol style="list-style-type: none"> 1. In the interest of flexibility, why would this not count for “credit” in both math and science? 2. I would like the option for students to take Math 1010 in place of Secondary 2 or 3 and Math 1050 for their senior year or stats/calculus for senior year. 3. There has to be more latitude in math credit requirements for those students who pursue a vocational focused preparation route. Where’s flexibility if L.A> and Math are the same. 4. Computer Science should count for both 1 Math and 1 Science Credit. 5. Computer Science should count for both math and science if flexibility is considered. 6. Math 1010 should be on the list. 7. Computer Science should count for multiple requirements.
Science	Select 2 courses from Earth Science, Biology, Chemistry or	Select 2 courses from Earth Science, Biology, Chemistry or	<ol style="list-style-type: none"> 1. There is already a computer programming I and II course in CTE. Why create another one? There used to be a

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	Physics. The 3 rd credit can be from that list or another Applied and Advanced course, including Computer Science (this is a computer programming class, not the former Computer Technology class).	Physics. The 3 rd credit can be from that list or another Applied and Advanced course, including Computer Science (this is a computer programming class, not the former Computer Technology class).	computer science class but it was discontinued. The CTE classes align to the AP exams and the CTE Skill Certificate exams. 2. Will the Computer Science be different than the one taught currently in CTE/
Social Studies	Geography for Life 0.5 World Civilizations 0.5 U.S. History 1.0 U.S. Government and Citizenship 0.5 .5 credit from the Applied and Advanced course list.	Geography for Life 0.5 World Civilizations 0.5 U.S. History 1.0 U.S. Government and Citizenship 0.5 .5 credit from the Applied and Advanced course list.	1. Keep Financial Literacy in Social Studies and keep it at 3 credits. Moving it limits options, especially for the focused route.
PE/Health	Health 0.5 Participation Skills 0.5 Fitness for Life 0.5 Individualized Lifetime Activities 0.5 or team sport/athletic participation 0.5	Select at least 1 credit from Health, PE or team sport/athletic participation.	1. Dance classes should be flexible for PE also. In addition, private league sports should have the ability to qualify for credit toward PE with minimum standards. Be creative! 2. Strongly agree. 3. Mandates for more health-related requirements are best handled in a Health class, Health is an important requirement.
Fine Arts	Select 1.5 credit from Visual Arts, Music, Dance, or Theatre.	Select at least 1 credit from Visual Arts, Music, Dance, or Theatre.	
CTE	Select 1 credit from Agriculture, Business, Family and Consumer Sciences, Health Science and Technology, Information Technology, Marketing, Technology and Engineering Education, or Trade and Technical Education.	Select at least 1 credit from Agriculture, Business, Family and Consumer Sciences, Health Science and Technology, Information Technology, Marketing, Technology and Engineering Education, or Trade and Technical Education.	1. STEM??? Direction??? 2. Draw more attention to STEM.
General Financial Literacy*	All students must take .5 credits.	All students must take .5 credits.	1. This should be mandatory on-line. 2. Make this competency-based or on-line.
Foundation Electives	Select 6 credits from any state approved English, Math, Science,	Based on career or college desired pathway, select 7.5 focused electives from state approved	1. For small rural schools and districts the pathways we have available are minimal and this change will have little impact on what opportunities we really need available for students.

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	Social Studies, PE/Health, Fine Arts or CTE courses.	courses in English, Math, Science, Social Studies, PE/Health, Fine Arts or CTE that will lead to a desired post-secondary outcome.	I like the greater number of electives but am not sure it is doing much for student opportunities especially if the “route” concept is too much like the old way.
Computer Technology**	Successful completion of either Board-approved computer technology course or Board-approved competency examination required sometime in grades 6-8.	Successful completion of either Board-approved computer technology course or Board-approved competency examination required sometime in grades 6-8.	<ol style="list-style-type: none"> 1. Which exam? Who pays? 2. This should go to Junior High, otherwise it is too late. 3.
Other Considerations			
SEOP/Pathways/Counselors	Increased emphasis on the SEOP process for foundation electives selection.	Increased emphasis on the SEOP process for foundation electives selection. Additional classes based on student determined balanced coursework leading to an outcome or career pathway.	<ol style="list-style-type: none"> 1. Need funds for counselors. 2. Desperately need more counselors. Impact on graduation. Suicide. Healthy prevention, etc...
	These two pathways rely on focused Student Education Occupation Plan (SEOP) planning starting in grade 7 and continuing through graduation, necessitating additional school counselors, training and changed responsibilities to ensure all students receive ongoing appropriate course planning.		<ol style="list-style-type: none"> 1. Middle School still should be exploratory in nature.
Diplomas	LEAs should have the option in Board Rule of offering an LEA-enhanced diploma with additional requirements, such as a senior project or additional course/credit requirements, including the use of a citizenship grade.		<ol style="list-style-type: none"> 1. Unnecessary – local issue 2. If a student finishes at 24 but the District requires 28 does that student become a district drop-out? 3. More state resources can be utilized to give districts courses to use if they want, also. 4. Interesting in theory but contradictory in practice.
	The State Board should consider offering a State Board Diploma if a student meets the 24 state credit/course requirements but doesn't meet additional LEA requirements.		<ol style="list-style-type: none"> 1. Not needed. 2. NO!!! 3. Need more information. 4. What a fiasco!!!! This would force districts to the 24 credits. If that is good then OK but if not, what then? 5. State diploma for 24 credits is very bad policy. Will result in 16 year old graduates from high school.

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		<p>6. There should not be a state diploma. This is a local issue and is dependent on the type of schedule that a high school is on.</p> <p>7. We offer a district diploma for 24. Will colleges recognize a state diploma?</p> <p>8. Not in Favor!!!</p> <p>9. Great idea!!! Would increase graduation rates statewide.</p>
Proficiency Grading Practices	The State Board should give LEAs the option in Board Rule of adopting proficiency-based grading and reporting practices.	<p>1. How would it count for university applications?</p> <p>2. Agree, local control.</p> <p>3. Don't we already have that option/</p>
Alternate Timelines	The State Board should explore alternate timelines for those students with compelling needs for extended (greater than 4 years) or accelerated (less than 4 years) timelines for graduation.	<p>1. Use an Adult Ed formula for funding programs based on credits awarded.</p> <p>2. How would it count for university applications?</p> <p>3. Yes!!! We have to totally reinvent this.</p> <p>4. Full Funding for the District for early graduates and extended graduates. Adjust the graduation rate!!</p> <p>5. Extended?</p> <p>6. This is a good idea as long as the funding follows. How will this impact the federal graduation rate?</p> <p>7. *And we would receive WPU for super seniors. How about applying this to summer school and on-line education/</p>
Competency-Based	The State Board should develop reasonable competency-based guidelines that address financial, hours in class and sufficient demonstration of academic proficiency for awarding of credit and acceptance of WPUs.	<p>1. The legislation that passed this year on attendance (2.5/age 16) has opened the competency-based door.</p> <p>2. Agree. We should move towards credit that is based on competency.</p> <p>3. Who creates the test? If this is state rule –then the state should create the tests.</p> <p>4. Need money!!!</p>
Implementation	<p>1. Phase in implementation of new requirements slowly due to current pressures of new core standards, new computer adaptive assessments, new educator evaluation systems, grading schools issues, resources, and qualified educators and funding.</p> <p>2. Data should be gathered to conduct a cost estimate of the proposals.</p> <p>3. Continue to participate in discussions with stakeholders.</p>	<p>1. Minimum five years.</p> <p>2. Slowly! Good!</p> <p>3. You will need to define what slow will mean so we can backwards design the instruction and courses.</p>

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2. Make recommendations regarding the General Financial Literacy Course.*

Current Practice	Recommendations	Comments/Concerns/Roadblocks
<p>General Financial Literacy is a required 0.5 credit class for high school graduation. General Financial Literacy concepts are to be integrated in other subjects K-12.</p>	<p>1. S.B. 40 specifies that General Financial Literacy must be a required class for high school graduation, therefore, continue with the course. 2. Modify the course standards and objectives and create an end of course test in accordance with the provisions of S.B. 40. Course standards and objectives should be reviewed at a minimum every three years and revisions made. A process should be used that includes determining gaps in existing standards, adding or deleting objectives, involving teachers and community partners, and implementing the revised standards and objectives. 3. The course should not include a comprehensive look at careers that bookends the 7th grade career exploration course. 4. Additional technology content as it relates to banking, savings and financial products, identity theft, creditworthiness, financial literacy, and employment should be addressed. 5. The course should not pick up or replace concepts taught in the current computer technology course. 6. Social media should only be addressed as it pertains to identity theft, creditworthiness, and Career and lifestyle ready information.</p> <p>K-12 1. Schools should encourage General Financial Literacy concepts to be integrated in other subjects where appropriate, but still maintain the semester course. 2. The K-12 Passport needs additional support and emphasis with teachers, parents and administrators. The integrated lessons are available and align with other Utah Core Standards.</p>	<p>1. Qualified educators are a big issue in rural settings. 2. Financial Literacy could possibly be taught exclusively on-line. 3. If it is stand-alone we need more \$</p>

3. Make recommendations regarding computer technology instruction in the K-12 context. **

High School Graduation Proposals – Superintendent Comments

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Current Practice	Recommendations	Comments/Concerns/Roadblocks
<p>Elementary Grades K-6</p> <p>Educational Technology instruction is a core requirement in Grades 2-6.</p>	<p>Elementary Grades 1-6</p> <ol style="list-style-type: none"> 1. Update Digital Literacy standards for grades K-6. 2. Require keyboarding instruction in elementary schools beginning in 2nd Grade. 3. Require a competency exam at the end of 5th grade with remediation coursework available in 6th grade. 4. Introduce beginning coding to elementary students 	<ol style="list-style-type: none"> 1. Expense and PD ???
<p>Middle School Grades 7-8</p> <p>Board Rule states that, “Best practices, technology and other instructional media shall be used in middle school curricula to increase the relevance and quality of instruction.”</p>	<p>Middle School Grades 7-8</p> <ol style="list-style-type: none"> 1. Revamp CTE introduction course to include more Digital Literacy including coding and production (spreadsheets, word processing, presentations) 2. Move required high school computer literacy course to 7th or 8th grade using updated course standards (.5 graduation requirement). ** 3. Update Digital Literacy Standards for grades 7-8. 	<ol style="list-style-type: none"> 1. Will the new middle school course have the same content as the old high school course? 2. CTE into should be heavily weighted to advanced coding. 3. Who will pay for it? 4. Is funding the course going to be the same at the middle school level as it was in High school? 5. Is this going to be the same course just in a different grade or will it be instead of the intro course? 6. Will this be an unfunded mandate?
<p>High School Grades 9-12</p> <ol style="list-style-type: none"> 1. Students must take a Computer Technology course (0.5 credit) or successfully complete the Board-approved competency examination. 2. Students have the option of taking a variety of Computer Science courses or courses that focus on Technology Applications in CTE 	<p>High School Grades 9-12</p> <ol style="list-style-type: none"> 1. Update Computer Science course and include it as a high school Science discipline or a fourth Mathematics class. 2. Update all Digital Literacy and Digital Application courses 3. Update Digital Literacy standards for grades K-6. 	<ol style="list-style-type: none"> 1. Will there be an opt-out exam, IC3? Who pays? 2. Agree.
<p>Other Considerations</p>		

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Implementation	Phase in implementation of requirements due to current pressures of new core standards, new computer adaptive assessments, new educator evaluation systems, and grading schools issues.	1. Go slow!!! Answer all the questions first.
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