

CORE 24 IMPLEMENTATION TASK FORCE MEETING
February 5, 2010

AGENDA

- 9:00-9:30** **Informal Conversation/Discussion**
- 9:30-10:00** **Welcome, Review of Agenda, and Updates**
- 10:00-11:20** **Middle School Connections to High School Graduation**
JoAnn Carbonetti, Principal, Park Place Middle School, Monroe SD
Tim Gordon, Principal, Kenmore Junior High, Northshore SD
Damon Hunter, Principal, Saghalee Middle School, Federal Way PS
Whitney Meissner, Principal, Chimacum Middle/Senior HS, Chimacum SD
- A panel of middle school principals will provide their perspectives about the role of middle schools in high school graduation requirements.*
- 11:20-11:30** **Break**
- 11:30-12:00** **Idaho's Middle School Student Accountability Initiative**
Rob Sauer, Deputy Superintendent, Idaho State Department of Education will call in to the meeting to talk about Idaho's initiative to introduce a credit system no later than the 7th grade.
- 12:00-12:30** **Lunch**
- 12:30-2:20** **Small Group Work**
Small group discussion of middle level policies and automatic enrollment
- 2:20-2:30** **Break**
- 2:30-3:30** **Large Group Report Out**
- 3:30-4:00** **Summary/Next Steps**

Next Meeting Date: March 15, 2010, 9:00-4:00 at Puget Sound ESD

CORE 24 IMPLEMENTATION TASK FORCE MEETING NOTES January 11, 2010

ITF members: Mike Christianson, Jean Countryman, Lynn Eisenhauer, Chuck Hamaker-Teals, Larry Francois, Lisa Hechtman, Sergio Hernandez, Julie Kratzig, Bridget Lewis, Karen Madsen, Dennis Maguire, Mark Mansell, Mick Miller, Jennifer Shaw, Sandra Sheldon, Brad Sprague

SBE Board and staff: Steve Dal Porto (Board Co-Lead), Jack Schuster (Board Co-Lead), Amy Bragdon, Connie Fletcher, Phyllis (Bunker) Frank, Warren Smith, Kathe Taylor (staff)

Observer: Tim Knue

Welcome, Review of Agenda, General Updates. Steve Dal Porto and Jack Schuster welcomed the group and presented a new Core 24 graphic. (ITF members critiqued the graphic and suggested that it be revised to reflect three credits of career concentration in all pathways. The most recent [Core 24 graphic](#) reflects this change.) Bridget Lewis distributed the results ([comments](#) and [data](#)) of a Zoomerang survey that she, in conjunction with Sergio Hernandez and Mick Miller, had sent to ESD 101 superintendents, assistant superintendents, and business managers. The survey presented each of the four considerations that the ITF had put forward in fall 2009; seventy-one people responded. Mark Mansell and Jennifer Shaw discussed their November 2009 presentation to the SBE, where they shared the phase-in recommendations and issues discussed by the ITF at the November 2 meeting. ITF members emphasized the importance of underscoring to the SBE the cost of reforming the education system.

Making Core 24 Work for All Students. Members formed small groups to work on policy issues that might be needed to make Core 24 work for all students. The results of the groups' work is captured in the tables in these notes and reflects the summary of the worksheets turned in by the groups and listed on flip chart paper. Staff provided seven policies for the ITF to consider (or reconsider), and an opportunity for ITF members to suggest additional policies.

Updates on School Funding, Finance Reform and the QEC. Isabel Muñoz-Colón, Senior Budget Analyst with OSPI, presented an [Update on QEC and Funding Formula Technical Working Group PowerPoint](#). In preparation for Isabel's presentation, and to seed a conversation about funding elements needed to phase in Core 24, ITF members had been asked to complete a "budget phase-in tool." Specifically, they were asked, thinking about Core 24:

- How should the implementation of each element be sequenced over the eight years?
- What elements in the prototype should be implemented together?

Isabel summarized the views of the eight ITF task members who had submitted their perspectives prior to the January 11, 2010 meeting about the elements needed to implement Core 24. Slides 10-16 represent those views. **ITF members who had not submitted the budget tool yet were asked to send their responses to Isabel so the full ITF could be represented.**

Isabel also noted that the Funding Formula Technical Work Group acknowledged that additional resources would be needed for Core 24 because 1) all districts were not providing 1,080 hours at the secondary level, and 2) additional resources would be needed for students who need additional instructional opportunities to successfully meet more requirements (see slide 7). Further study is needed.

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

1/11/2010

Policy	Revisions (Group 4)	Revisions (Group 1)	Advantages/Disadvantages
<p>Two-for-One. The ITF has identified the possibility of creating a new “2 for 1” policy that would enable students to earn 1 credit and satisfy 2 requirements when taking a CTE course that has been designated by the district to be equivalent to a core academic course: One credit is recorded on the transcript, while two graduation requirements are “checked off” as having been met. This policy would not decrease the total number of credits required—the student must still earn 24 credits—but would increase flexibility by enabling a student to choose an elective credit. The ITF also talked about limiting students to one “two for one” opportunity.</p>	<p>Two-for-One. The ITF has identified the possibility of creating a new “2 for 1” policy that would enable students to earn 1 credit and satisfy 2 requirements when taking a CTE course <i>in which the content standards for both courses are met.</i> that has been designated by the district to be equivalent to a core academic course: One credit is recorded on the transcript, while two graduation requirements are “checked off” as having been met. This policy would not decrease the total number of credits required—the student must still earn 24 credits—but would increase flexibility by enabling a student to choose an elective credit <i>additional course.</i> The ITF also talked about limiting students to one “two for one” opportunity.</p>	<p>Two-for-One. The ITF has identified the possibility of creating a new “2 for 1” policy that would enable students to earn 1 credit and satisfy 2 requirements when taking a CTE course that has been designated by the district to be equivalent to a core academic course: One credit is <i>would be</i> recorded on the transcript, while two graduation requirements are <i>would be</i> “checked off” as having been met. This policy would not decrease the total number of credits required—the student must still earn 24 credits—but would increase flexibility by enabling a student to choose an elective credit. The ITF also talked about limiting students to one “two for one” opportunity. <i>Clear state parameters would have to be developed to ensure consistent interpretation and application of this policy to enable credit transfer within and among districts and/or schools.</i></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 • <i>Leads to more integrated coursework</i> <p>Disadvantages:</p> <ul style="list-style-type: none"> • Without clear state parameters, the policy could be interpreted inconsistently <i>within and/or</i> across districts and make it difficult for students to transfer credits across schools <i>and/or</i> districts • Might require changes to standardized transcript <p>Questions:</p> <ul style="list-style-type: none"> • <i>Would this option be offered by all districts or “available” for districts to offer?</i> • <i>The concern about transfer students must be remedied for this idea to move forward.</i>

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

1/11/2010

Policy	Group Responses	Advantages/Disadvantages
<p>Credit Not Defined by Time. Eliminate the time-based requirement for a credit.</p>	<p>Group 1 did not endorse the idea; and wanted to know what would replace time as a requirement</p> <p>Group 2 endorsed and didn't endorse the idea. They said if there is no competency-based state assessment or written district policy supporting CBA, then the 150 hours per credit would apply.</p> <p>Group 4 endorsed the idea, but expressed concern that from a funding perspective, the state could simply eliminate the time and say that the state is funding Core 24.</p> <p>Concern: In a standards-based system, we should be defining credit by demonstrating standards—should be focusing our efforts on transitioning to assessment for standards</p> <p>In response to a question about whether Core 24 would force districts to move to a 7- or 8-period day, groups said:</p> <ul style="list-style-type: none"> • Might encourage districts to move toward a 7-or 8-period day, but districts could still add hours • Yes, because kids will fail classes, districts will have to create shorter periods. This will create huge issues with collective bargaining • No, six periods should be adequate for most students. Use flexibilities to support struggling students is our recommendation. • It will encourage, but not force districts. Districts could always add time before or after school, during the summer, or through online courses. • It will hopefully encourage more intentional use of time during the day 	<p><i>(Responses in bold have been added to the original list.)</i></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 • 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 • It would decrease student-teacher contact time. • It may conflict with the new 1,080 hour requirement. • If the state eliminates the time-based requirement, the state could say that it is already funding Core 24

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

1/11/2010

Policy	Group Responses	Advantages/Disadvantages
	<p>In response to a question about whether districts in WA will be pressured to engage in “window dressing—creating more class period with less substance—groups said:</p> <ul style="list-style-type: none"> • Potentially true that districts could add “window dressing” but less time does not mean less substance. • No, unless the district is already good at window dressing actions. Core 24 provides ample opportunities (flexible options) for students to achieve or meet the requirements. • At 7 periods, probably no; 8 periods, it’s getting to be probably yes. However, maybe we would use time more efficiently or effectively. Would need more professional development 	

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

1/11/2010

Policy	Response (Group 2)	Response (Group 4+)	Advantages/Disadvantages
<p>Give limited waiver authority to local administrators.</p>	<p>Group 2 said “yes,” they would recommend that state policy authorize local administrators to waive state graduation requirements, and suggested the following conditions:</p> <ul style="list-style-type: none"> • <i>Limit to 2 credits</i> • <i>Base on student need (maybe tied to some sort of process—team assessment of individual issues)</i> • <i>Must be documented on the transcript</i> • <i>Cannot be in math, reading, or writing (areas of accountability for federal standards)</i> <p>Clarification Needed: Is the intent to:</p> <ul style="list-style-type: none"> • reduce the credit load from 24 to 22 <u>or</u> • waive up to 2 requirements, but still require 24 credits? 	<p>Group 4 said “yes,” they would recommend that state policy authorize local administrators to waive state graduation requirements, and suggested the following conditions:</p> <ul style="list-style-type: none"> • <i>Each board must adopt policy that prescribes administrator latitude and discretion on waiving required credits.</i> <p>Suggestion from large group:</p> <ul style="list-style-type: none"> • Once student makes standard on WASL, might waive an upper level course 	<p>Advantages: (Group 2)</p> <ul style="list-style-type: none"> • <i>Allows flexibility to meet requirements</i> • <i>Allows transparency that waiver has been given and why</i> • <i>Not open-ended so thought must be used to give the waiver</i> • <i>Acknowledges that there are fundamental skills that cannot be given waivers</i> <p>Advantages: (Group 4)</p> <ul style="list-style-type: none"> • <i>Acknowledges the professional judgment of our staff (principals)</i> • <i>Acknowledges that there are so many variables in the way students learn</i> • <i>Similar to how IEP teams determine graduation requirements for IEP’d kids</i> • <i>Small schools may need flexibility</i> <p>Disadvantages: (Group 2)</p> <ul style="list-style-type: none"> • <i>It’s only as good as the people/systems giving the waivers</i> <p>Disadvantages: (Group 4)</p> <ul style="list-style-type: none"> • <i>Inconsistencies will occur</i>

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

1/11/2010

Policy	Response (Group 2)	Response (Group 4+)	Advantages/Disadvantages
<p>Competency-based Credit. Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course.</p>	<p>Group 2 said they would and would not endorse the policy as written. They would add the bolded statement:</p> <p>Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course. <i>Districts may use end-of course state assessments to award credits articulated in a written district policy.</i></p>	<p>Group 4 said, no, they would not endorse the policy as written. They liked the concept but it needed a statement that <i>measurement of competency-based credit shall be developed at the local level or designated through district policy. They also expressed concerns with the breadth of end-of-course assessments.</i></p> <p><i>One ITF member (perhaps more?) suggested changing the statement as follows:</i></p> <p><i>Permit students who meet proficiency on end-of-course state assessments to earn credit. even if they fail the course.</i></p>	<p><i>(No changes were made to the advantages/disadvantages.)</i></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

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

1/11/2010

Policy	Revision (Group 2)	Revision (Groups 3, 4)	Advantages/Disadvantages
<p>Career Concentration. The ITF suggested that the SBE 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><i>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 shall meet the standards of an exploratory CTE course.</i></p>	<p>Group 2 suggested the following revision:</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 shall meet the standards of an exploratory CTE course.</p>	<p>Group 3 suggested the following revision:</p> <p>Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, <i>and/or "college academic distribution requirements" (CADRs)</i> 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 shall meet the standards of an exploratory CTE course.</p> <p>Group 4 endorsed the policy as originally written.</p>	<p><i>(No changes were made to the advantages/disadvantages.)</i></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 • "CADRs" allows more flexibility for small schools with limited CTE programs <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

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

1/11/2010

Policy	Advantages	Disadvantages	Questions for Idaho
<p>Middle School Student Accountability. Middle school preparation plays a role in high school performance. Idaho's State Board of Education has forwarded a recommendation to the legislature that will be considered in the 2010 session. Idaho is recommending that middle schools be required to implement a credit system no later than 7th grade. Students will be required to attain a minimum of 80 percent of credits. Students will not be allowed to lose a full year of credit in one area (i.e. a student would not be able to fail a full year of math) and automatically move on to the next grade level. Students not meeting (or in jeopardy of not meeting) credit requirements will be given an opportunity to recover credits or complete an alternate mechanism (e.g., end-of-course assessment, achievement tests) in order to be eligible for promotion to the next grade level. Districts can establish attendance policies that can be factored into the attainment of credit.</p>	<p>(Group 3)</p> <ul style="list-style-type: none"> • Provide accountability for meeting grade level standards in middle school • Reduces need for some remediation at high school • Begins credit concept at early age <p>(Group 4)</p> <ul style="list-style-type: none"> • Moves the freshman struggle (this is real) earlier (could also be a disadvantage) • Gives students and parents more of an awareness of importance of school • Adds more buy-in 	<p>(Group 3)</p> <ul style="list-style-type: none"> • Goes against research about student retention • De-motivational effect • Facilities issue <p>(Group 4)</p> <ul style="list-style-type: none"> • We lack wrap-around support for middle level kids who struggle • We don't have a differentiated second year of similar curriculum (definition of insanity...expect a different result) • Forces growing up earlier—do we want this? • Age—developmental levels 	<ul style="list-style-type: none"> • How does summer school work to move on to next grade level? • Positive reward vs. punitive accountability system. • How does state assessment play into it?

Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations

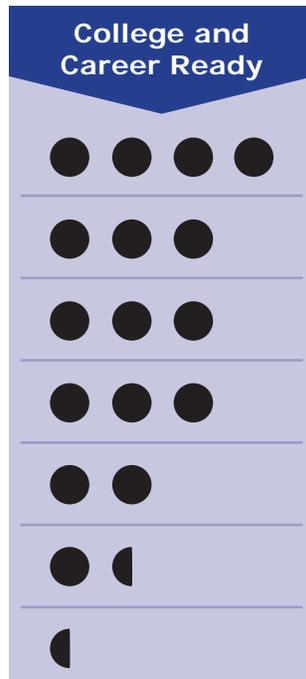
1/11/2010

Policy	Response (Group 4)	Advantages/Disadvantages
<p>Permit local administrators to waive state-mandated graduation requirements for students who receive an IB Diploma or Cambridge Diploma</p>	<p>Group 4 said yes, they would recommend that state policy authorize local administrators to waive state-mandated graduation requirements to students pursuing an IB Diploma or Cambridge Diploma</p> <p><i>(No other groups submitted worksheets on this issue.)</i></p>	<p>Advantages:</p> <ul style="list-style-type: none"> • Internationally-benchmarked curriculum that is rigorous • Gives IB students flexibility • Without it, IB kids on a 6-period day would be almost impossible • Still has 24 credits; rigor and college prep <p>Disadvantages:</p> <ul style="list-style-type: none"> • Most districts can't offer IB • How many kids take IB classes but don't get the diploma?

Policy (Group 3)	Advantages	Disadvantages
<p>Waive foreign language requirement as an option for ELL students.</p>	<ul style="list-style-type: none"> • Allows time in schedule for more support courses such as reading or ELL 	<ul style="list-style-type: none"> • May not meet college entry requirements
<p>Move one credit of fine arts to elective.</p>	<ul style="list-style-type: none"> • Allows all students to have the same exposure to arts as they do to occupational education • Ensures availability of arts courses for those who want in-depth study • Allows flexibility for small schools with limited arts offerings • Makes room for skill center credit 	<p>(none listed)</p>
<p>Allow students to earn one credit of fine arts in middle school.</p>	<ul style="list-style-type: none"> • Most middle school students have significant arts electives 	<p>(none listed)</p>
<p>Give failing students multiple options to retrieve credit upon demonstration of mastery of standards (create database of programs or options schools are using to retrieve credit other than repeating entire course)</p>	<ul style="list-style-type: none"> • Students don't need to take a full course again to earn credit 	<ul style="list-style-type: none"> • Difficult—more work for teachers

What is Core 24? Core 24 is the new set of credit requirements for high school graduation being considered by the Washington State Board of Education. Core 24 will require students to develop a high school and beyond plan and choose courses to help them achieve their goals. Core 24 requirements will provide students with a strong academic foundation, and the flexibility to prepare them for whatever path they choose—whether that’s the workforce, an apprenticeship in the trades, or a community or four-year college.

Core 24



One Diploma -- Three Choices

Students will enroll automatically in Core 24’s college + career ready requirements.

All students will take Core 24’s strong foundation of core subjects.

Students will have the flexibility to choose an emphasis based on their High School and Beyond Plan.

Students will also complete a culminating project to earn a diploma.

ENGLISH

MATH
Students should take math their senior year if following the college and career-ready pathway.

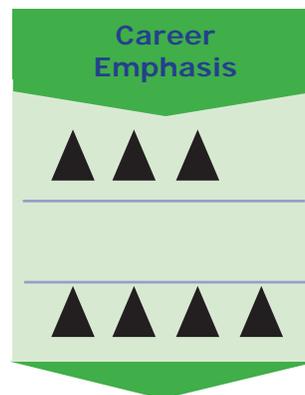
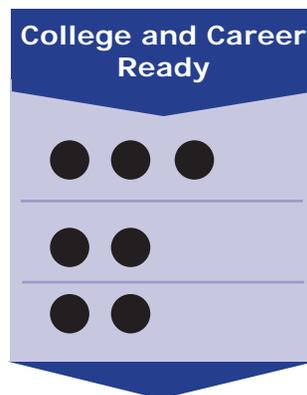
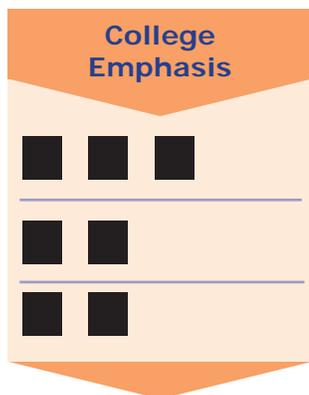
SCIENCE (2 labs)

SOCIAL STUDIES

ARTS

FITNESS

HEALTH



NOTE: The Core 24 Implementation Task Force (ITF) will recommend a definition of career concentration to the Board in the spring of 2010.

CAREER CONCENTRATION

WORLD LANGUAGE

ELECTIVES

The end result. . . **Educated Citizens with Living Wage Jobs**

Core 24 = Flexibility

CROSS CREDITING: Where appropriate, career and technical education-equivalent courses may be substituted.

THIRD MATH CREDIT: After completing algebra I and geometry, a student may elect a third rigorous, high school level math credit to replace algebra II/integrated math III with a math course that furthers their career path defined in the high school and beyond plan.

THE MIDDLE SCHOOL CONNECTION: Some requirements may be satisfied in middle school.

WAIVERS: Fitness credits can be waived as provided by state law.

EQUIP EVERYONE: Prepare ALL students for life after high school - in gainful employment, an apprenticeship, or postsecondary education.

EXPECT MORE: Align requirements to meet the increased expectations of the 21st century workforce.

PROVIDE FLEXIBILITY: Allow students to customize their education, creating relevance to their interests.

GIVE FOCUS: Encourage students to align course work to achieve their future goals.

PLAN AHEAD: Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.

START EARLY: Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

Core 24 FREQUENTLY ASKED QUESTIONS

1. What will Core 24 do for students? Core 24 is designed to provide students with the breadth and depth of knowledge/skills needed for just about any postsecondary endeavor. Core 24 also aligns with the current administration's goals of making America a leader in post secondary attainment. All students will be automatically enrolled in a set of Core 24 college and career ready requirements that are aligned with the Higher Education Coordinating Board minimum four-year public college admissions requirements. However, students will have an opportunity to elect alternative pathways, depending on their high school and beyond plan.

2. Will Core 24 be funded? As stated in the Board's Core 24 2008 adoption document, the implementation of the Core 24 graduation requirements policy framework will be contingent on funding. The Board further identified key funding areas for Core 24's implementation: instructional time, a comprehensive education and career guidance system, and additional support for struggling students. The Core 24 adoption document is available online at <http://www.sbe.wa.gov> (under "Meeting Materials" tab, then "July 2008 Board meeting materials.")

3. How and when will Core 24 be implemented? The SBE has charged an Implementation Task Force to recommend to the SBE policies and issues that will need to be considered to implement Core 24. Twenty education practitioners serve on the ITF. The ITF will finish their work in spring 2010. SBE will then consider the ITF recommendations for Core 24 implementation. The ITF has suggested to the SBE that Core 24 will need six years to phase in, once funding begins. Based on this timeline, if funding were to begin in 2011, phase-in would be complete for the Class of 2017. The SBE will advocate to begin funding as soon as possible, and will seriously consider the ITF recommendations. In the meantime, some districts will move ahead more quickly.

4. Core 24 needs to work with all students. How will this happen? Flexibility is built into Core 24 requirements through state laws and rules that:

- Create opportunities to earn credits through Career and Technical Education course-equivalents and apply them to graduation
- Create opportunities to earn credits in middle school.
- Enable districts, under limited circumstances, to waive specific graduation requirements
- Provide dual credit options for students to earn college and high school credit simultaneously
- Define procedures for granting high school graduation credits for students with special educational needs
- Give students the option of electing a different third credit of math
- Allow districts to award credit based on competency.

The Implementation Task Force may also recommend additional policy flexibility for the Board's consideration.

5. What happens if students fail something? Districts will need to help students, as they do now, recover credit for failed courses, using a variety of strategies such as scheduling extra classes, extending the school day, providing summer school, providing access to online learning, etc. Support for struggling students is essential to help students succeed.

6. How can districts prepare for Core 24? Some districts are anticipating Core 24 by redirecting current state and local resources to revise graduation requirements to better prepare students for life after high school. This decision is up to the district. Half of Washington's districts already require 24 or more credits to graduate, but all districts will need to make adjustments to adapt to Core 24.

Automatic Enrollment/Declaration of Option Worksheet 5

GROUP _____

It is the Board's intent that all students will be automatically enrolled in Core 24's college and career ready requirements. This policy will increase the likelihood that students are on a pathway that will keep all postsecondary options available to them after high school. The college and career ready requirements are aligned with the minimum College Academic Distribution Requirements (CADRs) needed for admission to the state four-year public institutions, and include credits in a breadth and depth of subjects, including career-concentration.

In recognition that students will pursue a variety of educational and career goals, the Board has acknowledged that some students may put greater emphasis on career preparation (most likely leading to an apprenticeship, trade school, or technical or two-year degree program) than on college preparation (most likely leading to a four-year degree program). For this reason, the career emphasis option/pathway does not require students to adhere precisely to all of the minimum CADRs, thereby creating more flexibility to pursue career and technical education opportunities.

Discussion

At the last meeting of the ITF, some members raised concerns about which requirements students would be expected to meet to graduate. Look at these two working definitions of automatic enrollment and declaration of option/pathway and discuss the following questions:

1. Which definition comes closest to your idea of what "automatic enrollment" would mean in practice? (Keep in mind that the Board's intent is to assure that all students are encouraged to keep all options open.)

_____ a. Automatic enrollment means all students pursue for two years courses that would satisfy the CADRs or are prerequisites to them; in the second half of the sophomore year, students "declare" their area of emphasis (college/career ready, college emphasis, or career emphasis). Once declared, students must meet those requirements to graduate.

_____ b. Automatic enrollment means only students who do not know which emphasis they want (college or career) are automatically placed in courses that would satisfy the CADRs or are prerequisites to them. Students can opt for a career or college emphasis as early as 8th grade, when they register for classes. Students will confirm their option/pathway in the second half of the sophomore year. Once declared, students must meet those requirements to graduate.

_____ c. Automatic enrollment means..... (write your own!)

Automatic Enrollment/Declaration of Option Worksheet 5

2. Does the idea of declaring a pathway at some designated point in the student's high school journey and then holding the student to the requirements of that pathway make sense? If not, what makes better sense?

3. What aspects of an automatic enrollment policy should be defined in rule?

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 phase-in Outcomes: Preliminary recommendations/considerations concerning phase-in
January 11, 2010	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 for state-level policy flexibility needed to support particular groups of students
February 5, 2010	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 an alternative college or career emphasis Outcomes: Preliminary recommendations/considerations concerning the role of middle school in high school graduation requirements and a process for electing an alternative college or career emphasis
March 15, 2010	Coming to consensus on ITF recommendations to forward to Board

¹ Revised January 2010

Graduation Credit Earned in Middle School Worksheet 3

GROUP: _____

Students can currently earn high school credit in middle school¹, and are most likely to do so in math and world languages. The SBE 2008 Transcript Study indicated that approximately 26.1% of high school graduates earned credit in math prior to 9th grade; 6.3% earned credit in world languages.

Discussion:

1. Currently, not all districts provide students the opportunity to earn high school credit prior to 9th grade. What policies would encourage districts to provide opportunities for students to earn high school credit prior to 9th grade, and how would this practice help students?

Policies needed to encourage districts to provide graduation credit opportunities prior to 9th grade:

Reasons FOR Encouraging More Students to Earn HS Credit Prior to 9 th Grade	Reasons AGAINST Encouraging More Students to Earn HS Credit Prior to 9 th Grade

¹ RCW 28A.230.090: (4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

Graduation Credit Earned in Middle School Worksheet 3

Reasons FOR Encouraging More Students to Earn HS Credit Prior to 9 th Grade	Reasons AGAINST Encouraging More Students to Earn HS Credit Prior to 9 th Grade

2. Realistically, what subject areas other than math or world languages might be taught in middle school for high school credit, and what would it take to do that?

Graduation Requirements Satisfied in Middle School Worksheet 2

GROUP _____

The Board has required that credits earned for high school graduation be taught to grade 9 or above level standards. The Board has also required students to earn .5 credit in WA State History for graduation.

OSPI has long recommended that WA State History be taught in middle school, in part to give districts more flexibility to incorporate other aspects of social studies, primarily modern world history, into their programs.

In 2008, almost 40% of the 14,875 2008 graduates in the 2008 Transcript Study completed WA State History prior to entering 9th grade; the majority did not receive credit for the class. Instead, there was documentation on the transcript that the requirement was met in middle school. Districts may have recorded it in this way because the course was not taught to grade 9 or above level standards, and therefore did not technically meet the criterion for awarding credit for graduation.

The WA State History situation suggests that a discussion is warranted about whether, and under what circumstances, the Board might make an exception to its policy expectation that all high school graduation requirements are taught to grade 9 or above standards.

Discussion:

1. The Board is committed to a policy that would enable all students to meet career and college ready standards. Yet they are also looking for ways to increase the flexibility of Core 24. In past discussions by the Meaningful High School Diploma Work Group, the possibility of allowing students to take courses prior to 9th grade, taught at grades 7-8 levels, has been mentioned for the following subject areas: WA State History and Arts. (e.g., students could meet one Arts requirement prior to 9th grade, taught at a middle school level; the second requirement would need to be met in grades 9-12).

a. Would these subjects be appropriate for consideration under this policy?

- Washington State History: ___yes ___no
- Arts: ___yes ___no

Rationale: Please list the advantages and disadvantages of each choice.

WA State History Advantages	WA State History Disadvantages

Arts Advantages	Arts Disadvantages

(Please turn over page!)

Graduation Requirements Satisfied in Middle School Worksheet 2

b. Are there other subject(s) that might fall under this policy, and if so, what is your rationale?

2. Are there any other circumstances (aside from designated subject areas) where you could imagine that it would be good state policy to permit students prior to 9th grade to meet graduation requirements taught to 7-8 grade level standards?

(Please turn over page!)

High School and Beyond Plan Worksheet 1

GROUP: _____

The Board approved a motion in July 2008 to begin the High School and Beyond Plan (HSBP) in middle school. The Meaningful High School Diploma Work Group proposed draft revisions to the HSBP in January 2010 (see below). The Board has not taken any action on this proposal and will seek feedback on the proposed changes later this year.

High School and Beyond Plan¹ Proposal

All students shall be required to complete a personally-relevant high school and beyond plan that includes reflective practice and shall include documentation (evidence) of a student's:

1. Personal interests and career goals.
2. Four-year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life based on personal and career interest.
5. Participation in a postsecondary site visit(s)².
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

The student's post-high school goals and interests, as expressed in the high school and beyond plan, shall become the basis for the student's culminating project.

Discussion: What aspects of the High School and Beyond Plan would be most appropriate to begin in middle school?

What logistical issues would need to be addressed in order to begin the HSBP in middle school?

¹ High school and beyond plan current rule: *Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.*(WAC 180.51.066)

² Could be accomplished in a variety of ways other than a physical, face-to-face visit

Middle School Student Accountability Worksheet 4

GROUP: _____

Middle school preparation plays a role in high school performance. Idaho's State Board of Education has forwarded a recommendation to its legislature that will be considered in the 2010 session. Idaho is recommending that middle schools be required to implement a credit system no later than 7th grade. Students will be required to attain a minimum of 80 percent of credits to advance grade levels. Students will not be allowed to lose a full year of credit in one area (i.e. a student would not be able to fail a full year of math) and automatically move on to the next grade level. Students not meeting (or in jeopardy of not meeting) credit requirements will be given an opportunity to recover credits or complete an alternate mechanism (e.g., end-of-course assessment, achievement tests) in order to be eligible for promotion to the next grade level. Districts can establish attendance policies that can be factored into the attainment of credit.

At our last meeting, the ITF considered this policy briefly and identified the following advantages and disadvantages.

Advantages:

- Provide accountability for meeting grade level standards in middle school
- Reduces need for some remediation at high school
- Begins credit concept at early age
- Moves the freshman struggle (this is real) earlier (could also be a disadvantage)
- Gives students and parents more of an awareness of importance of school
- Adds more buy-in

Disadvantages:

- Goes against research about student retention
- De-motivational effect
- Facilities issue
- We lack wrap-around support for middle level kids who struggle
- We don't have a differentiated second year of similar curriculum (definition of insanity...expect a different result)
- Forces growing up earlier—do we want this?
- Age—developmental levels

Middle School Student Accountability Worksheet 4

Discussion:

1. Based on the additional information provided by Idaho at this meeting, and your further thought on this issue, would you recommend a policy like this for Washington? Why or why not? (Please amend the advantages and disadvantages, as needed).

No, we would not recommend pursuing a policy like this in Washington

Yes, we would recommend exploring a policy like this further.

Rationale:

2. What state policies are needed to help assure that middle school students are prepared for high school level work?