



Idaho Department
of Education

High School Graduation Remodel Recommendations

October 2, 2024





Today's Plan and Goal

- Background
- Summary of Recommendations
- Timeline
- Q&A

GOAL: We want you to understand the recommendations, ask questions, and provide feedback.

High School Graduation Remodel

Why Now?

- Statewide Graduation Requirements have not been reviewed or comprehensively updated in over 10 years.
- Industry and workforce needs have changed dramatically over the last 10 – 15 years.
- The post-secondary pendulum has shifted to focus on post-secondary preparation for **ALL** students.

Who Benefits?

- **Students:** creating an individualized and meaningful secondary experience for **ALL** students.
- **Districts & Public Charter Schools:** retaining and increasing flexibility for schools.
- **Stakeholders:** creating a solid foundation of support from OSBE, SDE, and other education partners.



Summary of Recommendations

Flexibility for Meeting Core Academic Requirements

Recommendation

Any instruction in applied concepts that meet Idaho Content Standards can be considered for academic credit requirements.

Outcome

The State Department of Education will support Local Education Agencies and Public Charter Schools in developing crosswalks and templates to assist in awarding credit for prior learning in ways that meet course requirements for high school graduation.

Clear flexibility in IDAPA for CTE courses or work-based learning to apply for core academic credits.

This recommendation will take effect upon approval by the Legislature.



Digital Literacy as a Core Academic Requirement

Recommendation

One (1) Digital Literacy credit requirement would replace the existing one (1) credit Communications credit as a minimum core academic requirement.

Outcome

Students will be prepared to adapt to the changing needs of the workforce, have the foundation to learn and relearn jobs (roles, technology, equipment), and understand the reality of being online and the consequences associated with an online presence.

This requirement will apply to any student graduating after January 1, 2028.



Localized Pathways

Recommendation

Local education agencies and public charter schools will develop and publicly share two or more localized pathways aligned with regional workforce and education opportunities.

Outcome

Localized pathways will be defined as a “framework of locally-provided offerings identifying core and elective credits, assessments, and other opportunities aligned to various post-secondary goals.” They should be structured as a tool for students to make informed decisions about their post-secondary goals.

This requirement must be implemented by all LEAs no later than June 30, 2026.



Future Readiness Project

Recommendation

Update the existing senior project to the new Future Readiness project, which demonstrates a student's application of college and career competencies and exploration of potential post-high school options.

Outcome

All students will complete a Future Readiness project that includes an experiential component, such as a work-based, service-based, research-based, or portfolio-based experience in which a student demonstrates the acquisition of the State Board of Education adopted Idaho College and Career competencies.

All students beginning with the class of 2028 must complete a Future Readiness project by the end of grade twelve (12).

Proposed Core Changes

Content Area	Proposed	Current
English/Language Arts /Communications*	English/Language Arts - 8 Credits	English/Language Arts - 8 Credits Communications- 1 credit
Mathematics	Algebra I (equivalent) - 2 credits Geometry (equivalent) - 2 credits Student Choice - 2 credits	Algebra I (equivalent) - 2 credits Geometry (equivalent) - 2 credits Student Choice - 2 credits
Science	Lab-based - 2 credits Student Choice - 4 credits	Lab-based - 2 credits Student Choice - 4 credits
Social Studies	US History - 2 credits Government - 2 credits Economics/Financial Literacy - 1 credit	US History - 2 credits Government - 2 credits Economics/Financial Literacy - 1 credit
Humanities	Rename to “Arts and World Language” Student Choice – 2 credits	Student Choice - 2 credits
Health	Student Choice - 1 credit	Student Choice - 1 credit
Digital Literacy	Digital Literacy - 1 credit	
Total	29 credits	29 - credits



Why Are We Adding Digital Literacy?

The World of Work is Changing:

- Students will need to learn and relearn jobs (roles, technology, equipment) faster than any previous generation.
- As students prepare to enter the workforce, they will be carrying with them the most extensive resumes in history, their digital footprints.
- As the workforce changes, employees with digital skills will be more employable.

Maintaining Flexibility for School Districts:

- Acknowledging the ongoing and increasing push amongst external stakeholders to implement digital/computational literacy, computer science, and online safety concepts into high school instruction, including a push to require all students to take a standalone computer science course.
- Responding to consistent advocacy for digital citizenship skills that align with our state constitutional requirements to develop citizens in an online age.

Student Safety and Mental Health:

- Ensuring students understand how to navigate online news and information and the privacy risks associated with being online and using social media.
- Considering youth suicides, bullying, and other negative consequences, preparing students for the reality of being online.



Digital Literacy

Definition

Digital literacy refers to the ability to effectively use digital tools and technologies to find, evaluate, create, and communicate information. Strong digital citizenship skills are key to enabling individuals to participate with civility in society, access information, and engage in lifelong learning.

Digital literacy encompasses a range of skills, including:

- 1. Technical Skills:** How to operate devices like computers, smartphones, and tablets. Understanding introductory computer science concepts.
- 2. Information Literacy:** The ability to locate, evaluate, and use information from digital sources.
- 3. Digital Communication Skills:** Using digital platforms to communicate effectively and identify the most effective online tools.
- 4. Critical Thinking:** Assessing the credibility and reliability of digital content.
- 5. Safety and Responsibility:** Understanding how to protect personal information and use digital tools ethically.

Instructor Certification & Support

Who Can Teach Digital Literacy

- Digital Literacy is structured to be a 1-credit **INTRODUCTORY** course.
- An individual with a valid Idaho Standard Instructional Certificate is qualified to teach the Digital Literacy Course.

How Do I Teach Digital Literacy

- The State Department of Education will provide free Digital Literacy resources for educators, just as it did for Financial Literacy.
- Industry and stakeholder groups have committed to providing resources and support for implementing a digital literacy course.
 - STEM Action Center
 - Idaho Technology Council

Examples of Digital Literacy Standards

COMPUTER SCIENCE

- **9-12.CS.3.1** Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.
- **9-12.CS.3.2** Explain the social and economic implications associated with unethical computing practices.
- **9-12.CS.3.3** Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large-scale analysis of personal information.
- **9-12.CS.3.5** Debate how the issues of equity, data access, and distribution of computing resources create a digital divide in a global society.
- **9-12.CS.3.7** Understand and define artificial intelligence.
- **9-12.CS.3.8** Research and explain the social, moral, ethical, and legal impacts of artificial intelligence systems and respective usage.

INFORMATION COMPUTER TECHNOLOGY

- **9-12.ICT.2.1** Develop and manage their digital identify and understand the permanence of their digital actions including the effect on current and future reputation.
- **9-12.ICT.2.2** Engage in positive, safe, legal and ethical behavior
- **9-12.ICT.2.3** Demonstrate an understanding of the rights and obligations of using and sharing intellectual property.
- **9-12.ICT.2.4** Maintain their digital security and understand data collection technology used to track their online activity.

ELA 9-12 DIGITAL COMMUNICATIONS

- **ODC.9-10.5.** Manage personal data to maintain digital privacy and security and be conscious and aware of data collection technology used to track and exploit navigation online.
- **ODC.11-12.5.** Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision.
- **ODC.9-12.6.** Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source.
- **ODC.9-12.8.** Make strategic use of digital media presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



Timeline...

October to November 2024

- SDE will be visiting each educational region starting October 8.
- State Board conducts negotiated rule-making, starting October 3.

December to January 2024

- State Board votes to accept the administrative rule.

January to March 2025

- Legislature considers graduation requirements updates in administrative rule, phasing in for the class of 2028.

March to July 2025

- SDE works with districts and charter schools on implementation in anticipation for the 2025-2026 school year and beyond.

Feedback

State Department of Education

- Provide feedback at gradupdates@sde.idaho.gov

State Board

- Submit comments to rules@edu.idaho.gov



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Questions?

Idaho Superintendent Network
October 2, 2024

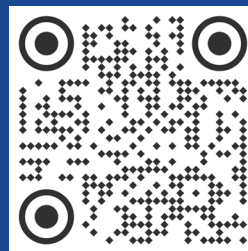
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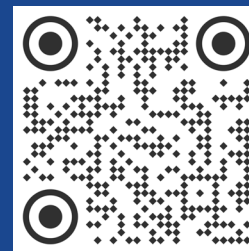
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Presentation



FAQ