CORE 24

Results Overview

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Date: 1/5/2010 10:31 AM PST
Responses: Completes
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1. Consider a definition of career concentration that integrates both academic and CTE/occupational courses with sufficient flexibility to address students' interests in a variety of ways, such as: Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses that prepare students for postsecondary education based on their identified program of study in their high school and beyond plan. One of the three credits should meet the standards of an exploratory CTE course. Advantages: • Provides sufficient flexibility to address different students' needs • Retains core (employability and leadership skills) of occupational education requirement • Connects High School and Beyond Plan with course selection Disadvantages: • Relies on a High School and Beyond planning process that may not exist yet in some schools

#	Response
1	**Practicality/Workability at the local level** This system is very rigid. Any assistance in helping with flexibility for kids will be helpful.
2	**Practicality/Workability at the local level** Will provide much flexibility in designing programs for individual students. **Integrity: Maintains integrity of intent to prepare all students for career/college** Hi degree of integrity - meets the needs and passions of individual students as they prepare for life after high school.
3	**Practicality/Workability at the local level** Ideally, a great concept but with our small rural district and sharing jr high and high school teachers, this is impossible! **Personalization: Will meet individual needs** For some maybe, for others no way. The HS and Beyond plans are made for these kids as freshmen, most have no idea what they are wanting to do. And, to base courses of what they put down. Isn't the High School and Beyond plan to get some basic goals set and get them to seriously think about a direction, not establish a direction. **Equitable: Can be implemented across districts:** Not in a small rural district that can barely offer the basic courses. **Integrity: Maintains integrity of intent to prepare all students for career/college** Once again, being based off the a plan that isn't set in stone. What happens when a kid chages their mind?
4	**Practicality/Workability at the local level** I would support if there is a lot of flexibility for a smaller school to meet the requirement. **Personalization: Will meet individual needs** Again, flexibility is key. For students that want a career requiring a degree, then this requirement should be met with college readiness courses. **Equitable: Can be implemented across districts:** I think this could be more difficult for smaller districts with one smaller high school. Small schools don't have the resources to offer a lot of options.
5	**Practicality/Workability at the local level** We are a small district (50 students 9-12) and we only have one state approved CTE program. Our students would have to have off campus or internet options to fullfill this obligation. We do have students look at CTE options in their high school and beyond plans. **Personalization: Will meet individual needs** More online and off campus opportunities would have to be avialable than what we have now to hit every students CTE interests. **Equitable: Can be implemented across districts:** Funding would be key. Online and off campus opportunities for our students would have to be funded.
	Practicality/Workability at the local level I am unfamiliar with the specific "standards of an exploratory CTE course," so I don't necessarily approve the final criterion.

6	**Personalization: Will meet individual needs** Students who are not ready to commit themselves to a career path during high school (traditionally the group best served by liberal arts colleges) feel burdened by career-focused requirements. This language, "and/or general education courses that prepare students for postsecondary education," gives these students some consideration, but the overall requirement remains problematic for these individuals. **Equitable: Can be implemented across districts:** I believe that the availability of meaningful career-readiness opportunities will be extremely dependent on the beliefs and attitudes of local school personnel and the nature of the district's/school's community. For example, students in Reardan with a professional interest in international business will not have opportunites equitable to those offered on Mercer Island.
7	**Practicality/Workability at the local level** I strongly disapprove for the following reasons: I want all of our students to be able to access and take CTE courses as well as being "college prep". Students should not have to pick one or the other. With budget cuts coming, there will be fewer and fewer CTE courses. Not all schools have them now. How can CORE 24 possibly work??????? We require 30 credits (our students have the opportunity to earn 33 credits) and our students get to do it all -- and the majority do -- including taking 2 years of foreign language. And -- they do excellent with any post HS choice they make! **Personalization: Will meet individual needs** See above comments. CORE 24 does not guarantee that individual needs will be met. **Equitable: Can be implemented across districts:** See above comments. It is an irresponsible assumption to think that this will be an option for all students in all schools. If schools could afford to have CTE programs they would have them now. **Integrity: Maintains integrity of intent to prepare all students for career/college** I do not believe that the mandates in CORE 24 are the only way to get at preparing all students for career/college. Those of us that have systems that are working, should be exempt from these mandates!!!!!!
8	**Practicality/Workability at the local level** Since there is no space alloted for general comments, I give them only on this first set of questions. Overall, Core 24 is a misguided idea. We live in an age that insists on a research base yet the Core 24 proposal presents no research demonstrating that increasing graduation requirements will improve student learning. Furthermore, even if such research could be provided (unlikely, since it is doubtful that such standardization can improve learning), the scienfically oriented research would fail to address normative questions which are completely ignored. Such questions include, "Should graduation requirements exist?" "What should the philosophy of education be in a democracy?" "Should standardization of educational requirements be attempted when the human spirit--a spirit both rational and free by nature--resists standardization as an affront to its freedom. **Personalization: Will meet individual needs** Mandates at the state level are contrary to the idea of personalization. Authority should fall to families and the local school board. **Equitable: Can be implemented across districts:** State level mandates cannot take into account all the variability that exists across districts. Authority should be vested in families and the local school board. **Integrity: Maintains integrity of intent to prepare all students for career/college** There may be integrity of intent but lack of foresite in terms of means. First of all, preparation for career/college does not define the purpose of education. These considerations must be subordinate to the overarching purpose of education, which is twofold: 1. Formation of the intellects and wills of each human person, individuals who are rational and free by nature 2. Formation of good citizens within a state ordered to the common good Consideration of career/college interests are certainly essential and important. However, they must be considered subordinate to the growth of each human person and the society in which he or she will live and work. Too much of the conversation about education today puts the career/college consideration at the top of the list and neglects completely the overarching twofold purpose of education. The purpose of education cannot be accomplished by mandates that standardize individuals.
9	**Practicality/Workability at the local level** This flexibility allows for the maximum impact. **Personalization: Will meet individual needs** All of these requirements are, of course, trumped bu an I.E.P. **Equitable: Can be implemented across districts:** N/A **Integrity: Maintains integrity of intent to prepare all students for career/college** The cited disadvantage is not a disadvantage.
10	**Practicality/Workability at the local level** Small school's ability to offer enough CTE offereings to meet needs of students
11	**Practicality/Workability at the local level** Vital to the continuation of CTE classes. **Equitable: Can be implemented across districts:** Do all small schools have a variety of CTE classes to generate 3 credits prior to graduation?

12	**Equitable: Can be implemented across districts:** As a small, rural school students may have difficulty taking an exploratory CTE course unless it fits in with their identified individual plan. **Integrity: Maintains integrity of intent to prepare all students for career/college** I like the idea of incorporating CTE or similar courses into every student's program of study. This adds breadth and depth to the high school experience and also recognizes the fact that no every student will go to college.
13	**Integrity: Maintains integrity of intent to prepare all students for career/college** I hope it is clear that "CAREER/COLLEGE" includes community college courses and/or degrees.
14	**Practicality/Workability at the local level** 1. We have limited space for these classes, and this would increase our current high school requirement by 2 credits. 2. Some students do not intend to follow a CTE type path. They would prefer more AP classes. 3. CTE classes no longer address the needs of our students who find academic classes difficult... who excel in "work of the hands"... because of the increased math requirements.
15	**Practicality/Workability at the local level** Skills Centers need to be a part iof this equation. **Personalization: Will meet individual needs** Only if it reamins up to local control as to the flexability. **Equitable: Can be implemented across districts:** What happens to the students who don't pass of of their other academic classes? **Integrity: Maintains integrity of intent to prepare all students for career/college** I think that thsiis the intent but will not be the reality.
16	**Practicality/Workability at the local level** CTE courses need to be required. The reason CTE courses are approved by the state is to guarantee that course content and student learning meet business recommended competencies. General academic courses or general electives are not required to do that. This allows schools to eliminate CTE courses for less rigorous content. **Personalization: Will meet individual needs** There are a variety of CTE courses that allow students to explore and to specialize. They are under-used for many students because of the ease of taking less rigorous electives. This proposal will allow more students to take the "easy way out" to graduate. CTE courses should be an intricate part of a student's graduation requirement. **Equitable: Can be implemented across districts:** There is nothing un-equitable about CTE courses. The problem is that students will be able to take "easy, non-rigorous, elective courses that are not approved by the state. **Integrity: Maintains integrity of intent to prepare all students for career/college** The reason CTE courses are approved by the state is to guarantee that students meet business recommended competencies. General academic courses or general electives are not required to do that.
17	**Practicality/Workability at the local level** I think it will be abused. You will end up seeing a bunch of TA's and people claiming they are all wanting to be a teacher. It needs to restricted to CTE approved courses. **Personalization: Will meet individual needs** It is to flexible and will give to many people, students and staff an easy way out. **Equitable: Can be implemented across districts:** If the concern is for smaller district then let them apply for a waiver of some sorts.
18	**Personalization: Will meet individual needs** There is not enough staff to personalize for each student. In my school the counselor/student ratio is 400:1
19	**Practicality/Workability at the local level** I approve of the concept; but it remains to be seen if we have the capacity with staff and facilities to fulfill this obligatipon. **Equitable: Can be implemented across districts:** We are a small district and implementation if done correctly could be done; but as stated above; I am not sure we have the capcitiy to do so.
20	**Practicality/Workability at the local level** who manages this, tracks it, etc.? **Personalization: Will meet individual needs** will meet the individual needs but will concern some parents and students that they are locked into a track. **Equitable: Can be implemented across districts:** theoretically can be implemented but by who?
21	**Practicality/Workability at the local level** In practical terms, I worry about quality control for kids. Do schools have the time to attack this intiative? **Equitable: Can be implemented across districts:** I really wonder and worry for small district with limited resources - large districts who struggle with personalization.
22	**Practicality/Workability at the local level** May reduce academic choices for students. Requires staff to insure proper planning with students.

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2. Consider implementing a "2 for 1" or "Credit Plus" policy that would enable students taking classes formally identified as CTE course equivalents to document the academic credit on the transcript and satisfy a career concentration requirement at the same time, thereby creating space for an additional elective. Advantages: •Provides greater flexibility for students to build other courses into their schedules •Provides greater flexibility for students in skills centers •Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities Disadvantages: •Without clear state parameters, the policy could be interpreted inconsistently across districts and make it difficult for students to transfer credits across schools •Might require changes to standardized transcript

#	Response
1	**Practicality/Workability at the local level** The guidelines need to be clearly stated. **Personalization: Will meet individual needs** If high standards are maintained.
2	**Equitable: Can be implemented across districts:** My concern is how the "2 for 1" will be implemented in different school districts. We would need strong state parameters.
3	**Practicality/Workability at the local level** Ideally, nice, but not fair to all kids when our district can't provide these types of courses in their area due to staffing limitations. Great idea, though. **Personalization: Will meet individual needs** For those kids we can serve. **Equitable: Can be implemented across districts:** Small, rural district
4	**Practicality/Workability at the local level** This will take some work, but is needed to provide flexibility and options for students. **Personalization: Will meet individual needs** Again, flexibility is the key to individualize a student pathway. **Equitable: Can be implemented across districts:** Again, I think this may be more difficult for smaller schools, but that currently is the case.
5	**Practicality/Workability at the local level** Concerned about smaller districts ability to offer this option unless the on-line option can be considered. **Personalization: Will meet individual needs** Depends on the abilities/ambitions of the students. **Equitable: Can be implemented across districts:** Please see comment in box 1. **Integrity: Maintains integrity of intent to prepare all students for career/college** Too dependent on variable factors.
6	**Practicality/Workability at the local level** This is one flexibility option that would have to be concidered to make Core 24 work for all sizes of districts. **Personalization: Will meet individual needs** This would aid in meeting all student needs. **Equitable: Can be implemented across districts:** The differences between districts could be work out and would need to be worked out before being put in place.
7	**Practicality/Workability at the local level** Raises tremendously problematic issues around crediting **Personalization: Will meet individual needs** Unclear how this would individualize beyond introducing a "shortcut" **Integrity: Maintains integrity of intent to prepare all students for career/college**

	Only if "2 for 1" accomplishes the same objectives as "2 for 2" would. No way to know this from the suggested guidance.
8	**Practicality/Workability at the local level** We do not currently need this.....however - For us, this would be a good thing -- as long as the flexibility is the guarantee. We can deal with the transctipt. **Personalization: Will meet individual needs** See above comments. If we have to do this. **Equitable: Can be implemented across districts:** This will not be able to be implemented across all districts. **Integrity: Maintains integrity of intent to prepare all students for career/college** See above comments. This is a major flaw in the concept.
9	**Practicality/Workability at the local level** Geater degree of guidance. Perhaps only allow advanced or upper level courses in all pathways. **Personalization: Will meet individual needs** This is the greatest postive factor. **Equitable: Can be implemented across districts:** N/A **Integrity: Maintains integrity of intent to prepare all students for career/college** This is of greatest concern. The way to maintain integrity is to (1) allow only for advanced or nongateway courses in each pathway and (2) directly attached to the High School and Beyond Plan
10	**Practicality/Workability at the local level** It can be done, but will require significant work to get it off the ground. We currently have a policy that allows this, but do not currently have any equivalent courses. **Equitable: Can be implemented across districts:** We will need to get on the "same page" as school districts to make this work. Now as I see it equivalency credits are very dependent upon the teacher, administrator, etc.
11	**Practicality/Workability at the local level** More record keeping required at school level but the added benefit for the student makes it worthwhile. **Personalization: Will meet individual needs** Provides additional flexibility to the student which would be a significant issue to address when considering Core 24. **Equitable: Can be implemented across districts:** Probably easier for small districts with fewer students to track additional information.
12	**Practicality/Workability at the local level** If you have to implement this requirement, this offers a way to meet needs.
13	**Integrity: Maintains integrity of intent to prepare all students for career/college** Depends on the class that is taken and what the student's intent is for the class (must take it so I will or I want to take it).
14	**Practicality/Workability at the local level** Would be a flexible option that would open courses for students. **Equitable: Can be implemented across districts:** With time and training **Integrity: Maintains integrity of intent to prepare all students for career/college** Is more flexible and provide student OPTIONS
15	**Integrity: Maintains integrity of intent to prepare all students for career/college** As long as it is a CTE course.
16	**Practicality/Workability at the local level** I agree that this will be difficult if it is not standard accross the state.
17	**Practicality/Workability at the local level** There would need to be a WAC that stipulated that if the sending school took the credit for an academic area, that the receiving school must also do that. **Equitable: Can be implemented across districts:** That is the question, isn't it.
18	**Practicality/Workability at the local level** with definitions established this could work and is in the best interests of the student
19	**Integrity: Maintains integrity of intent to prepare all students for career/college** This is loose - but could pilot different aspects or identify promising practices at districts and use those as the model.

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3. The ITF recognizes that CORE 24 could work with any schedule, but the current time-based requirement creates inconsistencies across different types of schedules. Different policies may be needed to assure that whatever type of schedule a school adopted, they could still meet the CORE 24 requirements. The ITF will revisit this at upcoming meetings. One consideration is to eliminate the time-based WAC definition of a credit. Advantages: • Consistent with the state's direction toward standards-based learning • Does not artificially connect learning to time • Creates more flexibility for districts to focus on student-centered learning allowing students to progress at their own rates • Acknowledges the realities of online learning • Eliminates existing inconsistencies created by differences in schedules; evidence suggests that the time-based requirement varies across districts, depending on the type of schedule the schools are following, and is not being met by all districts • Eliminates inconsistencies in the ways districts define and count "instructional hours" Disadvantages: • May be viewed as less objective or measurable • Lacks the power of a time-based requirement to act as an equalizer—a form of standardization that reduces the likelihood that districts will cut corners • Creates no minimum, measurable threshold of expectation

#	Response
1	**Practicality/Workability at the local level** Old habits of kids, teachers, and parents will be hard to change.
2	**Practicality/Workability at the local level** We will need to do so if kids can get to 24 credits ... and have a 6 period schedule. **Equitable: Can be implemented across districts:** I am not sure that it can be done in individual districts in an equitable manner.
3	**Practicality/Workability at the local level** For true reform to take hold, time must become more flexible, with learning and standards becoming the base. **Personalization: Will meet individual needs** Absolutely essential to help students create an individualized plan of study. **Equitable: Can be implemented across districts:** This is the trickiest part. If the standards are very clear and defined, then this will work. However, it is a step away from local level control.
4	**Practicality/Workability at the local level** Would take innovative minds to restructure schedules, etc. to meet requirements. **Personalization: Will meet individual needs** If school year could extend beyond 180 days; hours were extended; on-line courses and class challenges were to be put in place. **Equitable: Can be implemented across districts:** Class/credit tracking could become more challenging; small districts may not be able to accommodate offerings. **Integrity: Maintains integrity of intent to prepare all students for career/college** Not sure they are not adequately prepared now. Will this increase the drop out rate?
5	**Practicality/Workability at the local level** This would work if funding and expectations for all students to finish in 4 years was a part of the conversation. Funding to work with students who struggle or get behind would need to be a big part of this.
6	**Practicality/Workability at the local level** Will pose substantial organizational challenges, but -- in my opinion -- they are good problems to face. **Personalization: Will meet individual needs** Potentially a GREAT service to talented and gifted students. **Equitable: Can be implemented across districts:** To the degree that the state is successful in moving all practitioners to standards-based thinking and practice.... **Integrity: Maintains integrity of intent to prepare all students for career/college**

	Enhances the integrity of the intent by focusing on the acquisition of skills, understanding, and dispositions (rather than endurance).
7	**Practicality/Workability at the local level** Districts who currently are not offering enough credits will need to switch schedules to allow that possibility. We have a modified block schedule. I also know that if we need to reduce HS staff because of reduced funding -- one way to do that is to move back to a 6 period day -- that is a less expensive schedule to staff. We will not be able to offer as many credits. We also believe that the schedule we have -- offering 33 credits and allowing students opportunities to take CTE credits which we believe in our school are college prep -- is the best one for kids. I do not believe that all districts will put this into practice in the same way. There will be corners cut if they can find a way. **Personalization: Will meet individual needs** See above comments. **Equitable: Can be implemented across districts:** See above comments. **Integrity: Maintains integrity of intent to prepare all students for career/college** See above comments.
8	**Practicality/Workability at the local level** This causes some concerns as far as a measureable outcome - standard; however, the time requirement does not encourage a standard/outcomes validation either. **Equitable: Can be implemented across districts:** N/A **Integrity: Maintains integrity of intent to prepare all students for career/college** This causes some concerns as far as a measureable outcome - standard; however, the time requirement does not encourage a standard/outcomes validation either.
9	**Practicality/Workability at the local level** Could become a vehicle for reduced state financial support.
10	**Practicality/Workability at the local level** Most teachers recognize that they can't get through all the curriculum they need to now. I am ok with eliminating seat time, just need something else in place. I can see more courses going longer than shorter if it were truly competency based. **Integrity: Maintains integrity of intent to prepare all students for career/college** Would be dependent on district procedures.
11	**Practicality/Workability at the local level** I thought one of the main reasons to implement CORE 24 was to create consistency. If a credit is not defined, would that not create inconsistency?
12	**Practicality/Workability at the local level** I would be worried about the possible tradeoffs that might negatively impact the quality of the individual educational program. **Equitable: Can be implemented across districts:** On the surface, it appears this might lower expectations and affect the overall educational offerings in schools.
13	**Practicality/Workability at the local level** How will colleges and universities see it? **Equitable: Can be implemented across districts:** Would need some serious considerations.
14	**Personalization: Will meet individual needs** Core 24 is a bad idea and will only encourage more students to drop out. Why are we forcing students to earn more credits for graduation when many of the lower achieving students feel they are behind already? Core only meets the needs of college bound students and not ALL students.
15	**Practicality/Workability at the local level** Only with cleasr standards and assessments **Personalization: Will meet individual needs** With well trained staff **Equitable: Can be implemented across districts:** Hard to tell. **Integrity: Maintains integrity of intent to prepare all students for career/college** Much more flexibility
16	**Practicality/Workability at the local level** The problem will be .... This proposal will not follow through on this and it will leave CTE courses with less time in an already crowed student's schedule.
	Practicality/Workability at the local level

17	Would need more information about the intent of the change.
18	**Practicality/Workability at the local level** Because the school calendar is set-and we work on semesters, if a student moved through all of the learning targets mid way through the semester they would still have to sit through the remainder of the class. I don't believe that the timelines are flexible enough for this to be advantageous for students. **Personalization: Will meet individual needs** If students were not bound by the guidlines of semester this would be advantageous to students, but I don't see this as a reality in a comprehensive high school
19	**Integrity: Maintains integrity of intent to prepare all students for career/college** Only if there are clear expectations outlined in state and district policy
20	**Practicality/Workability at the local level** It places us in the position of evaluating experiences/studies outside of the students' day in ways that we may not feel compitent to do so. Martial arts lessons would be one example. Did the sifu/sensei spend the entire hour correcting the student's form, or was most of the hour practice?
21	**Equitable: Can be implemented across districts:** When you talk schedule you talk dollars - this will be of some difficulty for small districts- K-12 who have so many other variables that include elementary schedules, middle level needs and limited resources.
22	**Integrity: Maintains integrity of intent to prepare all students for career/college** This all would depend upon how school districts manage this and the level of standards that students must meet to gain a credit. Although this is currently true in our current set-up.

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4. Consideration: Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course Note: Individual districts could elect to grant credit in this way today, based on the SBE's current WAC that defines a high school credit. Whether this statement would become part of the SBE's WAC is the issue. The ITF will be returning to this question and seeking feedback from stakeholders on key questions such as, "Does a student have to take the course at all? Is proficiency on an end-of-course (EOC) assessment sufficient to earn credit? What if a student asks to take the EOC assessment before ever taking the course (assuming this were feasible)-and the student passes the EOC?" Advantages: • Provides guidance to districts about competency-based credit • Consistent with the state's direction toward standards-based learning Disadvantages: • If students know they can earn credit as long as they pass the EOC, they may choose to disregard other course requirements • If students don't have to take the course, they may miss out on aspects of the course not covered by the assessment

#	Response
1	**Practicality/Workability at the local level** Old habits of teachers and parents will be hard to change.
2	**Equitable: Can be implemented across districts:** Very equitable.
3	**Practicality/Workability at the local level** There is a financial piece to this also. If we give credit for passing the EOC assessment, then we will lose FTE based on current funding formulas. A better option would be to waive the course requirement, but still require the full number of credits. This would allow a student to take higher levels of the discipline. **Personalization: Will meet individual needs** This would help students who already have the skills and knowledge. But the assessments are minimum requirements. There are so many other things learned in a course besides just the items that can be assessed. **Equitable: Can be implemented across districts:** I think this can be implemented across districts. I disagree with the idea, but it is easier to implement than the other ones.
4	**Practicality/Workability at the local level** If the student can demonstrate proficiency in the material, this should be allowed so he/she can move on and take more challenging coursework. **Personalization: Will meet individual needs** Yes. Allows student to move on to new learning. **Equitable: Can be implemented across districts:** Yes. **Integrity: Maintains integrity of intent to prepare all students for career/college** Yes.
5	**Practicality/Workability at the local level** This will not sit well with some teachers. We have students who should have the option of challenging courses and credits. There are many reasons why a student may fail a class or not receive credit that have nothing to do with their abiltiy or competency in a subject.
6	**Practicality/Workability at the local level** Provided access to valid and reliable assessments **Equitable: Can be implemented across districts:** Provided access to valid and reliable assessments **Integrity: Maintains integrity of intent to prepare all students for career/college** Enhances the integrity of the intent by focusing on the acquisition of skills and understanding (rather than classroom compliance).
	Practicality/Workability at the local level

7	I do not agree with using EOC if they fail the class. This would create HUGE problems!!!

	seat time does not equal learning
17	**Equitable: Can be implemented across districts:** Yes- reuires so much new learning and understanding of assessment - curriculum- what is essential. **Integrity: Maintains integrity of intent to prepare all students for career/college** So much of a paradym shift that it boggles many educators minds. Ken O'Conner the guru of this movement would need to do some serious work at regional conferences and districts along with their leadership need to get on board. I talk with many seasoned verterans that do not buy this- I like having a clear standard and if the studnet can meet it - great move them forward.
18	**Practicality/Workability at the local level** I think forcing students to sit through content they are already proficient with is illadvised, however actually making this work could be difficult. **Integrity: Maintains integrity of intent to prepare all students for career/college** Not sure it does prepare adequately.
19	**Integrity: Maintains integrity of intent to prepare all students for career/college** This has very little to do with career and college. The latest national review of our state standards places our tests and standards far below many other states and international benchmarks. This is something to consider to help kids graduate but does not ensure that students are college or career ready since the standards measure minimal high school proficiency (many studies have these placed at junior high levels for our state).