

CORE 24 IMPLEMENTATION TASK FORCE MEETING
September 28, 2009

AGENDA *REVISED*

- 10:00-10:15** **Welcome, Introductions, Review of Agenda**
- 10:15-11:30** **Making Graduation a Reality for All Students**
Erin Jones, Assistant Superintendent for Student Achievement, OSPI
- 11:30-12:30** **Beginning Considerations: Making CORE 24 Work for All Students**
Small and large group discussion:
- *Within the SBE's graduation requirements authority, what policy changes need to be considered in order to make it possible for all students to meet CORE 24 requirements?*
 - *What policy flexibility do districts need in order to provide needed support for struggling students to meet the CORE 24 requirements? What does "support" look like?*
 - *What policy flexibility do districts need in order to provide needed support for students in advanced programs to meet the CORE 24 requirements? What does "support" look like?*
 - *One purpose of the state board of education is to provide advocacy and strategic oversight of public education. In what areas outside the SBE's authority is advocacy needed in order to further the aims of CORE 24?*
- 12:30-1:00** **Lunch**
- 1:00-3:00** **Phase-in**
Small and large group discussion on considerations for phasing in CORE 24
- 3:00-4:00** **Communication Strategy and Revised Work Plan**
A review of the communications packet for gathering feedback and a discussion on the feedback some ITF members have already gathered; Selecting dates for 2010

Next Meeting Date: November 2, 2009, Location in Olympia, TBA

CORE 24 IMPLEMENTATION TASK FORCE MEETING NOTES September 28, 2009

ITF Members: Michael Christianson, Jean Countryman, Linda Dezellem, Lynn Eisenhauer, Larry Francois, Chuck Hamaker-Teals, Sergio Hernandez, Julie Kratzig, Bridget Lewis, Karen Madsen, Mark Mansell, Mick Miller, Alex Otoupal, Jennifer Shaw, Sandra Sheldon, Brad Sprague, Michael Tolley

SBE Board Members and Staff: Steve Dal Porto (Board Co-Lead), Jack Schuster (Board Co-Lead), Amy Bragdon, Phyllis Bunker Frank, Kathe Taylor

Speakers/Observers: Erin Jones (speaker), Arcella Hall, Linda Hansen, Ben Kodama, Tim Knue, Linda Lamb, Representative Tina Orwall

Welcome, Introductions, Review of Agenda. Kathe Taylor introduced the newest member of the Task Force, Charles (Chuck) Hamaker-Teals. Chuck is a National Board Certified social studies teacher from Kennewick, WA. He is replacing teacher John Heley, who resigned from the ITF due to other pressing commitments. Brief biographies of ITF members can be found at:

<http://www.sbe.wa.gov/documents/Task%20Force%20Members.pdf>

Making Graduation a Reality for All Students. Erin Jones, Assistant Superintendent for Student Achievement at the Office of Superintendent of Public Instruction (OSPI), reviewed a PowerPoint presentation outlining the challenges the students who are most likely to struggle with CORE 24 will face: English-speaking students of color, ELL students, students who were not successful in middle school/junior high, students who experience trauma or serious illness during high school, students who are homeless or transient, and students who transfer from another state late in high school. She noted that many of these students do not see the purpose of graduation (either because they have no family role models or don't see the connection between graduation and job success), and/or come from families who do not understand graduation requirements.

Erin focused on the importance of better counseling and guidance to provide accurate information and counter a culture of low expectations. She offered the following suggestions to assure that students stay engaged and complete the courses needed to graduate:

- Provide more guidance for students to develop plans, make wise choices, and get the support they need
- Allow students access to a variety of courses
- Provide a variety of ways for students to make up courses
- Provide ELL students with a variety of ways to earn credits toward graduation (competency, credit for ELL courses)
- Standardize course offerings across and within districts

Erin's PPT can be viewed at:

<http://www.sbe.wa.gov/documents/Making%20Graduation%20a%20Reality%20for%20ALL%20Students.pdf>

Beginning Considerations: Making CORE 24 Work for All Students. ITF Members raised the following issues in the discussion that followed:

High School and Beyond Plan:

- Technically, students are supposed to have a High School & Beyond (HS&B) Plan, but the flexible guidelines allow districts to do it whenever they want—it really should start earlier than the senior year, and probably in middle school.
- There is a range of quality in HS& B plans across districts, mainly because it's an unfunded mandate and districts differ in the level of investment and training that they provide. Local control means that it is inconsistent across districts.
- Seattle is trying to move from a graduation mentality to a post high school mentality.

Guidance and Counseling:

- How does guidance and counseling become central to secondary-level funding?
- How do we increase the likelihood that the people who are providing the counseling/advising/guidance are well-trained and committed to doing it well? We have to put people who want to do the work into the positions.
- Is there a way to create a formula that changes the ratio of counselors in a school depending on the number of low-income/students of color? Maybe it means 150 or 200 kids per counselor.
- The ASCA model (American School Counseling Association) would allow counselors to do more counseling, less administrative work. However, some of the administrative tasks provide an opportunity to meet with students in a “neutral” way. It's a way to build relationships with kids. It's important to start as early as possible, including at the elementary level. ASCA recommends a ratio of 1:250 students.
- Grant-funded programs like GEAR UP are great for funding people to provide college and career guidance, and for taking kids on field trips to college campuses. But the money eventually goes away, and there is no state support waiting in the offing to fill this gap.
- We have to be careful about the messages we send. It's great to try to prepare all students for all options, including four-year college. But it also sends a subliminal message that students who don't go to a four-year college “settle” for a second-class choice. The reality is we want what's best for our kids.

Flexibility

- We need to create more flexibility in the day and in the year. We also need to cross-credit more and redefine what a credit means.
- We need to standardize online learning—there's too much flexibility. Depending on where you go, you can earn a credit for as little as a few hours of work online. We need to be sure that the standards for all curricula are high and consistent.
- We need to erode the barriers of what a high school/four-year experience is, and think about policies that move the barriers.
- There needs to be a 5th year college credit conversion—If students are short HS credits, they could get into a CTC and transfer back high school credits, so they

are progressing and finishing. This would still be a part of extended graduation, with the district providing the diploma. And if students are in the program, it doesn't count against the graduation rate.

- Our union contracts often limit flexibility—we can't ignore them.

This discussion will resume at the November 2 meeting, when the ITF will focus on two questions:

- Within the SBE's graduation requirements authority, what policy changes need to be considered in order to make it possible for all students (from struggling to advanced) to meet CORE 24 requirements?
- In what areas outside the SBE's authority is advocacy needed in order to further the aims of CORE 24?

Phase In. Discussion of phase-in continued from the previous meeting. Four small groups formed and discussed a series of questions, recording their responses on one summary sheet. The responses are thus group responses—one summary sheet was turned in for each group.

1. The SBE will advocate for graduation requirements funding to begin in the 2011-2013 biennium. (Using the four funding parameters identified by the SBE), prioritize what you think SBE should be advocating for.

Group	Funding for 6 Instructional Hours	Funding for Struggling Students	Funding for Guidance and Counseling	Funding for Curriculum and Materials
1	1A	3A	1	3
2	2	1	3	4
3	1	3	2	4
4	1 or 4	2 or 3	2 or 3	1 or 4

Although a couple of groups hedged (i.e., using designations like "1A and 1" or "1 or 4"), several messages emerged in the large group discussion:

1. Fund us first for what we are already doing—and most of us are already doing 6 instructional hours, using levy money to make it happen.
2. The infrastructure for guidance and counseling is critical and connected to support for struggling students. Two groups wrote:
 - "Guidance is an important next step to help students/parents see what they need for future success."
 - "Guidance and counseling is the heart of the situation and can help struggling students with additional counseling support. If the state funded more counseling and instructional hours, materials and curriculum might be funded locally. The system cannot work without increased funding. Counseling, if not active and proactive, will not work."

Other comments on this item were:

- Build the support structure before implementing the increased credit requirements.
- Depending on how resources are allocated, funding 6 instructional hours could meet the same needs to support struggling learners.

- Potential CBA issues: Pressure could be to use any new resources to reduce existing class sizes and/or enhance compensation rather than support CORE 24 implementation
- It's very difficult to dissect these categories one from each other. Fund basic education, period.
- Is 6 hours sufficient for struggling students? How do we fund the additional support?

2. Funding that begins any later than 2011 would push back the state-directed implementation of CORE 24 (Districts could move ahead if they chose). The Board is assuming that five years is sufficient time, with funding, to implement CORE 24 requirements.

a. Is 5 years for implementation reasonable? Why or Why not?

All four groups said 5 years was a reasonable implementation period, and all qualified their statements:

- Five years is reasonable but we need to clearly define what is funded, and it must be ongoing—not start-up only.
- Five years is okay as long as there is a one-year period to plan for implementation (some districts will never be ready!)
- Assuming 100% front funding, five years seems reasonable. This presumes adequate support structures are in place, counseling/guidance is effective, and highly qualified teachers can be retained in all areas (particularly in science, math, world languages, and fine arts).
- Five years is reasonable assuming full funding and support structures are in place. We are currently not funded—need to be clear that funding is needed to do what we currently do.

b. Is there any reason you would not want the SBE to advocate for funding to begin in 2011?

The short and clear answer to this question was a definitive no, with repeated admonitions to advocate for funding as early and as often as possible, recognizing that it might take multiple biennia to secure funding.

c. If funding does not begin in 2011, what incentives might encourage districts to move forward on their own?

Competitive pilot projects were suggested by three groups, with a suggestion that there could be a “Race to the Top for CORE 24,” providing resources to districts opting to go ahead before rules were in place. There was uncertainty about how to do this—what amount of funding might be appropriate—as “issues of implementation can differ drastically from one district to another.” There was also some unease in districts moving forward without funding because it would put more pressure on local districts and levies.

3. Three of the guiding principles for CORE 24 are “Give focus,” “Plan Ahead,” and “Start Early.”

- a. **What will districts need to do to provide comprehensive education and career guidance to help students not only plan for high school and beyond, but to revisit their plan regularly to adjust it as needed?**
- b. **What support would be needed to enable districts to provide comprehensive education and career guidance (Be specific; e.g., more counselors, Navigation 101, etc.)**

There appeared to be general agreement that guidance needed to start, at a minimum, in middle school, and that the HS&B Plan needed to be more than a piece of paper. One group even suggested it needed to be a “Middle School and Beyond Plan.” Another group went so far as to suggest that “some things cannot be ‘local control’—guidance and counseling models must be similar in all districts.” All groups sounded the call for funding, funding, funding.

- Begin by 5th or 6th grade in providing ongoing, relevant activities (mentorships, site visits, real world applications) and conversations that continually and consistently provide both motivation and support for students to connect with their plan—all staff need to be actively engaged with students.
- Professional development for counselors and teaching staff. Counselors need greater expertise in career and college guidance vs. bureaucratic roles; training in AVID and Navigation 101.
- Bolster parent involvement component in HS&B Plan; student-led conferencing a possible vehicle
- Find the appropriate model (i.e., Navigation 101) and fully fund it.
- Lower FTE loads for counselors (Suggestions varied as to what these might be: 1:100; 1:250).
- Funding for guidance and career counselors, and for career activities such as postsecondary visits, internships, mentorships, job shadows.
- Funding for more registrars (as opposed to more counselors) would be a greater help to alleviate the counselors from routine/bureaucratic duties.
- Pre-service teachers need to be trained and taught that it’s an expectation to provide student advocacy/advising (goal setting, planning, when to send to counselor)
- Better guidelines for administrators as to appropriate role for guidance counselors.

4. In what subjects/specialty areas are you most concerned about teacher capacity as you think about implementing CORE 24. Prioritize your concerns with “1” being the subject you are most concerned about and “10” the least.

Concerns about teacher capacity were greatest (i.e. identified by those selected by at least two groups as priority 1, 2, or 3) in the following subjects: science, world languages, arts and ELL. Of these, science was the greatest area of concern. There was little concern (i.e. identified by those selected by at least two groups as priority 8, 9, or 10) about capacity in English, social studies, and health and fitness.

One group rated only the top five areas of concern, and another group simply said “no concerns” with respect to English, social studies, and health and fitness.

Groups' Assessment of Teacher Capacity Concerns by Subject Areas

Subject	1	2	3	4	5	6	7	8	9	10
Math		x		x		x				
Science	xx		x							
CTE			x	x	x		x			
Arts	x		x				xx			
WLang		xx		x		x				
SocStud									x	x
English								x	x	
H&Fitness								x		x
Spec Ed		x			xxx					
ELL	x		x	x		x				

b. What would you like to see the state do to increase capacity in your top 3 priority areas?

- Train teachers well to teach to both sets of standards in cross-credited classes.
- Loan forgiveness for teachers in challenging schools or in high demand areas.
- Multiple endorsement requirements in teacher preparation programs; guide teacher candidates to appropriate endorsement areas.
- State cap on teacher preparation enrollment in subject areas where the state is over-supplied
- Incentivize mid-career changes
- Provide regular communication between K-12 and higher education about training needs
- Regular state surveys of districts on projected staffing needs and articulating with teacher prep programs to align those needs with candidate preparation
- Differentiated pay by endorsement area
- Better recruitment—show job satisfaction and that teachers make a difference, if not a fortune

5. What concerns do you have about the facilities capacity to implement CORE 24?

The ITF acknowledged that, like teacher capacity, this was a big question and the answers would vary district by district. While noting that science, arts, and CTE facilities might be the areas where upgrades/construction might be most needed, there was greater concern expressed for the facilities implications of smaller class sizes—part of the prototypical schools conversation.

- We need to be smarter about how we utilize what we already have—can we better utilize skills centers?
- We need to be able to pay for construction without relying on local bonds.
- Most concerned about science/arts/CTE (sports medicine, engineering, and medical science labs)
- CORE 24 in and of itself may produce some additional facility needs to lab science and fine arts facilities.

- A huge concern is implementation of the prototypical class sizes envisioned in 2261. If these are fully implemented, there will be class size/facility issues across the state.
- It was very concerning to hear from Gordon Beck that Capital Facilities is not actively engaged in the Basic Education redefinition work, including prototypical schools and CORE 24.

b. What would you like to see the state do to address these issues?

- Encourage a broader course menu and multiple times/options/opportunities for learning, especially in 11th and 12th grade.
- Utilize existing facilities and staff to bigger capacity (more hours each day, more weeks out of the year) (labs, performing arts, gyms, etc.)
- Conduct an inventory and analysis of current facilities, with an overlay of the 2261 proposed staffing ratios to assess the impact on facility capacity statewide. This has to be a part of the 2261 and CORE 24 conversation.
- Provide stable funding for skills centers
- Fund upgrades so districts don't need to rely on local money
- Guarantee a match for certain high need facilities

Communication Strategy and Revised Work Plan. Kathe Taylor reviewed the revised work plan, noting that the SBE at its September, 2009 meeting had assigned an additional task to the ITF: devising a process for students to elect an alternative to the default set of CORE 24 graduation requirements in which students would be automatically enrolled.

The ITF identified three meeting dates in 2010: January 11, February 5, and March 15. Locations to be determined.

The location of the November 2, 2009 meeting has been changed to Olympia, WA in order to accommodate a speaker on prototypical schools. The meeting will be held at ESD 113.

Kathe also reviewed the communications packet that ITF members can use when collecting feedback from groups. Karen Madsen suggested that a line be added to the summary feedback form to reflect the number of people providing feedback. The revised communications packet can be found with the meeting materials at: <http://www.sbe.wa.gov/documents/09-23-09%20CORE%2024%20Communications.pdf>

Alex Otoupal, Jennifer Shaw, and Larry Francois spoke briefly about reactions they had received from groups that they had spoken to at ESDs 112, 113, and Puget Sound.

The next meeting will be November 2, 2009, 10:00-4:00 at ESD 113 in Olympia, WA.

CORE 24 ITF Communications Packet

September, 2009

This packet includes:

The materials needed to help guide your outreach regarding the work of the Implementation Task Force.

1. Talking Points
2. CORE 24 Key Tenets
3. ITF Considerations (you may want to make two copies of this so your audience can keep a copy and turn the second one in with their feedback).
4. Matrix of ITF/SBE/QEC Work (optional)
5. Summary Feedback Form (please complete and send to Kathe one week prior to the next ITF meeting)

CORE 24 ITF Talking Points – September 2009

What is CORE 24, and where did it come from?

- CORE 24 is the proposed graduation requirements framework approved by the State Board of Education (SBE) in July 2008, with implementation conditional upon funding by the legislature.
- CORE 24 emerged after almost two years of State Board of Education (SBE) research and discussion, informed by hundreds of public comments. The SBE considered such issues as: 1) postsecondary education preparation and alignment, 2) workforce/career-ready requirements, 3) national trends in graduation requirements, 4) Washington's district requirements, 5) applied, 21st century skills, and 6) international comparisons in conceptualizing the breadth and depth needed for a well-rounded high school education.

What is the CORE 24 Implementation Task Force?

- The Task Force was established by the State Board of Education to consider implementation issues associated with the Board's proposed graduation requirements framework, CORE 24. Twenty education practitioners, selected from a pool of 155 applicants, bring with them a depth and diversity of experiences from the field. The Task Force met for the first time in March, 2009 and is scheduled to meet through early 2010.

What is the charge of the Task Force?

- To provide recommendations, with analyses of advantages and disadvantages related to issues that will make CORE 24 work for all students, including:
 - a proposed phase-in implementation schedule
 - ways to operationalize competency-based approaches
 - ways to assist students with credit retrieval and advancing their skills to grade level;
 - ways to address career preparation;
 - relationships between scheduling approaches and credit definitions
 - other issues as identified by the Task Force
- To provide feedback from the field on CORE 24 perceptions, concerns, and support.

Why is this work important?

- CORE 24, in concert with other system improvements (more rigorous standards, aligned curriculum materials and assessments, better prepared teachers) is intended to improve student preparation for postsecondary education and the 21st century world of work and citizenship.
- CORE 24 increases opportunities for all students to receive an excellent and equitable education by creating a more coherent set of requirements designed to help students prepare adequately for their next step after high school—whether it's enrollment in an apprenticeship, certificate, two year-degree or four-year degree program.

What is the timeline for CORE 24's implementation?

- The Board's intent is for CORE 24 to be fully implemented with the graduating Class of 2016.
- The Board has stated clearly that CORE 24 will not be an unfunded mandate. Key to the implementation of CORE 24 is funding for six instructional hours, one of several funding parameters the Board has established (the need for additional funding for struggling students, support for a comprehensive guidance system, and support for curriculum and materials are the other parameters).

What is the relationship between the Board's CORE 24 work and ESHB 2261?

- ESHB 2261 is the basic education reform bill passed by the 2009 Legislature. Included in ESHB 2261 is an expanded definition of basic education that includes the opportunity to complete 24 high school graduation credits.
- ESHB 2261 calls for phase-in of the new basic education program over 8 years, with full implementation by 2018.
- ESHB 2261 establishes a Quality Education Council (QEC) to recommend and inform the ongoing implementation of an evolving program of basic education and the financing necessary to support it. The QEC, of which the SBE is a part, must submit an initial report to the legislature by January 1, 2010 that includes a recommended schedule for phased-in implementation.
- The Implementation Task Force will recommend to the Board considerations for a phase-in timeline of graduation requirements, and the Board will use that information to provide its recommendations to the QEC.

When will the CORE 24 Implementation Task Force forward its draft preliminary recommendations to the Board?

- The Board received an interim report from the Task Force at its September 17-18 2009 meeting. The interim report contained preliminary *considerations* (not recommendations). The Task Force will submit its final report to the Board in spring, 2010.

Will stakeholders be able to provide input about the Task Force draft recommendations to the Board?

- Stakeholders will have an opportunity to comment upon the draft recommendations in the interim and final reports before the Board takes any action. Task Force members, Board staff, and Board members will be reaching out to various constituent groups to elicit feedback.

CORE 24 Guiding Principles

1. Equip everyone. Prepare all students for life after high school.
2. Expect more. Align requirements to meet the increased expectations of the 21st century workforce.
3. Provide flexibility. Allow students to customize their education, creating relevance to their interests.
4. Give focus. Encourage students to align course work to their future career goals.
5. Plan ahead. Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.
6. Start early. Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

CORE 24 Key Tenets

1. Prepare students for life beyond high school--postsecondary education, gainful employment, and citizenship.
2. Enroll all students automatically in default requirements that keep all options beyond high school open (and align with Higher Education Coordinating Board minimum admissions requirements).
3. Provide flexibility for students to personalize their study based on their education and career goals.



	Some of the Questions SBE Asked the ITF to Consider*	Responses the CORE 24 Implementation Task Force is Considering to Date	Advantages/Disadvantages	Your Thoughts?
1	<p><i>What should the career concentration requirement look like in practice?</i></p>	<p>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:</p> <p>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.</p>	<p>Advantages</p> <ul style="list-style-type: none"> 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 <p>Disadvantages</p> <ul style="list-style-type: none"> Relies on a High School and Beyond planning process that may not exist yet in some schools 	<p>Practicality/Workability at the local level 1 2 3 4 5 6 7 8 9 10</p> <p>Personalization: Will meet individual needs 1 2 3 4 5 6 7 8 9 10</p> <p>Equitable - Can be implemented across districts: 1 2 3 4 5 6 7 8 9 10</p> <p>Integrity: Maintains integrity of intent to prepare all students for career/college 1 2 3 4 5 6 7 8 9 10</p>
2	<p><i>What flexibility, if any, is needed to make CORE 24 requirements work for all students?</i></p> <p><i>What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?</i></p>	<p>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.</p>	<p>Advantages</p> <ul style="list-style-type: none"> 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 <p>Disadvantages</p> <ul style="list-style-type: none"> 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 	<p>Practicality/Workability at the local level 1 2 3 4 5 6 7 8 9 10</p> <p>Personalization: Will meet individual needs 1 2 3 4 5 6 7 8 9 10</p> <p>Equitable - Can be implemented across districts: 1 2 3 4 5 6 7 8 9 10</p> <p>Integrity: Maintains integrity of intent to prepare all students for career/college 1 2 3 4 5 6 7 8 9 10</p>
3	<p><i>What flexibility, if any, is needed to make CORE 24 requirements work for all student? What conventional</i></p>	<p>The ITF recognizes that CORE 24 could work with both standard and block schedules, but the current time-based requirement creates inconsistencies across different types of schedules in the number of instructional hours typically provided. Different policies may be needed to assure that whatever type of schedule a school adopted, and whatever needs specific groups of students might have, they could still meet the requirements of CORE 24. The ITF will revisit</p>	<p>Advantages</p> <ul style="list-style-type: none"> 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 that will enable students to progress at their own rates Acknowledges the realities of online learning, 	<p>Practicality/Workability at the local level 1 2 3 4 5 6 7 8 9 10</p> <p>Personalization: Will meet individual needs 1 2 3 4 5 6 7 8 9 10</p>

	Some of the Questions SBE Asked the ITF to Consider*	Responses the CORE 24 Implementation Task Force is Considering to Date	Advantages/Disadvantages	Your Thoughts?
	<i>and out-of-the-box ideas should the SBE consider to implement CORE 24?</i>	<p>these discussions at its upcoming meetings.</p> <p>One consideration is to eliminate the time-based WAC definition of a credit.</p>	<p>where learning is not time-based</p> <ul style="list-style-type: none"> 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” <p>Disadvantages</p> <ul style="list-style-type: none"> May be viewed as less objective, measurable and easy to understand 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 	<p>Equitable - Can be implemented across districts: 1 2 3 4 5 6 7 8 9 10</p> <p>Integrity: Maintains integrity of intent to prepare all students for career/college 1 2 3 4 5 6 7 8 9 10</p>
4	<p><i>What flexibility, if any, is needed to make CORE 24 requirements work for all students?</i></p> <p><i>What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?</i></p>	<p>Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course</p> <p>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?”</p>	<p>Advantages</p> <ul style="list-style-type: none"> Provides guidance to districts about competency-based credit Consistent with the state’s direction toward standards-based learning <p>Disadvantages</p> <ul style="list-style-type: none"> 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 	<p>Practicality/Workability at the local level 1 2 3 4 5 6 7 8 9 10</p> <p>Personalization: Will meet individual needs 1 2 3 4 5 6 7 8 9 10</p> <p>Equitable - Can be implemented across districts: 1 2 3 4 5 6 7 8 9 10</p> <p>Integrity: Maintains integrity of intent to prepare all students for career/college 1 2 3 4 5 6 7 8 9 10</p>

*The State Board of Education (SBE) approved a charter for the Implementation Task Force (ITF) that identified specific tasks and questions the SBE wanted the ITF to address. The ITF, which began its work in March 2009, has not yet had the opportunity to consider all of the questions and tasks posed by the SBE, and will not complete its work until spring 2010. Twenty education practitioners, selected from over 150 applicants, serve on the ITF. ITF meeting materials can be found at <http://www.sbe.wa.gov/CORE24Dates&Materials2.html>. Questions about the work can be directed to ITF members or contact Kathe Taylor, SBE Policy Director, at kathe.taylor@k12.wa.us.

**CORE 24 2009-2011 Work Plan for SBE and Its Work With
Implementation Task Force, Quality Education Council and Legislature**

SBE Task in Response to ITF Work	Date	State SBE of Education (SBE)	Quality Education Council (QEC)	Legislature
Receive first interim report from the Implementation Task Force (ITF).	September 2009	SBE receives first interim report with the ITF's preliminary considerations on: 1) ways to provide appropriate career preparation courses, as well as career concentration options; 2) scheduling approaches to 24 credits that can meet the required 150 instructional hours; and 3) ways to operationalize competency-based methods of meeting graduation requirements. SBE will consider action to assign an additional task to the ITF.		
Receive second interim report from the ITF on phase-in schedule; take action on advocacy for six instructional hours.	November 2009	SBE receives second interim report with preliminary recommendations from ITF on: 1) an implementation schedule that prioritizes phase-in of new credit requirements; and 2) phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc. SBE takes formal action to "authorize" advocacy for six instructional hours in the 2011-2013 biennium to the QEC.	Brief QEC on CORE 24 and recommend to QEC that funding for six instructional hours begin in 2011-2013 biennium so CORE 24 can be fully implemented by 2016. (QEC initial report due January 1, 2010).	
Refine policy for High School and Beyond Plan, Culminating Project, and other unfinished policy issues (e.g., middle school, essential skills).	January 2010	SBE reviews policy recommendations from MHSD work group.		
Conduct outreach on ITF considerations.	Fall 2009 and winter/spring 2010	SBE staff, Board members, and ITF members seek and receive feedback on implementation considerations.	Continue to represent SBE interests to QEC during its meetings.	Advocate for funding during the 2010 session.

SBE Task in Response to ITF Work	Date	State SBE of Education (SBE)	Quality Education Council (QEC)	Legislature
Receive final report from the ITF.	May 2010	SBE receives final report with recommendations on each of the assigned tasks given to the ITF. Each recommendation will include advantages and disadvantages. SBE begins consideration of policy implications of ITF recommendations.		
Adopt CORE 24 Implementation Policies.	July 2010	SBE adopts implementation policies and gives direction to staff for development of draft CORE 24 rules.		
Work with OSPI on fiscal impact of proposed changes.	Summer 2010	SBE staff works with OSPI staff on fiscal impact of key elements of CORE 24—instructional hours, struggling students, comprehensive guidance, and curriculum/materials.		
Review draft CORE 24 rules.	September 2010	SBE reviews draft CORE 24 rules.	Continue to represent SBE interests to QEC during its meetings.	
Adopt draft CORE 24 rules.	November 2010	SBE adopts draft rules.	Present proposed changes to the high school graduation requirements to QEC for review, in conjunction with OSPI fiscal impact analysis; advocate with QEC to recommend funding for CORE 24 on proposed timeline.	Present proposed changes to the high school graduation requirements to education committees for review, in conjunction with OSPI fiscal impact analysis. Advocate for funding and go-ahead from Legislature.
Adopt new graduation requirement rules for the Class of 2016.	Fall 2011	SBE adopts rules for the Class of 2016. (The Class of 2016 will enter 9 th grade in 2012).		

ITF Member: _____

Group(s) Providing Feedback: _____

Date(s): _____

of Respondents: _____

Summary of Feedback

ITF Consideration	What Looks Good	Questions/Considerations/Suggestions
Definition of career concentration that integrates both academic and CTE/occupational experiences, as long as 1 credit meets the standards of an exploratory CTE course		
"2 for 1" or "Credit Plus" policy for CTE-equivalent courses that enables students to earn 1 credit and satisfy 2 requirements, creating more scheduling flexibility		
Eliminating the time-based definition of a credit		
Permitting students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course		

CORE 24 IMPLEMENTATION TASK FORCE MEETING NOTES September 28, 2009

ITF Members: Michael Christianson, Jean Countryman, Linda Dezellem, Lynn Eisenhauer, Larry Francois, Chuck Hamaker-Teals, Sergio Hernandez, Julie Kratzig, Bridget Lewis, Karen Madsen, Mark Mansell, Mick Miller, Alex Otoupal, Jennifer Shaw, Sandra Sheldon, Brad Sprague, Michael Tolley

SBE Board Members and Staff: Steve Dal Porto (Board Co-Lead), Jack Schuster (Board Co-Lead), Amy Bragdon, Phyllis Bunker Frank, Kathe Taylor

Speakers/Observers: Erin Jones (speaker), Arcella Hall, Linda Hansen, Ben Kodama, Tim Knue, Linda Lamb, Representative Tina Orwall

Welcome, Introductions, Review of Agenda. Kathe Taylor introduced the newest member of the Task Force, Charles (Chuck) Hamaker-Teals. Chuck is a National Board Certified social studies teacher from Kennewick, WA. He is replacing teacher John Heley, who resigned from the ITF due to other pressing commitments. Brief biographies of ITF members can be found at:

<http://www.sbe.wa.gov/documents/Task%20Force%20Members.pdf>

Making Graduation a Reality for All Students. Erin Jones, Assistant Superintendent for Student Achievement at the Office of Superintendent of Public Instruction (OSPI), reviewed a PowerPoint presentation outlining the challenges the students who are most likely to struggle with CORE 24 will face: English-speaking students of color, ELL students, students who were not successful in middle school/junior high, students who experience trauma or serious illness during high school, students who are homeless or transient, and students who transfer from another state late in high school. She noted that many of these students do not see the purpose of graduation (either because they have no family role models or don't see the connection between graduation and job success), and/or come from families who do not understand graduation requirements.

Erin focused on the importance of better counseling and guidance to provide accurate information and counter a culture of low expectations. She offered the following suggestions to assure that students stay engaged and complete the courses needed to graduate:

- Provide more guidance for students to develop plans, make wise choices, and get the support they need
- Allow students access to a variety of courses
- Provide a variety of ways for students to make up courses
- Provide ELL students with a variety of ways to earn credits toward graduation (competency, credit for ELL courses)
- Standardize course offerings across and within districts

Erin's PPT can be viewed at:

<http://www.sbe.wa.gov/documents/Making%20Graduation%20a%20Reality%20for%20ALL%20Students.pdf>

Beginning Considerations: Making CORE 24 Work for All Students. ITF Members raised the following issues in the discussion that followed:

High School and Beyond Plan:

- Technically, students are supposed to have a High School & Beyond (HS&B) Plan, but the flexible guidelines allow districts to do it whenever they want—it really should start earlier than the senior year, and probably in middle school.
- There is a range of quality in HS& B plans across districts, mainly because it's an unfunded mandate and districts differ in the level of investment and training that they provide. Local control means that it is inconsistent across districts.
- Seattle is trying to move from a graduation mentality to a post high school mentality.

Guidance and Counseling:

- How does guidance and counseling become central to secondary-level funding?
- How do we increase the likelihood that the people who are providing the counseling/advising/guidance are well-trained and committed to doing it well? We have to put people who want to do the work into the positions.
- Is there a way to create a formula that changes the ratio of counselors in a school depending on the number of low-income/students of color? Maybe it means 150 or 200 kids per counselor.
- The ASCA model (American School Counseling Association) would allow counselors to do more counseling, less administrative work. However, some of the administrative tasks provide an opportunity to meet with students in a “neutral” way. It's a way to build relationships with kids. It's important to start as early as possible, including at the elementary level. ASCA recommends a ratio of 1:250 students.
- Grant-funded programs like GEAR UP are great for funding people to provide college and career guidance, and for taking kids on field trips to college campuses. But the money eventually goes away, and there is no state support waiting in the offing to fill this gap.
- We have to be careful about the messages we send. It's great to try to prepare all students for all options, including four-year college. But it also sends a subliminal message that students who don't go to a four-year college “settle” for a second-class choice. The reality is we want what's best for our kids.

Flexibility

- We need to create more flexibility in the day and in the year. We also need to cross-credit more and redefine what a credit means.
- We need to standardize online learning—there's too much flexibility. Depending on where you go, you can earn a credit for as little as a few hours of work online. We need to be sure that the standards for all curricula are high and consistent.
- We need to erode the barriers of what a high school/four-year experience is, and think about policies that move the barriers.
- There needs to be a 5th year college credit conversion—If students are short HS credits, they could get into a CTC and transfer back high school credits, so they

are progressing and finishing. This would still be a part of extended graduation, with the district providing the diploma. And if students are in the program, it doesn't count against the graduation rate.

- Our union contracts often limit flexibility—we can't ignore them.

This discussion will resume at the November 2 meeting, when the ITF will focus on two questions:

- Within the SBE's graduation requirements authority, what policy changes need to be considered in order to make it possible for all students (from struggling to advanced) to meet CORE 24 requirements?
- In what areas outside the SBE's authority is advocacy needed in order to further the aims of CORE 24?

Phase In. Discussion of phase-in continued from the previous meeting. Four small groups formed and discussed a series of questions, recording their responses on one summary sheet. The responses are thus group responses—one summary sheet was turned in for each group.

1. The SBE will advocate for graduation requirements funding to begin in the 2011-2013 biennium. (Using the four funding parameters identified by the SBE), prioritize what you think SBE should be advocating for.

Group	Funding for 6 Instructional Hours	Funding for Struggling Students	Funding for Guidance and Counseling	Funding for Curriculum and Materials
1	1A	3A	1	3
2	2	1	3	4
3	1	3	2	4
4	1 or 4	2 or 3	2 or 3	1 or 4

Although a couple of groups hedged (i.e., using designations like "1A and 1" or "1 or 4"), several messages emerged in the large group discussion:

1. Fund us first for what we are already doing—and most of us are already doing 6 instructional hours, using levy money to make it happen.
2. The infrastructure for guidance and counseling is critical and connected to support for struggling students. Two groups wrote:
 - "Guidance is an important next step to help students/parents see what they need for future success."
 - "Guidance and counseling is the heart of the situation and can help struggling students with additional counseling support. If the state funded more counseling and instructional hours, materials and curriculum might be funded locally. The system cannot work without increased funding. Counseling, if not active and proactive, will not work."

Other comments on this item were:

- Build the support structure before implementing the increased credit requirements.
- Depending on how resources are allocated, funding 6 instructional hours could meet the same needs to support struggling learners.

- Potential CBA issues: Pressure could be to use any new resources to reduce existing class sizes and/or enhance compensation rather than support CORE 24 implementation
- It's very difficult to dissect these categories one from each other. Fund basic education, period.
- Is 6 hours sufficient for struggling students? How do we fund the additional support?

2. Funding that begins any later than 2011 would push back the state-directed implementation of CORE 24 (Districts could move ahead if they chose). The Board is assuming that five years is sufficient time, with funding, to implement CORE 24 requirements.

a. Is 5 years for implementation reasonable? Why or Why not?

All four groups said 5 years was a reasonable implementation period, and all qualified their statements:

- Five years is reasonable but we need to clearly define what is funded, and it must be ongoing—not start-up only.
- Five years is okay as long as there is a one-year period to plan for implementation (some districts will never be ready!)
- Assuming 100% front funding, five years seems reasonable. This presumes adequate support structures are in place, counseling/guidance is effective, and highly qualified teachers can be retained in all areas (particularly in science, math, world languages, and fine arts).
- Five years is reasonable assuming full funding and support structures are in place. We are currently not funded—need to be clear that funding is needed to do what we currently do.

b. Is there any reason you would not want the SBE to advocate for funding to begin in 2011?

The short and clear answer to this question was a definitive no, with repeated admonitions to advocate for funding as early and as often as possible, recognizing that it might take multiple biennia to secure funding.

c. If funding does not begin in 2011, what incentives might encourage districts to move forward on their own?

Competitive pilot projects were suggested by three groups, with a suggestion that there could be a “Race to the Top for CORE 24,” providing resources to districts opting to go ahead before rules were in place. There was uncertainty about how to do this—what amount of funding might be appropriate—as “issues of implementation can differ drastically from one district to another.” There was also some unease in districts moving forward without funding because it would put more pressure on local districts and levies.

3. Three of the guiding principles for CORE 24 are “Give focus,” “Plan Ahead,” and “Start Early.”

- a. **What will districts need to do to provide comprehensive education and career guidance to help students not only plan for high school and beyond, but to revisit their plan regularly to adjust it as needed?**
- b. **What support would be needed to enable districts to provide comprehensive education and career guidance (Be specific; e.g., more counselors, Navigation 101, etc.)**

There appeared to be general agreement that guidance needed to start, at a minimum, in middle school, and that the HS&B Plan needed to be more than a piece of paper. One group even suggested it needed to be a “Middle School and Beyond Plan.” Another group went so far as to suggest that “some things cannot be ‘local control’—guidance and counseling models must be similar in all districts.” All groups sounded the call for funding, funding, funding.

- Begin by 5th or 6th grade in providing ongoing, relevant activities (mentorships, site visits, real world applications) and conversations that continually and consistently provide both motivation and support for students to connect with their plan—all staff need to be actively engaged with students.
- Professional development for counselors and teaching staff. Counselors need greater expertise in career and college guidance vs. bureaucratic roles; training in AVID and Navigation 101.
- Bolster parent involvement component in HS&B Plan; student-led conferencing a possible vehicle
- Find the appropriate model (i.e., Navigation 101) and fully fund it.
- Lower FTE loads for counselors (Suggestions varied as to what these might be: 1:100; 1:250).
- Funding for guidance and career counselors, and for career activities such as postsecondary visits, internships, mentorships, job shadows.
- Funding for more registrars (as opposed to more counselors) would be a greater help to alleviate the counselors from routine/bureaucratic duties.
- Pre-service teachers need to be trained and taught that it’s an expectation to provide student advocacy/advising (goal setting, planning, when to send to counselor)
- Better guidelines for administrators as to appropriate role for guidance counselors.

4. In what subjects/specialty areas are you most concerned about teacher capacity as you think about implementing CORE 24. Prioritize your concerns with “1” being the subject you are most concerned about and “10” the least.

Concerns about teacher capacity were greatest (i.e. identified by those selected by at least two groups as priority 1, 2, or 3) in the following subjects: science, world languages, arts and ELL. Of these, science was the greatest area of concern. There was little concern (i.e. identified by those selected by at least two groups as priority 8, 9, or 10) about capacity in English, social studies, and health and fitness.

One group rated only the top five areas of concern, and another group simply said “no concerns” with respect to English, social studies, and health and fitness.

Groups' Assessment of Teacher Capacity Concerns by Subject Areas

Subject	1	2	3	4	5	6	7	8	9	10
Math		x		x		x				
Science	xx		x							
CTE			x	x	x		x			
Arts	x		x				xx			
WLang		xx		x		x				
SocStud									x	x
English								x	x	
H&Fitness								x		x
Spec Ed		x			xxx					
ELL	x		x	x		x				

b. What would you like to see the state do to increase capacity in your top 3 priority areas?

- Train teachers well to teach to both sets of standards in cross-credited classes.
- Loan forgiveness for teachers in challenging schools or in high demand areas.
- Multiple endorsement requirements in teacher preparation programs; guide teacher candidates to appropriate endorsement areas.
- State cap on teacher preparation enrollment in subject areas where the state is over-supplied
- Incentivize mid-career changes
- Provide regular communication between K-12 and higher education about training needs
- Regular state surveys of districts on projected staffing needs and articulating with teacher prep programs to align those needs with candidate preparation
- Differentiated pay by endorsement area
- Better recruitment—show job satisfaction and that teachers make a difference, if not a fortune

5. What concerns do you have about the facilities capacity to implement CORE 24?

The ITF acknowledged that, like teacher capacity, this was a big question and the answers would vary district by district. While noting that science, arts, and CTE facilities might be the areas where upgrades/construction might be most needed, there was greater concern expressed for the facilities implications of smaller class sizes—part of the prototypical schools conversation.

- We need to be smarter about how we utilize what we already have—can we better utilize skills centers?
- We need to be able to pay for construction without relying on local bonds.
- Most concerned about science/arts/CTE (sports medicine, engineering, and medical science labs)
- CORE 24 in and of itself may produce some additional facility needs to lab science and fine arts facilities.

- A huge concern is implementation of the prototypical class sizes envisioned in 2261. If these are fully implemented, there will be class size/facility issues across the state.
- It was very concerning to hear from Gordon Beck that Capital Facilities is not actively engaged in the Basic Education redefinition work, including prototypical schools and CORE 24.

b. What would you like to see the state do to address these issues?

- Encourage a broader course menu and multiple times/options/opportunities for learning, especially in 11th and 12th grade.
- Utilize existing facilities and staff to bigger capacity (more hours each day, more weeks out of the year) (labs, performing arts, gyms, etc.)
- Conduct an inventory and analysis of current facilities, with an overlay of the 2261 proposed staffing ratios to assess the impact on facility capacity statewide. This has to be a part of the 2261 and CORE 24 conversation.
- Provide stable funding for skills centers
- Fund upgrades so districts don't need to rely on local money
- Guarantee a match for certain high need facilities

Communication Strategy and Revised Work Plan. Kathe Taylor reviewed the revised work plan, noting that the SBE at its September, 2009 meeting had assigned an additional task to the ITF: devising a process for students to elect an alternative to the default set of CORE 24 graduation requirements in which students would be automatically enrolled.

The ITF identified three meeting dates in 2010: January 11, February 5, and March 15. Locations to be determined.

The location of the November 2, 2009 meeting has been changed to Olympia, WA in order to accommodate a speaker on prototypical schools. The meeting will be held at ESD 113.

Kathe also reviewed the communications packet that ITF members can use when collecting feedback from groups. Karen Madsen suggested that a line be added to the summary feedback form to reflect the number of people providing feedback. The revised communications packet can be found with the meeting materials at: <http://www.sbe.wa.gov/documents/09-23-09%20CORE%2024%20Communications.pdf>

Alex Otoupal, Jennifer Shaw, and Larry Francois spoke briefly about reactions they had received from groups that they had spoken to at ESDs 112, 113, and Puget Sound.

The next meeting will be November 2, 2009, 10:00-4:00 at ESD 113 in Olympia, WA.

CORE 24 Implementation Task Force Work Plan¹

Date	Topics/Outcomes
March 2, 2009	Orientation to charge and scope of task; identification of questions and strategies in topic areas identified by Board
April 13, 2009	ITF Board charge: Make recommendations about ways to provide appropriate career preparation options, as well as career concentration options Outcomes: Preliminary recommendations/considerations for: <ul style="list-style-type: none"> • operational definitions of career concentration • “two for one” or “credit plus” policy
May 18, 2009	ITF Board charge: Make recommendations about: 1) scheduling approaches to 24 credits that can meet the required 150 instructional hours and 2) ways to operationalize competency-based methods for meeting graduation requirements Outcomes: Preliminary recommendations/considerations for: <ul style="list-style-type: none"> • What might be needed from the state level to increase the practice of awarding competency-based credit • Instructional hour definition of a credit • Ways to make CORE 24 work with different types of school schedules
August 14, 2009	ITF Board charge: Make recommendations about ways to phase in CORE 24, addressing issues such as teacher supply, infrastructure, etc. Outcomes: Preliminary recommendations/considerations to analyze realistic phase-in scenarios for CORE 24 (This information will assist the Board as it reflects on phase-in recommendations to be considered by the Quality Education Council established by the legislature.)
September 28, 2009	ITF Board charge: Make recommendations about phase-in and begin discussion of ways to assist struggling students with credit retrieval and advancing their skills to grade level [and flexibility to accommodate all students] Outcomes: Preliminary recommendations/considerations concerning phase-in; preliminary discussion on ways to assist the system to support particular groups of students
November 2, 2009	ITF Board charge: Make recommendations about ways to assist struggling students with credit retrieval and advancing their skills to grade level [and flexibility to accommodate all students] Outcomes: Preliminary recommendations/considerations to analyze ways to assist the system to support particular groups of students
February 2010 (Date TBA)	ITF Board charge: Begin the High School and Beyond Plan in Middle School; recommend a process for students to elect an alternative to the default CORE 24 requirements Outcomes: Preliminary recommendations/considerations to analyze: <ul style="list-style-type: none"> • The advisability and logistics of satisfying high school requirements in middle school • What needs to happen in middle school to increase the likelihood students will enter high school prepared for high school level work • Guidelines for the High School and Beyond Plan • Process for electing alternative requirements
March 2010 (Date TBA)	Coming to consensus on ITF recommendations to forward to Board

¹ Revised September, 2009

**CORE 24 Projected Implementation Timetable
(Contingent on the Legislature Appropriating Funding
in the 2011-2013 Biennium)**

In order to meet the SBE's goal that CORE 24 will be fully implemented with the graduating Class of 2016, events would need to unfold in approximately this timetable:

July 2008:	State Board of Education Adopts CORE 24 Graduation Requirements Framework
March 2009:	CORE 24 Implementation Task Force (ITF) begins meeting
Spring, 2010:	CORE 24 ITF Forwards Recommendations to SBE
Spring/Summer 2010:	SBE considers ITF Recommendations and determines policy changes needed
Fall 2010:	SBE reviews and adopts <u>draft</u> CORE 24 rules
Winter 2010 or 2011:	SBE presents proposed changes to graduation requirements (CORE 24) to QEC/Legislature
Winter/Spring 2011:	Legislature appropriates funding
July 2011:	Funding for CORE 24 begins
Fall 2011:	SBE adopts new CORE 24 graduation requirements rules
Fall 2012:	Class of 2016 enters 9 th grade
June 2016:	First class (Class of 2016) graduates under CORE 24 requirements

Phase-in Questions for ITF Discussion

Please take a few minutes to jot down your thoughts/priorities individually in preparation for small group discussion. In small groups, please ask the person with the best penmanship skills ☺ to record your group's thoughts.

1. The SBE will advocate for graduation requirements funding to begin in the 2011-2013 biennium. Prioritize what you think SBE should be advocating for. ("1" is your highest priority, "2" is your next highest priority, etc.)

- _____ Funding for six instructional hours
- _____ Funding for struggling students
- _____ Funding for guidance and counseling
- _____ Funding for curriculum and materials

What is your rationale for your priority order?

Advantages

Disadvantages

2. Funding that begins any later than 2011 would push back the state-directed implementation of CORE 24 (Districts could move ahead if they chose). The Board is assuming that five years is sufficient time, with funding, to implement CORE 24 requirements.

a. Is 5 years for implementation reasonable? Why or why not?

b. Is there any reason you would not want the SBE to advocate for funding to begin in 2011?

c. If funding does not begin in 2011, what incentives might encourage districts to move forward on their own?

4. In which subjects/specialty areas are you most concerned about teacher capacity as you think about implementing CORE 24? Prioritize your concerns 1-10 (“1” is the subject area you are most concerned about, “2” is the subject area you are next most concerned about, etc.)

- math
- science
- career and technical education
- arts
- world languages
- social studies
- English
- health and fitness
- special education
- ELL

What would you like to see the state do to increase capacity in your top 3 priority areas?

5. a. What concerns do you have about the facilities capacity to implement CORE 24?

b. What would you like to see the state do to address these issues?

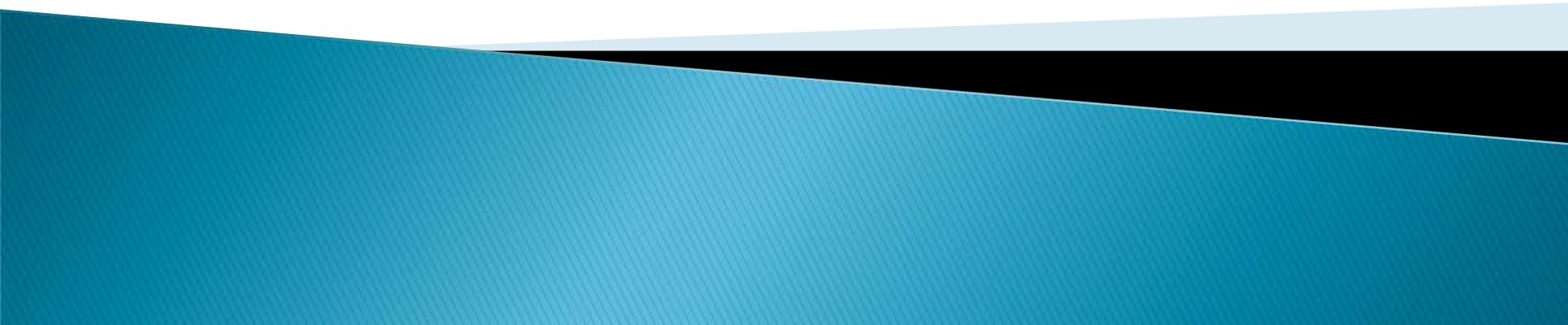
Making Graduation a Reality for ALL Students

Erin Jones
Assistant Superintendent
for Student Achievement (OSPI)
September 28, 2009

For whom will CORE 24 be the greatest challenge?

- ▶ English-speaking students of color
 - ▶ ELL students
 - ▶ Students who were not successful in middle school/junior high
 - ▶ Students who experience trauma or serious illness during high school
 - ▶ Students who are homeless or transient
 - ▶ Students who transfer from another state late in high school
- 

**Why are students currently
not graduating from
high school?**



Some students don't come to high school with the foundational knowledge or ready for the rigor

- ▶ Elementary-level literacy and numeracy skills
- ▶ Lack of experience with the amounts of homework and testing required

HUGE correlation between the number of classes failed first semester freshman year and the likelihood of a student dropping out.

Students do not come to high school with the necessary skills in academic English

- ▶ ELL population is growing
- ▶ Many students being exited prematurely from ELL programs
- ▶ Other populations who often don't speak academic English but do not receive language support:
 - African American
 - Native American
 - Urban poor Caucasian

Students are transient and/or homeless

- ▶ Highly-mobile students may not receive credits when they miss portions of a semester while moving from one place to another
 - ▶ Courses may be different from one district to another making the transition difficult
 - ▶ Students often do not receive counseling or support in course selection or completion
 - ▶ These students are likely to drop out for lack of hope and direction
- 

Students and their families do not understand the graduation requirements

- ▶ Students do not understand that in some school districts missing a certain number of days results in an automatic “F”
 - ▶ Students do not realize they must pass classes in order to receive credit; sitting in a seat does not earn one a credit
 - ▶ Students/families do not understand that certain courses are required in order to earn a high school diploma
- 

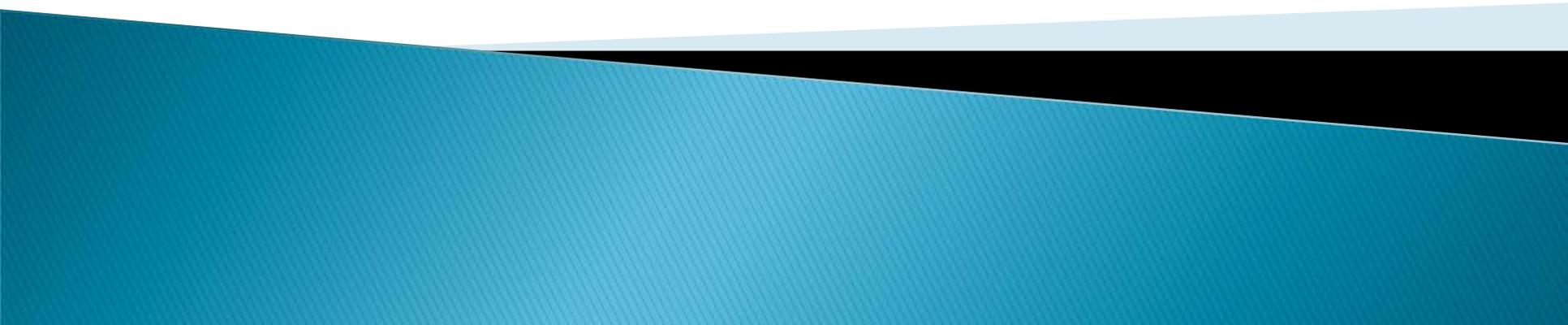
Students do not see the purpose of graduating from high school

- ▶ Many students in poverty don't see connection between high school graduation and success
- ▶ These students only know what has been modeled before them:
 - If mom and/or dad did graduate but don't have jobs, students see no correlation between graduation and work
 - If mom and/or dad didn't graduate, students often don't have the support at home to do anything different

Students do not pass the state assessment

- ▶ Approximately 93% of high school seniors passed the WASL last year
 - ▶ This does not account for the thousands of students (approx. 18,000/yr) who dropped out before senior year
- 

**Biggest problem:
Lack of counseling and
guidance for students!!!**

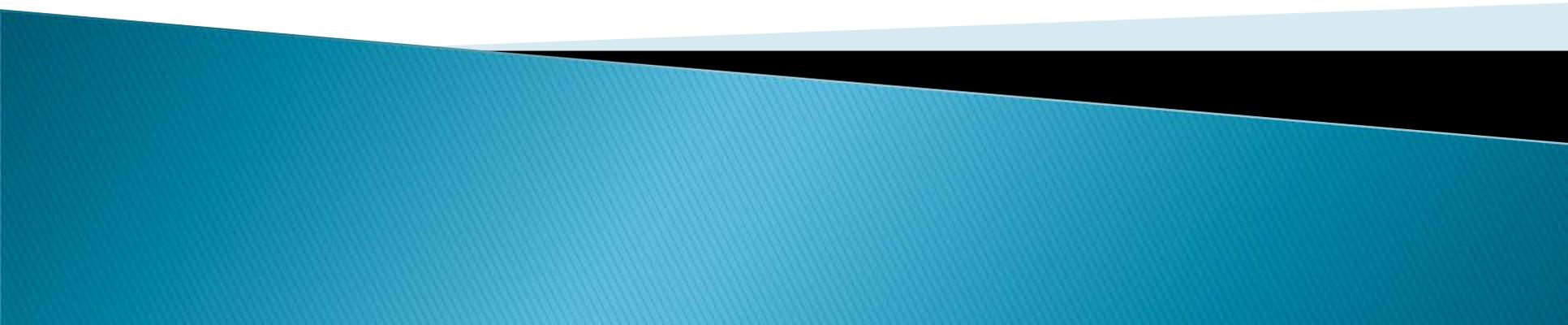


- ▶ Students do not have a post-secondary plan to enable them to make clear decisions about courses that will lead to their future dreams
 - ▶ Individual students are not receiving guidance on course selection and are forced to make selections on their own
- 

- ▶ Achievement Gap Reports all said students of color are often not counseled to take higher-level courses that will lead to college entrance
 - ▶ Students in poverty have similar experiences – culture of low-expectations
- 

- ▶ Many students are not encouraged to take foreign language or upper-level math courses
 - ▶ Students and parents are not regularly informed about their progress towards meeting the requirements for graduation
- 

**How can you make sure ALL
students receive regular
opportunities for guidance
and counseling?**



Navigation 101

- ▶ Provide more opportunities for students to have access to Navigation 101, beginning in middle school (so they come to high school prepared to make the most of every opportunity)
 - **Caveat:** Navigation 101 is only effective if teachers are well-trained in the curriculum and given the right opportunities to work with students

AVID

- ▶ Provide more opportunities for students, particularly in urban, very ethnically diverse, communities to have access to AVID programs
 - Provides for weekly counseling opportunities
 - Provides academic support for students as they take more rigorous course loads
 - Provides training in college–readiness skills
 - Creates a graduation and college–going culture in a classroom or even in an entire school

Challenge: Giving students credit for the class. Often schools aren't sure how to provide credit for AVID.

GEAR-UP

- ▶ Program focuses on secondary schools (middle and high school) with high free-and-reduced lunch numbers
 - ▶ Provides grants to be used for tutoring, mentoring and training for educators
 - ▶ Students receive counseling with a focus on creating a college-ready transcript
 - ▶ Students visit colleges annually and have the opportunity to interact with college students from similar backgrounds
- 

MESA

(Math Science Engineering Achievement)

- ▶ Program offered in collaboration with a local college or university
 - ▶ Seeks to encourage students of color and women to pursue degrees and careers in these fields
 - ▶ Students receive regular support in math and science classes
 - ▶ Students visit college campuses
 - ▶ Students receive guidance support to help them take necessary courses for high school completion and college attendance
- 

Training for high school counselors

(since not every school has Navigation 101)

- ▶ Assure that all high school counselors are trained in the objectives and expectations of CORE 24
 - ▶ Provide trainings for high school educators so they can support the few counselors in a building (often 1 counselor for every 300 to 400 students – doesn't provide for very effective counseling situations)
- 

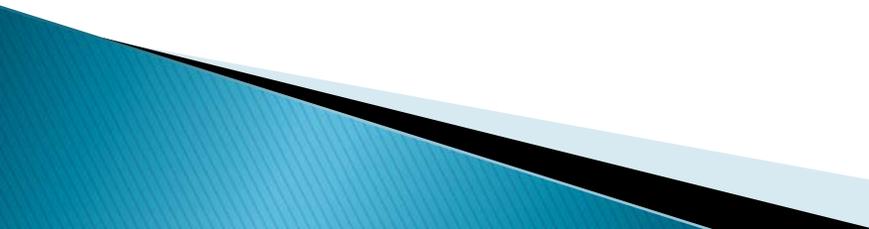
How can we assure that students stay engaged in school so they have a chance to complete enough courses to graduate?

1. Provide more guidance for students
 - To help students develop plans for their futures
 - To help students get the support they need to make wise decisions about course selection
 - To help students get the physical and emotional support they need to be successful
- 

2. Allow students greater access to a variety of courses that count towards graduation and towards skills-based professions, not necessarily 4-yr institutions:
- More CTE offerings:
 - Childcare
 - Mechanics
 - Shop
 - Engineering
 - Photography
- 

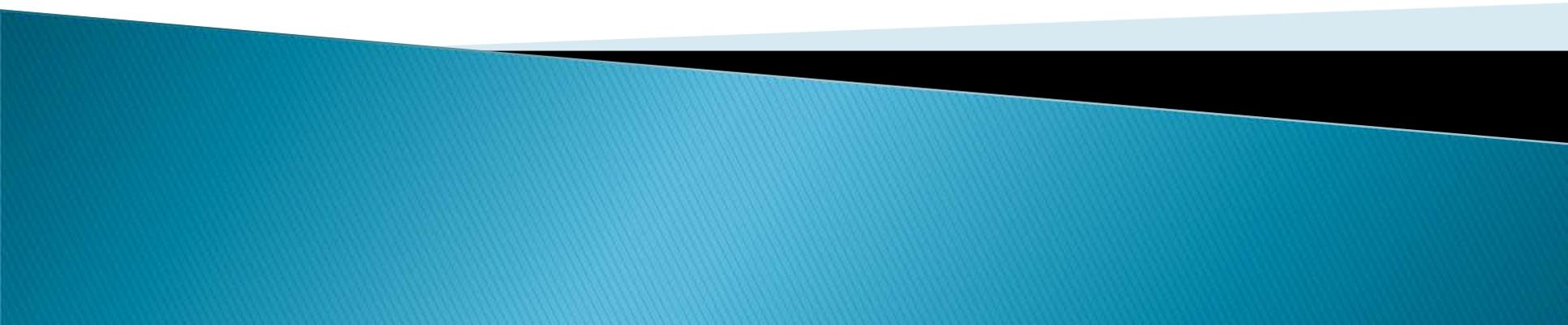
3. Provide a variety of ways for students to make up courses

- On-line course offerings
 - Portfolios-style substitutions for students who must be absent long-term due to illness or family emergency
 - Advocate for more alternative school models to meet the needs of “non-traditional” students
- 

4. Provide ELL students with the support they need to graduate:
- Appropriate credits for ELL courses taken that will lead towards meeting graduation requirements
 - Alternative methods for ELL students to earn credits:
 - Could students take courses in their “home” language, like the ConEvyt (from Mexico) program for Spanish-speaking students?
 - How could students who come to the US in the middle of high school receive credit for the work they have already done in their countries?
- 

5. Standardize course offerings and expectations within a district and across the state:
- Make sure Algebra I means the same thing in Seattle as it does in Tacoma
 - Make sure an “A” in Bellevue means a student has reached the same standard as a student receiving an “A” in Spokane
 - A student moving from one region to another should be able to transition easily from a course in one school to the same course in another school
- 

Other concerns...



Some schools don't have enough of the necessary course offerings for all students to meet the requirements of CORE 24

- ▶ Many schools do not have enough of the necessary course offerings, particularly in foreign language and math, to allow ALL students access to the courses they will need to meet the CORE 24 requirements

How do you propose to remedy this problem in the face of these difficult economic times, when staff are being cut from buildings?



You are not responsible for providing training for teachers, but if you are going to advocate for CORE 24 requirements, who should you partner with to make sure you are not setting students up for failure?

PESB

- ▶ Brief all members of PESB on the philosophy and new expectations of CORE 24
 - ▶ Encourage them to include new standards that will reflect the need for teachers to be trained to help students meet these new requirements
- 

OSPI

- ▶ Brief the leadership team of OPSI on the new requirements of CORE 24
- ▶ Allow them to advise you on their concerns about the implementation of CORE 24
- ▶ Work with them to get the necessary professional development support to assure that educators are prepared to support CORE 24 if it comes to pass

There would be nothing worse than to require something that our system is not prepared to support...something that will lead more students to drop out or not graduate.

Communities of color

- ▶ Whether or not CORE 24 is passed, there are several groups that would be great partners and advocates for you if they bring them on board now:
 - The METT (includes representatives of all the ethnic groups and low socio-economic)
 - The Working Group (members from each of the 5 Achievement Gap Committees)
 - The Achievement Gap Accountability and Oversight Committee

Student/Family advocacy groups

- ▶ State PTA
 - ▶ Seattle Family Support Workers Program
 - ▶ Federal Way Family Empowerment Program
 - ▶ Office of the Education Ombudsman
 - ▶ Ethnic Commissions
 - ▶ CISL
- 

CORE 24 and the argument for high expectations

Every parent would say they have high expectations for their children!

Every parent would say they want a higher level of rigor and opportunities for their children to be challenged!

Every student entering high school hopes to graduate!

We need high expectations for ALL kids! The next question is: How do we provide the missing support to make this a reality?



Contact me...

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Asian Americans

Recommendations /Goals	
1.	<p>Adopt a Data Collection, Research, and Evaluation Plan.</p> <ul style="list-style-type: none"> • Implement systematic data collection that can provide accurate, precise, and quality information on students’ demographic backgrounds and academic outcomes. • Collect disaggregated data by Asian American ethnic subgroups and within student subgroups for any meaningful analysis of their academic participation and performance. Alone aggregate data is incomplete. • Develop standard forms for students’ demographic information, including ethnicity and language, from enrollment to graduation records, from schools through districts to OSPI to ensure consistency across different data sets. • Establish data linkages between the CSRS and other data sets, including WASL, to enable the examination of various student factors that contribute to their educational outcomes and academic achievement, both comparatively and longitudinally. • Engage a community-based advisory group to advise on data development and research questions about academic achievement that are meaningful for schools and Asian American communities. • Conduct follow-up of students who drop out of and who graduate from Washington State high schools. Such studies are critical to understanding the short-term and long-term consequences of schooling in the State.
2.	<p>Create a Seamless Pipeline Pre-K Through 16.</p> <p>Include Asian Americans, with particular attention to at-risk groups, in all academic and co-curricular programs, from early education (such as Thrive by Five) through K-12 and on to college access, information, and recruitment opportunities.</p> <ul style="list-style-type: none"> • Collaborate with community-based organizations to increase resources, including linguistic and cultural experts, and to identify families and ethnic groups who can most benefit. • Consult with Asian American teachers, counselors, administrators, other school personnel, and specialists on Asian American education. • Develop partnerships with higher education, including 2-year and 4-year institutions. • Collect and analyze aggregate and disaggregated data on Asian American student participation, performance and outcomes at all levels, pre-k-16.
3.	<p>Broaden and enhance Measurements and Accountability.</p> <p>Given that single (high-stakes) measurements tend to demoralize students and limit teacher effectiveness, the following are recommended:</p> <ul style="list-style-type: none"> • Balance cognitive-based measurements with assessments using other forms of knowledge acquisition and skill building, such as social emotional learning. • Adopt qualitative ethnographic studies along with quantitative data about student progress and performance. • Inform students and families about measurements, standards, performance, and related matters in culturally responsive ways. • Review assessment methods and materials to ensure they are free of cultural biases.

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	<ul style="list-style-type: none"> Engage with all stakeholders—students, families, communities, educators, specialists, and others at local, regional and national levels to ensure measurements are appropriate, meaningful, and positive, not punitive.
4.	<p>Foster Culturally Responsive Approaches</p> <p>Develop and implement a strategic plan that encourages the cultural responsiveness of the school system to Asian Americans and all racial and ethnic minority groups so the system is positive, individualized, free of stereotypes, and views them as assets.</p> <ul style="list-style-type: none"> Address institutional barriers such as discrimination, bullying, stereotyping, and inappropriate testing that create a hostile school climate and disengage students from learning in the classroom or participating in school activities. Incorporate culturally responsive teaching and curricula that include appropriate material on Asian American groups and capitalize on students’ cultural backgrounds. Recruit, retain, and advance effective teachers and administrators from Asian American communities. Train all teachers and administrators to work more effectively with diverse groups of Asian American students and their families.
5.	<p>Adopt Effective ELL Programs.</p> <ul style="list-style-type: none"> Adopt effective ELL programs, and, support the programs for the necessary time that students need in order to achieve academic English proficiency. Enhance equal access for ELL students to information, programs, and opportunity for higher education. Ensure that all Asian American students who are ELL students or who could benefit from such programs are well served in them. Employ highly effective and well-trained bilingual/ESL teachers and counselors.
6.	<p>Address Teacher Quality and Effectiveness</p> <p>Teachers should expect success for all children regardless of their ethnicity, primary spoken language, socioeconomic status, family configuration, age, religion, ability, gender, and physical characteristics. Schools need to support and reward teachers who demonstrate effectiveness in closing Asian American achievement gaps. We encourage teachers engaged with Asian American students to:</p> <ul style="list-style-type: none"> Initiate positive, interactive relationships with families and communities as they participate in their children’s education. Know students by gaining greater knowledge of Asian American ethnic groups, their histories and cultures here in the United States and in their ancestral countries. Incorporate such information in the classroom and related school activities. Use multiple teaching styles to support students’ different learning styles. Provide all students with access to challenging and engaging curricula.
7.	<p>Engage Asian American Families in Schools.</p> <p>Greater effort needs to be made to engage parents in ways that are meaningful to them; school-defined involvement is not enough. To be more welcoming, schools can, for example:</p> <ul style="list-style-type: none"> Recognize families’ rich and varied backgrounds and life experiences. Hold information meetings for families on community sites with translators and eliminate language barriers in print materials and at meetings. Provide families with needed information to navigate the U.S. school system.

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	<ul style="list-style-type: none">• Hire family advocates and parent academic liaisons, as utilized, for example, by the Shoreline School District, to bridge relationships between teachers and families.• Collaborate with Asian American community groups and community-based organizations to enhance resources and to make connections with families.
8.	<p>Strengthen School-Community Partnerships.</p> <p>Partnerships and resource sharing can enhance the work of both schools and communities. The operative word in this recommendation is <i>partnerships</i>. Ethnic organizations have other resources, including cultural and heritage language supports.</p> <ul style="list-style-type: none">• Utilize the wide-ranging networks and experts within Asian American community groups to assist in closing the achievement gaps.• Engage the community-based organizations that have skills and experience in working with Asian American families, youth, and their issues.

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Pacific Islanders

Recommendations /Goals	
1.	<p>Develop and implement a strategic plan that fosters the cultural responsiveness of the school system.</p> <p>A comprehensive plan should include:</p> <ul style="list-style-type: none"> • Institutional changes that effectively reduce the barriers that deter Pacific Islander students from reaching their academic potentials. Institutional barriers are factors (i.e., discrimination, bullying, stereotyping, and inappropriate testing) that create a hostile school climate that disengages students and their parents from learning in the classroom or participating in school activities. • Cultural-based education (CBE), shown to be effective among some groups, should be considered as one possible intervention in overcoming some of these institutional barriers. • Recruitment and retention of teachers and administrators from Pacific Islander communities. • Training teachers and administrators to more effectively teach Pacific Islander students and work with their families.
2.	<p>Initiate more extensive partnerships with existing Pacific Islander community groups.</p> <p>Such groups, including the Multi-Ethnic Think Tank, Pacific Islander Community Advisory Group, and the Asian American Community Advisory Group, have extensive community networks that make them potentially strategic partners in helping schools meet the educational needs of Pacific Islander students.</p> <ul style="list-style-type: none"> • The operative word in this recommendation is the term <i>partnership</i>.
3.	<p>Ensure that Pacific Islanders, with particular attention to groups at-risk, are included in all academic and co-curricular programs, from early education (such as Thrive by Five) through k-12 and on to college access, information, and recruitment opportunities.</p> <ul style="list-style-type: none"> • Collaborate with community-based organization: (1) increase resources, including tapping linguistic and cultural experts, and (2) indentify families and ethnic groups who can most benefit. • Hold information meetings for families on community sites with translators. • Consult with Pacific Islander teachers, administrators, other school personnel, and specialists on Pacific Islander education. • Develop partnerships with higher education institutions (2-year and 4-year colleges). Key units include: teacher education, ethnic studies, social work, and student affairs, all of whom have some students who are interested in K-12 experiences. Pacific Islander students, in particular, can serve as role models.
4.	<p>Develop and implement a research and evaluation plan that assesses the reduction of the achievement gap over time.</p> <ul style="list-style-type: none"> • Disaggregate the different Pacific Islander groups in data collection and analyses to the extent that it does not compromise concerns about confidentiality. As shown in the report, there are substantive differences among the different Pacific Islander ethnic groups. Without this disaggregation, it will be difficult to know whether any changes in academic indicators are for all ethnic groups or for only a few. • Establish data linkages between the CSRS and other data sets, including the WASL. We found discrepancies in data elements, such as

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in ethnicity and school district, for the same students when different data sets were compared. Work should begin to ensure that data are consistent across data sets and that linkages can occur. Without such longitudinal data, efforts to examine the factors that contribute to improvement over time will be severely limited.

- In consultation with Pacific Islander groups, identify research questions about academic achievement that are meaningful for the schools and Pacific Islander communities.
- Conduct follow-up of students who graduate from Washington State high schools.

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Latinos

Recommendations /Goals	
1.	<p>Comprehensive Data System & Evaluation Framework</p> <ul style="list-style-type: none"> • Develop a statewide evaluation framework to be utilized by schools and districts to examine unequal opportunities to learn for Latinos and ELL students who are not achieving at grade level. • Conduct an audit of school districts with Latino school populations of 25 percent or higher, or with more than 1,000 Latino students, in order to understand the capacity that exists for serving ELL and Latino students in the state.
2.	<p>Student Support</p> <ul style="list-style-type: none"> • Increase access to curricular resources for Latino students to accelerate learning and support academic achievement. • Address the issue of low graduation rates among Latino students and underrepresented students. The state needs to closely and accurately monitor graduation rates for Latino and all students using a cohort model and work to reduce the Latino dropout rate significantly by 2014. • Remove the use of the WASL as an exit exam for high school graduation.
3.	<p>Teacher and Instruction</p> <ul style="list-style-type: none"> • Increase teacher diversity by charging teacher training programs and colleges of education in the state to develop an infrastructure for a “grow your own” program of bilingual/bicultural teachers, and provide them with incentives to teach in regions where first generation families live. • Require all future teachers in Washington State to develop competencies related to meeting the instructional and socio-cultural needs of ELL students in order to obtain a certificate. • Require current teachers to participate in cultural competence training and support teachers to attend these professional development opportunities both locally and nationally. • Institute licensure requirements for teachers (changing state certification to require that initial teacher licensure include training on meeting the needs of students whose first language is not English) and provide for ongoing professional development on pedagogical efforts to raise achievement levels among such students. • Examine the use of paraprofessionals in the classroom instruction of English Language Learners and invest in paraprofessionals currently working in high concentration Latino school districts to earn their degrees and become certified teachers.
4.	<p>Promote Parent Engagement and Involvement</p> <ul style="list-style-type: none"> • Foster a welcoming environment for Latino parents with schools, by addressing the cultural and linguistic needs of parents. • The state should require schools and districts (in addition to those required by federal grant requirements) to communicate effectively with parents whose first language is not English, and utilize multiple approaches of communication. Specifically, the state

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	<p>should require: (1) correspondence be sent home translated in English and Spanish; (2) translators should be offered for parents who do not speak English; (3) greater efforts by school staff should be made to verbally communicate with parents over the phone and in person; and (4) require school districts to utilize a common, state-developed instrument for principals and parents to determine their effectiveness in communicating with parents whose first language is not English.</p>
5.	<p>Develop a Seamless P-20 Continuum</p> <p>Establish a foundation for a seamless continuum to college for Latino students.</p> <ul style="list-style-type: none">• Promote a P-20 continuum by providing early knowledge about college for all Latino students and their parents by hosting parent workshops with information provided in English and Spanish.• Education about HB 1079 should start prior to high school. The state should provide support to school districts to offer information in English and Spanish for HB 1079 students and their parents to better understand college admission standards and funding sources.• Audit the implementation of HB 1079 in higher education systems to determine whether college and university admissions offices are responsibly implementing the law as intended by the state Legislature.• Allow students who qualify as HB 1079 students to compete for state-funded need grant financial aid.

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African Americans

Recommendations /Goals

This report was presented as a plan with overarching policy and systemic recommendations, specific goals with benchmarks, and, an implementation plan with a phased-in timeline. Five key areas for change were identified by the advisory committee as they developed the plan:

- **Teacher Quality**

“The main policy task is to leverage incentives attuned to the current labor market, to produce more and better candidates, to recruit teachers into struggling schools, and to keep them there long enough to make a difference.”

- **Teaching and Learning**

“What African American students need is exactly what all students need. They need teachers and school leaders who have high expectations of them. They need rigorous and relevant curriculum that engages, challenges, and connects them to the world they know with the world they need to know.”

- **School and District Leadership**

“To be effective, leaders must have high expectations of all students and teachers, and a high degree of awareness of their own culture and the culture of others. These leaders must be able to mobilize students’ cultures as a force for learning, and they must reach out to engage parents and communities to support educational excellence.”

- **Student Support**

“Expanded school guidance programs are needed to focus on the positive development of student attitudes and habits of mind that lead to success in school life.”

- **Family and Community Engagement**

“If the achievement gap is to be closed, family involvement must be considered a legitimate and integral part of public education in the State of Washington.”

These key areas have been embedded in the following recommendations. In addition, this plan states six assumptions that needed to be upheld in order for the recommendations, goals, and strategies in the plan to be successful. Among the assumptions was a clear discussion for **better data**. The report issued a call for the State Board of Education to “ensure that summative assessment instruments such as the [WASL] provide sufficient data to accurately and reliably report disaggregated student progress.”

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1.	<p>Recommendations for Policy and Systemic Change</p> <ul style="list-style-type: none"> • Include specific language in RCW 28A.150.210, the state’s Basic Education Act, that spells out the requirement for all Washington P-12 students to be provided an “excellent and equitable” education. • Expand the state’s definition of Basic Education to include early learning for three- to five-year olds at risk of not meeting state learning standards, as recommended by the Joint Task Force on Basic Education Finance. • Revise the State Board of Education’s School Improvement Plan requirements under WAC 180-16-220 to require districts and schools to close achievement gaps. • Establish in CISL (Center for the Improvement of Student Learning) an appointed, statewide achievement gap oversight committee to monitor the implementation of school and district plans to close the achievement gap for African American students. • Direct the Higher Education Coordinating Board, OSPI, the State Board of Education, and the Workforce Training Board to collaborate in revising existing, and in developing new, agreements to increase college access and technical career opportunities for African American students. • Establish collaboration between higher education and school districts to co-create and co-deliver pre-service and in-service programs with an emphasis on school climate, engaging diverse classrooms, and instructional strategies for diverse students.
2.	<p>Goal 1: Teacher Quality</p> <ul style="list-style-type: none"> • By 2014, all school districts ensure that teachers, staff and administrators in schools with 20 percent or more African American students are qualified, trained and effectively meeting the academic, cultural and social needs of these students. <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • By 2014, establish and fund a performance pay system with incentives for high quality teachers to work in schools with high concentrations of African American students. • By 2014, increase the number of National Board Certified teachers by 25 percent in schools with 20 percent or more African American Students.
3.	<p>Goal 2: Early Learning</p> <ul style="list-style-type: none"> • By 2014, provide all African American children, birth to five, with high quality and academically focused early education to prepare them for success in school. <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • By 2010, elementary schools with 20 percent or more African American students, establish a baseline of kindergarten readiness, as measured by the state adopted kindergarten assessment tool. • By 2011, elementary schools with 20 percent or more African American students will annually collect readiness data to determine if entering kindergarteners are improving in readiness skills. • By 2014, elementary schools with 20 percent or more African American students will increase partnerships with preschool programs by 20 percent.

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4.	<p>Goal 3: Graduation Rates</p> <ul style="list-style-type: none"> ● Increase the on-time and extended graduation rates for African American students to reach parity with the highest-performing demographic group by 2014 and to achieve a 100 percent graduation rate by 2018. All graduates should be work- and college-ready without need for remediation. <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● By 2018, increase Advanced Placement participation rates to reach parity with the highest performing demographic group. ● By 2018, increase PSAT participation rates to reach parity with the highest performing demographic group.
5.	<p>Goal 4: Post-Secondary Education and Job Training</p> <ul style="list-style-type: none"> ● By 2018, increase the number of African American students entering and completing post-secondary education and/or job training to be at or above parity with the highest-performing demographic group and to achieve 100 percent participation by 2024. <p><u>Benchmarks:</u> The following are listed with 2012 beginning benchmarks which incrementally increase to the 100 percent participation rate by 2024.</p> <ul style="list-style-type: none"> ● Increase post-secondary entrance rates ● Increase post-secondary completion rates for 4-year public colleges ● Increase post-secondary completion rates for 4-year private colleges ● Increase post-secondary completion rates for 2 -year public colleges ● Increase post-secondary completion rates for 2-year private colleges
6.	<p>Implementation Recommendations:</p> <ul style="list-style-type: none"> ● Provide resources to achievement gap districts (those with 20 percent or more African American students) to revise and implement district improvement plans to the close the achievement gap for African American students. ● Develop and implement K-12 demonstration Millennium Schools focusing on the science, technology, engineering, and mathematics (STEM) areas.

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Native Americans

Recommendations /Goals	
	<p><i>Section 7 of the report presents a “Comprehensive Education Plan to Increase Native American Educational Achievement” which includes various goals (such as achievement and success goals) and recommendations; they are embedded in the following areas.</i></p>
1.	<p><i>Teachers, Administrators, School Boards, and Tribes</i> <i>Teachers, administration, and governance can benefit from cultural competence, a status of a school district’s understanding of the unique place-based attributes of the communities they serve.</i></p> <p>Develop relationships between school districts and tribes</p> <ul style="list-style-type: none"> • Teachers, administrators and school boards will have access (by 2010) and a working knowledge (by 2020) of resource materials and strategies pertaining to Native American educational achievement and attainment in Washington. • All tribes and Indian education programs will have access (by 2010) and a working knowledge (by 2020) of resource materials and strategies on working with public school districts. • Two-thirds of tribes will have entered into government-to-government relations with public schools on or near their reservation boundary by 2012. By 2015 all tribes will have entered into relations with public schools. • <i>Native language, culture and history will eliminate the achievement gap. State and school districts will share control over the mission, scope and influence of the education system with tribal governments and Indian education organizations.</i> • <i>By using place-based education, elders, Native community members, family members and parents, along with their children, teachers, and administrators could work together to develop, implement, and evaluate authentic learning experiences that actively engage Native and non-Native students.</i> • <i>Mentors and role models are essential, especially because many youth and adolescents, due to circumstances beyond their control, want to do something with their lives but have obstacles that may interfere with their ability to thrive.</i> <p>Teacher preparation and administrator programs</p> <ul style="list-style-type: none"> • Provide resources for pre-service and in-service educators and stakeholders. • All teacher preparation and administrative certification programs in Washington will provide resource materials within the curriculum pertaining to Native Americans in Washington (by 2012). • <i>Cultural competence means that teacher preparation and administrative certification programs offer coursework covering areas of developing relationships, creating relevant practices, and establishing rigorous adherence to values that help Native children achieve and succeed.</i> • <i>It is important that interactions with the Native community members and school personnel are based on this fundamental commitment: both parties are committed to the education of their children. Teachers, educators and school administrators need to</i>

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	<p><i>understand that disengagement from the school or not understanding how to help their children with homework does not mean “a lack of commitment to education.”</i></p> <ul style="list-style-type: none"> • <i>Educators need to be aware that family relations might not be a “traditional” nuclear family by Western standards but rather includes extended family members.</i> <p>Curriculum development</p> <ul style="list-style-type: none"> • <i>(By 2011, a third of all tribes, by 2013 two-thirds of all tribes) By 2015 all tribes in Washington will develop language, cultural and history curriculum to be integrated into public schools on or near their reservation boundary.</i> • <i>The need for incorporating Native history, language and culture into regular curriculum was one of the most prevalent themes across elders, parents, educators and Native students. Having elders teach Native history, culture and language was unanimously agreed upon as critical across all educational arenas.</i> <p>Promoting Native culture</p> <ul style="list-style-type: none"> • <i>(By 2011, a third of all tribes, by 2013 two-thirds of all tribes) By 2015 all Title VII programs (or future equivalent) in Washington will have entered into memorandums of understanding with public schools to promote Native language, culture, and history.</i> • <i>It is through students’ personal, holistic development that they will be able to contribute to this society; that, at its essences, is simultaneous cultures existing together. Outcomes (graduation rates, high achievement rates, etc.) mean nothing to the collective Native community if the child has no knowledge of native language, culture and history.</i> • <i>Being able to attend and practice traditional ceremonies has been identified as supporting students’ development (spiritual, mental, physical and emotional). Providing opportunities for children and youth to thrive will require school system policies and practices that support such experiences as opposed to creating barriers which prohibit or discourage them.</i>
2.	<p>Health and Wellbeing – By 2012</p> <ul style="list-style-type: none"> • Establish measurements on health and wellbeing among Native American children, youth, adults and families. • Establish reliability and validity on measures of health and wellbeing for Native American children, youth, adolescents and families with standardized norms based on a sample of Native Americans in Washington State. • Establish programs that promote the stability and continuity of education and appropriate services for Native American children and adolescents during transitions: such as foster care placement, residential treatment, transfers within state districts and dropout students returning to school to receive their high school diploma or equivalency (GED). • Reduce the rates of risk factors among Native American youth for substance and alcohol abuse, depression, suicidality and other rates of mental health disorders. • Establish culture-based prevention and intervention programs for “at risk” Native youth, including those who have been placed in foster care, have history of substance of alcohol use, have been in residential treatment, or have dropped out of school. • Have standard assessment instruments in public and tribal schools that assess students’ overall wellbeing and social and emotional functioning.
3.	<p>Academic Achievement and Educational Attainment Increase academic attainment and proficiency</p>

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	<ul style="list-style-type: none"> • By 2012, double the percentage of Native American students who are proficient or advanced in reading, writing and math at various grade levels and upon high school graduation (by 2020 - 90% or more). • By 2012, reduce by 50% the number of Native American students failing one or more classes in junior and senior high school (by 2020 – 90% or more pass all classes in junior and senior classes). • By 2010, the top quartile schools serving the largest concentrations of Native American students will triple the number of Advanced Placement courses and course takers. • By 2012, all Native American students will have access to a college prep curriculum. • By 2020, eliminate the college prep gap between Native American high school graduates and their white peers. <p>Graduation rate and dropout/push out rate</p> <ul style="list-style-type: none"> • By 2012, reduce by 50% the dropout/push out rate among Native American students (by 2020 reduce rate to zero). • By 2012, increase by 50% the number of Native American high school graduates in at least half of the schools with largest concentrations of Native American students (by 2020 – 90% or more). • <i>Teachers that students found helped them in school: (a) provide encouragement, support and respect for their cultural identity; and (b) are flexible and adaptable to help Native students make up for absences and missed assignments due to family issues, losses and cultural opportunities outside the classroom.</i> • <i>Educational policies need to be reevaluated for applicability and sensitivity for Native students, families and communities.</i> <p>Post-secondary opportunities</p> <ul style="list-style-type: none"> • By 2012 all high schools with 15% or more Native American student enrollment will be in partnership with two- and four-year institutions of higher education to establish a college going culture and to increase the college going rates of native students to 90% or more by 2020. • By 2015, two- and four-year colleges will close the Native American college-going gap by half and eliminate it by 2020.
4.	<p>Assessment of Learning</p> <ul style="list-style-type: none"> • Improve Data Collection and Reporting. “There is indeed a need for new narratives and new perspectives in indigenous learning and education.” • By 2010, OSPI will reform assessment of student learning to offer more intervention and direction to students and families to improve student learning. • By 2012, Native American students will be able to demonstrate mastery of subject areas with assessment methods more aligned to Native cultural and community expectations. • By 2020, all students will be able to demonstrate mastery pertaining to ancestral and contemporary history of tribes and urban Indian communities in Washington, with particular emphasis on sovereignty, treaty law, language, culture, and maligned effects of colonization contrasted with intergovernmental relationships that showcase collaborative strategies of communities working

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	<p>together.</p> <ul style="list-style-type: none"> • (By 2010, a third, by 2012, two-thirds) and by 2015 all tribes and established urban Indian organizations in Washington will develop indicators of achievement and success to be monitored in collaboration with public school districts and OSPI assessment of student learning.
<p>5.</p>	<p>Develop a Partnership with the National Education Association NEA has a number of resources that are available to help close the achievement gap. The NEA’s guide, entitled <i>CARE Strategies for Closing the Achievement Gaps</i>, is a good example. The C.A.R.E. Guide provides a multi-themed approach to closing the achievement gaps, focusing on Culture, Abilities, Resilience, and Effort (C.A.R.E.). It is a guide developed by NEA to enhance the pedagogical skills of educators, particularly addressing minority and low-income students.</p>
<p>6.</p>	<p>Increase State Support and Collaboration</p> <ul style="list-style-type: none"> • It is imperative that the state legislature appropriate at least \$250,000 to hire additional personnel and provide program support to OSPI’s Indian Education Office • Continued support should be provided to the Center for the Improvement of Student Learning and Title I, Part A. • The following programs at the Governor’s level need to be maintained: Office of the Education Ombudsman, the Family Policy Council, and the Governor’s Office of Indian Affairs.
<p>7.</p>	<p>An Additional Recommendation</p> <ul style="list-style-type: none"> • We recommend that there be a meeting of foundations (tribal and non-tribal) to dialogue about the report’s goals and recommendations with the specific purpose of funding action strategies to close the achievement gap among Native American students.