Superintendent's Graduation Requirements Advisory Committee

Recommendations for a Proposed Approach to
High School Graduation Requirements in Ohio
October 2018

Background

In May 2018, the state superintendent convened the Graduation Requirements Advisory Committee to discuss and develop recommendations relative to Ohio high school graduation requirements. The committee consisted of 25 members who occupy roles as school district superintendents, high school principals or school counselors, career and technical center directors, state board of education members and elected representatives. The committee also included parent and higher education representatives. The committee met a total of seven times from May to the end of September 2018. The charge to the committee was to generate recommendations to the state superintendent of public instruction that create a long-term approach to high school graduation requirements for Ohio.

The work of this committee builds on the work of a prior Ohio Graduation Requirements Workgroup, convened in 2017, which generated recommendations that responded to concerns specific to the graduating class of 2018. The 2017 recommendations recognized the need for a long-run approach to graduation that would be less reliant on standardized assessments. The current Graduation Requirements Advisory Committee was convened specifically to develop the "long-run" approach.

In approaching this work, the committee was informed by Ohio's Strategic Plan for Education, *Each Child, Our Future*. The committee's work is integral to achieving the strategic plan's primary goal:

> ***One Goal****: Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:*

- *Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;*
- *Serving in a military branch;*
- *Earning a living wage; or*
- *Engaged in a meaningful, self-sustaining vocation.*

The work also was viewed as specifically supporting Strategy 10 of the strategic plan:

> **STRATEGY 10:** *Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.*

The discussions of the committee included a review of the strategic plan's *Attributes of a Graduate* and how the recommendations should align to the attributes. In this way, the committee's work attempts to capture the four equal learning domains—**foundational knowledge and skills**, **well-rounded content**, **leadership and reasoning**, and **social-emotional learning** — identified in the strategic plan.

Design Principles

The committee created a list of principles to guide its graduation requirement recommendations. These principles are listed below.

Graduation requirements should:

1. Recognize the individual needs, differences and interests of every student.
2. Be neutral to a student's circumstances (school, district, part of the state, socio-economic circumstances, race/ethnicity, etc.).
3. Recognize that every student can be successful when provided opportunities to gain knowledge, skills and competencies.
4. Reflect a balance of academic content knowledge and other skills known to be important, based on challenging expectations for learning and content and skills mastery necessary for future success.
5. Accommodate multiple methods of demonstrating the acquisition of knowledge and skills by students and accept that the mix of knowledge, skills and abilities necessary to demonstrate post-high school readiness may be unique for each student (as aligned to a student's passion and aspirations).
6. Allow a student to take an active role in developing the plan for graduation and carrying it out.
7. Motivate students to be thoughtful about their post-high school plans throughout all high school years.
8. Be, to the extent possible, easily explained and easy to administer.
9. Be, to the extent possible, fairly and consistently measured across the state.

Graduation Requirement Policy Tensions

As the committee discussed how Ohio's high school graduation requirements might need to change, members struggled with some of the tensions inherent in creating graduation requirements policy. The recommendations in this document reflect the Advisory Committee's efforts to develop an approach that is respectful of these tensions and yet is focused on doing what is best for students. The identified tensions are as follows:

1. **Personalization vs. Standardization**

The committee acknowledges that, like so many policies in education, there is a desire for consistency throughout the system — namely, that a diploma reflect a common accomplishment. Such standardization supports ease of implementation and understanding. At the same time, the committee recognizes the future success of each child can be highly variable — success can be achieved in many different ways relying on very different combinations of skills and abilities — and a graduation system that acknowledges those variations will have many different manifestations.

2. **Simple vs. Complex**

Human beings crave simplicity. Ideally, a graduation requirements system should be simple to explain and easy to implement. The committee recognizes, and is willing to tolerate, some degree of complexity in the interest of greater customization and flexibility.

3. **Academic Content Knowledge vs. Non-Academic Skills**

Sometimes in conversations a tension between academic content knowledge and non-academic skills acquisition surfaces. In the minds of committee members, and consistent with the strategic plan, the graduation requirements system needs to require both, and students need to acquire a mix of skills that best ensure future success.

4. **Identify Graduation Pathway Early vs. Later in High School**

The committee had numerous discussions about when a student might best identify a particular path to graduation. Clearly, conversations about potential careers and future aspirations can start in middle school or earlier. Specific conversations about a student's thoughts about future careers could begin in the sixth grade, as state policy requires that students begin their postsecondary exploration and planning at that time. However, allowing students to gain greater exposure to academic and career activities during high school before determining their possible paths also provides additional opportunities for personal growth and exploration.

5. **State Direction vs. Local Flexibility**

While Ohio is a local control state, there are times when establishing norms at a state level are important. Many education policy issues often hinge on whether the state should establish requirements and parameters or whether the local district should have primary authority. Establishing graduation requirements is one area where public policy should seek a balanced approach that includes some level of state direction while also allowing some local flexibility.

Key Themes

Over the course of the meetings, the committee reached agreement on several key themes. These themes appeared in committee conversations again and again and are identified below.

1. **Equivalent Pathway(s)**

The committee supports the concept of multiple equivalent options for demonstrating knowledge and skills resulting in many different pathways. The committee is cognizant that no pathway should be viewed as "easier" or as a "lesser" path — the paths should be viewed as equally rigorous and prepare, but not limit, students for the paths they choose. The goal is to ensure any student successfully completing any particular combination of options is sufficiently equipped for future success.

2. **Promoting Student Interests and Passions**

The committee is excited by the idea that graduation requirements should allow students opportunities to explore and expand on individual interests and passions and not restrict them — or not simply march a student along a predetermined sequence of classes and events.

3. **Students' Responsibilities and Motivation**

Members of the committee want every student to be excited, engaged and motivated by the prospect of beginning to chart their future courses in life. Students should have a voice and, in some respects, have responsibility to manage their own pathway to graduation.

4. **Strengthening the High School Experience.**

The committee's discussions made it clear Ohio should continue to engage in discussions and actions about redesigning the high school experience. The first two years should be an opportunity for career and academic discovery and broad learning. The second two years should be an opportunity to allow for greater focus and the identification of interests, passions and aspirations. Students should be able to explore multiple career options and gain a better understanding of the world of work. Districts should be empowered to explore innovative and flexible approaches to the high school experience and provide integrated learning experiences for students.

Recommendations

1. **Permanent High School Graduation Plan**

   The committee recommends the state adopt the graduation requirements framework described in the Appendix to this document entitled, *A Proposed Approach for High School Graduation Requirements in Ohio – Detailed Description.* The committee developed this proposal as an approach to graduation that includes multiple methods for students to use to demonstrate what they know and can do — including both test and non-test options.

   This approach would require students to demonstrate competency in **English, math and technology knowledge and skills** using various options, including traditional tests, classes, grades, experiences, existing high school programming and other demonstrations of learning. Students also would have the opportunity to demonstrate competency in **well-rounded content** through similar test based and non-test based options or through a **Culminating Student Experience,** which would allow a student to focus on particular interests and aspirations and make connections among ideas and concepts. The plan also promotes a student's cultivation and demonstration of **leadership and reasoning skills** and **social-emotional learning skills** in ways established by local district policy**.**

   Successful implementation of this "show what you know" approach will take time but, in the end, stands to provide a more robust, engaging and motivating approach to graduation than can be achieved through the current system. The scores established in the detailed proposal are for illustrative purposes. Under this proposal, the State Board of Education would be responsible for establishing the required scores for graduation purposes. **The committee strongly recommends this plan first apply to an incoming class of freshman** at such time as all the various components and rubrics are fully developed, and sufficient professional development has been made available.

2. **Transition Period**

   The committee recognizes implementation of the proposed approach will take time and require districts and schools to make changes to their current systems. Implementation will require the state to design and prototype a variety of tools and resources, which should not be done hastily. Consequently, the committee supports the continuation of alternative graduation requirements similar to those adopted for the class of 2018 for a period of time sufficient to support effective implementation of the new proposed approach. The committee respects that there may be a desire to modify some of the components of the alternatives for the class of 2018 viewed as not sufficiently rigorous. The committee is supportive of modest modifications that still allow flexibility for students. Ideally, the transition period should extend until a new class of students entering high school is given clarity about the specifics of the requirements under the *proposed* approach.

Implementation Considerations and Conclusion

The committee recognizes there is much work to be done to successfully implement the proposed approach. Schools and districts will need to be supported as they transition to a new way of graduating students. The Ohio Department of Education will need to provide technical and professional development support, as well as other resources. Specific guidance will need to address mobile

students, transfer students and students seeking to earn diplomas past the time of their expected graduation dates. The members of the committee are committed to working together to address these issues.

Additionally, the education community must hold itself accountable to ensuring the approaches recommended in this document are implemented with great care and a commitment to ensuring the highest standards of integrity and rigor. As always, diligent attention to professional development and quality implementation will be essential.

Ohio's education community is committed to the work necessary to bring to fruition the recommendations in this report in a manner that is highly regarded, meaningful and effective and which reliably leads to students enjoying future success in a career, future educational experiences or a meaningful, self-sustaining vocation.

A Proposed Approach for High School Graduation Requirements in Ohio
Detailed Description

Overview

This Appendix provides a detailed description of a proposal for a personalized student approach to graduation that would allow multiple ways for each student to demonstrate knowledge and skills sufficient to earn a high school diploma. It relies on **the use of multiple methods to measure a student's knowledge and skills** and **provides various opportunities** for students to demonstrate readiness for post-high school success. This "show what you know" approach is expected to be a better, fairer, meaningful, more equitable and more motivational experience for students to demonstrate their readiness for future success and worthiness to receive a diploma.

This approach would require students to demonstrate competency in **English, math and technology knowledge and skills** through various options, including traditional tests, classes, grades, experiences, existing high school programming and other demonstrations of learning. Students also would have the opportunity to demonstrate competency in **well-rounded content** through similar test based and non-test based options or through a **Culminating Student Experience,** which would allow a student to focus on particular passions and aspirations and make connections among ideas and concepts. The plan also promotes a student's cultivation and demonstration of **leadership and reasoning skills** and **social-emotional learning skills.**

An important aspect of this student planning process is the deliberate nature of thinking ahead and identifying a set of activities and experiences that allow a student to demonstrate what he or she knows and is able to do with sufficient time and opportunity to accomplish it. Conceptually, a student could begin work on a graduation plan as early as ninth grade. The plan would be refined and honed in 10th grade and perhaps again in 11th grade. A plan could be completed as early as 11th grade but more likely will be completed during the student's senior year.

The proposed apprache reflects the four learning domains of Ohio's Strategic Plan for Education, *Each Child, Our Future*. The objective of the proposed approach is for each student to demonstrate satisfactory accomplishment in all domains through one or more measures of success. The **foundational knowledge** domain is separated into English, math and technology. Also, for simplicity, the **leadership and reasoning** and **social-emotional learning** domains are combined because the competencies for both domains are foundational in the required activities. The grids below show a variety of options for students to demonstrate knowledge and skills in each of the domains. In some areas, the requirements allow students and schools to identify other demonstrations of learning that, in the judgement of the school or district, show the student demonstrates the satisfactory acquisition of knowledge and skills to ensure future success.

This proposal also reflects an approach to demonstrating knowledge and skills that may be particularly suitable for students who appreciate an opportunity to take more time than afforded during a testing session to demonstrate their knowledge and skills. This proposed planning process would be a diploma-earning strategy for any student, including gifted students, students with disabilities and English learners. **This proposed approach requires no specific accumulation of points on state tests (unless selected as options for the various domains). For some students, it will make sense to meet the requirements primarily through tests. For others, it will make sense to meet the requirements**

primarily through non-test demonstrations. Still, others will use a mix of tests and non-test demonstrations.

Key
- *Items marked with * generally reflect Ohio's current test-based graduation path.*
- *Items marked with + generally reflect Ohio's current industry credential path.*
- *Items marked with ^ reflect an example of a non-test reliant path.*

A. English, Mathematics and Technology Knowledge and Skills

The two grids below present options for demonstrating English and math skills. Students would need to meet at least one of the items listed in each grid. The scores established below are for illustrative purposes. Under this proposal, the State Board of Education would be responsible for establishing the required scores for graduation purposes.

English: How will you show you have skills in reading and writing? (Satisfy <u>one</u>)	End-of-Course:[1] 3 (proficient) or higher on English language arts II test; OR - Combined score of 4 on English language arts I and II tests*
	College Credit Plus: Pass English Comp or equivalent College Credit Plus course with grade of C or better.
	GPA: Average 2.5 GPA or better for at least two full years of high school English courses.
	Other Tests: - Advanced Placement (AP) English: 3 or better; - International Baccalaureate (IB) English: Comparable score; - WorkKeys:[2] Graphic Literacy (score of 4 or better) AND Workplace Documents (score of 5 or better)+; - ACT/SAT: English - Within one standard error of measurement below remediation-free level; - WebXam: Score proficient on any WebXam *certified* to require reading and writing knowledge at the 10th-grade level;[3] - ASVAB: Verbal skills test; - College Placement Tests: This would include ACCUPLACER and other commonly used placement tests as determined by the Ohio Department of Higher Education. Score remediation-free on writing AND reading.
	Online English: Successful completion of a state online English course. (to be developed)
	Writing Demonstration: Achieve "Satisfactory" on rubric for Writing Demonstration related to Culminating Student Experience (see description below).^

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[1] This requirement would be modified in the case where the end-of-course English I test is eliminated.
[2] If WorkKeys is eliminated, it would no longer be an option.
[3] Still researching if such a certification concept is workable. Same is true for math.

Math: **How will you show you have skills in Math?** **(Satisfy <u>one</u>)**	End-of-Course: • 3 (proficient) or higher on Algebra I test; OR • 3 (proficient) or higher on Geometry test; OR • Combined score of 4 on Algebra I and Geometry tests.*
	College Credit Plus: Pass college Algebra or similar course from a list of approved non-remedial college courses with a grade of C or better.
	GPA: Average 2.5 GPA or better for at least two full years of high school math classes.
	Other Tests: • Advanced Placement (AP): 3 or better on any of the quantitative AP courses; • International Baccalaureate (IB) math: Comparable score; • WorkKeys: Applied Math (score of 4 or better)+; • WebXam: Score proficient on any WebXam *certified* to require Algebra 1 or Geometry level knowledge; • ACT/SAT: Math - Within one standard error of measurement below remediation free; • ASVAB: Math skills test; • College Placement Tests: This would include ACCUPLACER, ALEKS and other commonly used placement tests as determined by the Ohio Department of Higher Education. Score remediation-free on math.
	Online Math Course: Successful completion of a state online math course (to be developed).
	Mathematical Competency or Data Analysis Demonstration: Achieve "Satisfactory" on rubric for mathematical competency or data analysis demonstration related to Culminating Student Experience (see description below).^

Technology: **(Satisfy <u>one</u>)**	Demonstrated Competency: The student successfully used technology — including, but not limited to, software products such as Word, PowerPoint, Excel, presentation software, media development or modification software — in some way as part of the high school experience.

B. Well-Rounded Content

The well-rounded content requirement is designed to ensure each student has been exposed to and gained knowledge in a variety of content and skill areas. Clearly, the course requirements for high school graduation already are a significant contributor to the well-rounded content requirement. Additionally, students who participate in career-technical education programs gain knowledge and skills that contribute to a well-rounded content experience. This proposal reflects the idea that it is important for students to demonstrate **successful performance in at least two areas** beyond English and mathematics. (These areas do not need to be science or social studies.) The scores established below are for illustrative purposes. Under this proposal, the State Board of Education would be responsible for

establishing the required scores for graduation purposes in consultation with experts and with appropriate oversight. Additional tests that may be identified may also be added as appropriate.

Well-Rounded - Other Content Interests: (Courses, tests and experiences that will round out your education experience. Satisfy <u>two</u>. The two can be in the same category.)	End-of-Course 3 (proficient) or higher on any non-English/non-math end-of-course tests; 6 points combined on the Science, American History and American Government end-of-course tests* (counts as two).
	College Credit Plus: Pass a College Credit Plus course with a grade of C or better
	GPA: Average 2.5 or better for any subject computed across all classes (must include at least four semesters) in that subject (for example, science, social studies, art, foreign language, technology).
	Seal of Biliteracy: Complete the requirements for receiving the seal of biliteracy.
	Other Tests: - Advanced Placement (AP): 3 or better on any other AP course exam - International Baccalaureate (IB): Comparable score in other subject areas. - WebXams Series: Proficient or better on a complete set of career-tech program WebXams (counts as one).
	Industry Credential: Complete industry credential or group of credentials of 12 points or more.+
	Portfolio: A portfolio of work in an area of concentration consistent with the requirements of the portfolio for Ohio's honors diplomas.
	Culminating Student Experience with Presentation Component: Satisfactory completion of the Culminating Student Experience with the Presentation Demonstration (see description below) {OR District Capstone Course}.^

C. Leadership/Reasoning Skills and Social-Emotional Skills

For the final two domains, each district or high school shall adopt a policy specifying what students are required to do to demonstrate sufficient acquisition of skills in this category. The district policy may include, but is not limited to, the following:

Leadership/Reasoning and Social-Emotional Skills: How will you show you have acquired leadership/ reasoning skills and social-emotional learning skills? (Requirements to be determined by each district.)	Culminating Student Experience with Presentation Component: Satisfactory completion of the Culminating Student Experience with the Presentation Demonstration (see description below) {OR District Capstone Course}.^
	OhioMeansJobs Readiness Seal: Completion of the requirements to earn the seal.
	Extracurricular Service: Students complete at least 125 hours of extracurricular activity participation each year enrolled.

Description of Culminating Student Experience and Demonstrations

The proposed Culminating Student Experience and Demonstrations are designed as an option for students to meet the graduation requirements in each of the four domains as laid out in the grids above. The following are detailed descriptions of the various components:

1. **Culminating Student Experience**:
    The Culminating Student Experience would be a project or set of activities and experiences identified and completed by a student (and verified by an appropriate adult) that would allow the student to demonstrate a collection of knowledge and skills that affirm a student's readiness for post-high school success. The experience could include in-school and out-of-school activities. (The work done as part of the student experience would be conducted as a separate course for which the student earns credit. However, student work in other courses — for instance, junior or senior English, Algebra II, etc. — may support various components of the experience and accompanying demonstrations, as needed.) The experience may be embedded into existing school programming and may allow students to earn credit through other arrangements, such as a district's credit flexibility policy, integrated coursework, Advanced Placement or International Baccalaureate coursework, or College Credit Plus.

    The Culminating Student Experience would be identified and defined in such a way as to support the Demonstrations of Knowledge and Skills (see section 2 below) if these are selected as preferred demonstration approaches by the student and advisor/counselor. This means the experience should include activities during which the student writes for the writing demonstration, shows mathematical competency or conducts some data analysis for the mathematical competency/data analysis demonstration, and for which a presentation can be made. The experience also should be designed to allow the student to demonstrate leadership/reasoning skills including, but not limited to, those on the OhioMeansJobs Readiness Seal and social-emotional learning skills.

    The Culminating Student Experience could include any meaningful collection of activities and experiences. **Depending on the composition of activities, the experience and/or demonstrations can serve to meet requirements in all four domains.** The below list illustrates, but is not meant to be exhaustive, examples of what could be included as part of a Culminating Student Experience:

    - Major **research or portfolio project**, including, but not limited to, a portfolio of artworks created, writing samples, computer applications developed, videos produced, robotics projects and agricultural accomplishments.
    - Major **community service project/experience** designed by the student working with an advisor (including Eagle Scout project, Girl Scout Gold Award project, FFA state degree, science fair project or other major project experiences that include leadership roles of significance in career-tech student organizations or other student organizations). "Community" can include the school itself.
    - Major and significant **work-based learning experience**/internship/apprenticeship with evidence of a student making a meaningful contribution and positive evaluations (250 hours or more).
    - **College credit plus courses** or other formal learning experiences (including Early College programs) that result in the student obtaining an associate degree or the completion of

a substantial number (at least 15 semester hours) of college credit among courses that focus on a particular area or field.

- Completion of a **career-technical program**, which must include at least four courses in a single career pathway and passing the respective WebXams for those courses.
- Set of activities leading to the accomplishment of an **in-demand credential** or certification or group of credentials or certifications of at least 12 points.

In addition to a major activity similar to those listed above, the student experience also could include other related but *minor* activities such as:

- Completion of the OhioMeansJobs Readiness Seal and creation and maintenance of an OhioMeansJobs Backpack.
- Completion of a social-emotional skills reflection exercise (*new idea; to be developed).
- For students interested in military service, taking the ASVAB examination.
- Developing a resume and/or completing a job application.
- Journaling of a student's reflections on the experience major activities of the Culminating Experience.
- Interviews or job shadowing of individuals who work in the field of interest to the student. For example, a student interested in a career in business could interview business people.

Students, advisors and counselors should not feel limited by the above list and should exercise creativity and personalization to identify the set of activities and experiences aligned to the particular student's aspirations, interests and future plans. The experiences selected should challenge the student and facilitate continued learning.

2. **Demonstrations of Knowledge and Skills**

Based on the Culminating Student Experience, students have the opportunity to complete any or all of the following based on identified demonstration approaches selected as part of the student's High School Graduation Plan:

a. **Mathematical competency/data analysis demonstration (if needed to satisfy math requirement).** Created from the Culminating Student Experience, the student should demonstrate the ability to identify and analyze data or otherwise demonstrate fundamental mathematical concepts and skills related to the experience. The student should be able to describe the relationship between the math competencies demonstrated and the culminating experience or draw conclusions from the data analysis. (This can be incorporated into the writing component discussed below.) Students may use this demonstration to also demonstrate technology competency by using Microsoft Excel or other computational or statistical software.

   State Standard Alignment: This task is in alignment with Ohio's Learning Standards for Math for high school — specifically the statistics and probability standards identified as necessary for students to be college and career ready — which expect students to interpret categorical and quantitative data and make inferences and justify conclusions from these data.[4]

b. **Writing demonstration (if needed to satisfy English requirement):** Students must complete an extended paper that integrates key information about the anchor experience, key learnings and

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[4] Ohio Learning Standards, Mathematics 2017. Page 87-89.

reflections on the student's future post-high school plans. The writing component also should include a student's self-reflection on interests, career readiness skills, leadership/reasoning skills, classes (including grades), strengths, weaknesses, career aspirations and requirements necessary to succeed in the identified career field.

The writing assignment can be supplemented with various written artifacts. Such artifacts could include, but are not limited to, project/activity logs, journals, a completed job application or a resume. It can demonstrate technology competence if prepared using word processing software and includes images, tables and graphs.

State Standard Alignment: This task is in alignment with Ohio's College and Career Readiness Anchor Standards for Writing, which expect students to produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience. Students also are expected to engage with technology as a part of the writing and researching processes and strengthen writing as needed by planning, revising, editing, rewriting or trying new approaches. As part of the research process, students should be able to identify credible and reliable primary and secondary sources of information.[5]

c. **Presentation demonstration (required for all culminating experiences).** Create and present to a review panel a summary of the culminating student experience, lessons learned and implications for post-high school actions. Students also should be able to respond to questions by the panel. To demonstrate technology skills, the presentation could be enabled using PowerPoint, Prezi, a student-produced video or other technology-based feature.

State Standard Alignment: This task is in alignment with Ohio's College and Career Readiness Anchor Standards for Speaking and Listening, which expect students to present information, findings and supporting evidence such that listeners can follow the line of reasoning and organization.[6]

Student and Mentor Pledge. For any of the demonstrations listed above, the student and faculty mentors (teacher, counselor, supervisor, etc.) should affirmatively attest all work involved in the student experience was the student's and the final product satisfactorily met all requirements and will be available for review by employers or postsecondary experience providers.

Note: Students pursuing the custom graduation plan process still are responsible for taking required courses and, for school and district accountability purposes, end-of-course exams. Schools and districts, at their discretion, may require students who score below proficient on any tests to participate in interventions and retake tests. Also, schools and districts are responsible for providing all students grades 6-12 with career counseling experiences consistent with district-adopted policies,[7] including activities related to student success planning and other activities consistent with Ohio's Career Connections K-12 Framework.

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[5] Ohio's Learning Standards, ELA 2017. Page 41-44.
[6] Ohio's Learning Standards, ELA 2017. Page 49-50.
[7] ORC 3313.6020

Implementation Considerations

Implementing the above proposed approach to for high school graduation requirements will require attention to a variety of issues that will take time. Some of these are as follows:

- **Rubrics:** Rubrics for the various demonstrations will need to be created to ensure student work is satisfactory and meets the particular standard being demonstrated.
- **Training:** Appropriate training would need to be provided around use of rubrics.
- **Quality Assurance:** Mechanisms would need to be established to support quality assurance of the process.
- **Staffing:** A school district would need to be attentive to identifying staff support for student plans. While the expectation is that a student would have ownership of his or her own plan, a counselor or a teacher advisor (or a combination of both) would be needed to support the student's plan design. The writing demonstration could be supported by teachers in the English courses students are taking. The math or data analysis demonstration could be supported by teachers in math courses. It also may be appropriate to utilize advisors who are external to school staff.
- **Advising:** As with current Ohio requirements, it is not always easy to know how best to advise students who may not be on track regarding any of the proposed options in each category. For example, if a student is not meeting the end-of-course requirement in a category, is it better to support additional intervention and retakes or to shift focus to the GPA or demonstration approaches? Schools and districts ultimately will improve in advising students, but it will take some time to identify the best strategies and approaches.