

**CORE 24 IMPLEMENTATION TASK FORCE MEETING**  
**August 14, 2009**

**AGENDA**

- 9:00-9:10**                    **Welcome and Review of Agenda**
- 9:10-10:00**                **Consideration and Vote on Preliminary Recommendations to SBE for September Interim Task Force Report**  
*Jennifer Shaw and Mark Mansell will lead the discussion of the proposed draft recommendations*
- 10:00-10:15**                **Teacher Capacity Presentation**  
*Jennifer Wallace, Executive Director, Professional Educator Standards Board*
- 10:15-10:20**                **Small Group Question-gathering on Teacher Capacity**
- 10:20-10:45**                **Q & A with Jennifer Wallace on Teacher Capacity Issues**
- 10:45-11:00**                **Break**
- 11:00-11:15**                **Facilities Capacity Presentation**  
*Gordon Beck, Director, OSPI School Facilities and Organization*
- 11:15-11:20**                **Small Group Question-gathering on Facilities Capacity**
- 11:20-11:45**                **Q & A with Gordon Beck on Facilities Capacity Issues**
- 11:45-12:15**                **Lunch**
- 12:15-1:15**                **Grounding Our Work in the Reality of Local Graduation Requirements Transitions**  
*Julie Kratzig, Counselor, Sehome High School (Bellingham School District) and Mark Mansell, Superintendent, La Center School District will present an overview of their districts' transitions to more rigorous graduation requirements*
- 1:15-1:30**                    **Break**
- 1:30-2:40**                    **Discussion of Phase-In Scenarios**
- 2:40-3:00**                    **Communication Strategies**  
Review of draft communications "web" and discussion of outreach

**Next Meeting Date: September 28, 2009, 10:00-4:00 at Puget Sound ESD**

Mary Jean Ryan, *Chair* • Warren T. Smith Sr., *Vice Chair* • Randy Dorn, *Superintendent of Public Instruction*  
Dr. Bernal Baca • Amy Bragdon • Dr. Steve Dal Porto • Sheila Fox • Phyllis Bunker Frank • Austianna Quick  
Bob Hughes • Eric Liu • Dr. Kristina Mayer • John C. "Jack" Schuster • Jeff Vincent • Edie Harding, *Executive Director*  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

## CORE 24 IMPLEMENTATION TASK FORCE MEETING NOTES August 14, 2009

**ITF Members:** Michael Christianson, Linda Dezelle, Lynn Eisenhauer, Larry Francois, Sergio Hernandez, Julie Kratzig, Bridget Lewis, Dennis Maguire, Karen Madsen, Mark Mansell, Mick Miller, Alex Otoupal, Jennifer Shaw, Sandra Sheldon

**SBE Board Members and Staff:** Steve Dal Porto (Board Co-Lead), Jack Schuster (Board Co-Lead), Amy Bragdon, Anna Laura Kastama, Mary Jean Ryan (Board Chair), Kathe Taylor

### **Consideration and Vote on Preliminary Recommendations to SBE for September Interim Task Force Report**

Jennifer Shaw and Mark Mansell led the ITF through the “Foundational Questions” document (on the SBE website at:

<http://www.sbe.wa.gov/documents/Discussion%20Guide%20for%20Recommendations.pdf>).

The Foundational Questions came from the ITF charter from the SBE to the Task Force. After discussion by the whole group, the following recommendations were made:

- Change “preliminary recommendations” to “preliminary considerations;” the group isn’t ready yet to make preliminary recommendations
- In first recommendation (question #2 in document), eliminate bolded paragraph and focus on first bullet under “advantages” as the consideration: “Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course.” Include related key questions that still need to be considered: Do you have to take the course at all? What if you challenge the course by asking to take the end-of course assessment—and then you pass it? Is proficiency on an end-of-course assessment sufficient to earn credit?
- Other 3 considerations can move forward as is
- Include advantages and disadvantages with each consideration
- Okay to use charter’s Q & A format, but for the purpose of taking this out to stakeholders, an easier format would be appreciated.
- May want to discuss a revision of the language pertaining to the Higher Education Coordinating Board in the current WAC regarding high school credit

The outcome of this discussion was to move forward the following considerations:

1. Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course.
  - Note: The ITF will be returning to this question and seeking feedback from stakeholders on key questions such as, “Do you have to take the course at all? What if you challenge the course by asking to take the end-of course assessment—and then you pass it? Is proficiency on an end-of-course assessment sufficient to earn credit?”

2. Consider eliminating the time-based WAC definition of a credit and reinforce instead the connection between a credit and student learning: “A high school credit shall mean the student has demonstrated proficiency in the identified learning outcomes of a course approved by the district as meeting the relevant state subject-area standards.”

#### Advantages

- Consistent with the state’s direction toward standards-based learning
- Does not artificially connect learning to time
- Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates
- Acknowledges the realities of online learning, where learning is not time-based
- Eliminates existing inconsistencies created by differences in schedules; evidence suggests that the time-based requirement varies across districts, depending on the type of schedule the schools are following, and is not being met by all districts
- Eliminates inconsistencies in the ways districts define and count “instructional hours”

#### Disadvantages

- May not be viewed as objective, measureable and easy to understand as a time-based requirement is
- Lacks the power of a time-based requirement that may act as an equalizer—a form of standardization that reduces the likelihood that districts will cut corners
- There is no minimum, measurable threshold of expectation

3. Consider implementing a “2 for 1” or “Credit Plus” policy that would enable students taking classes formally identified as course equivalents to document the academic credit on the transcript and satisfy a CTE requirement at the same time, thereby creating space for an additional elective.

#### Advantages

- Provides greater flexibility for students to take other courses they need or want to take
- Provides greater flexibility for students in skills centers
- Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities

#### Disadvantages

- Without clear state parameters, the policy could be interpreted inconsistently across districts and make it difficult for students to transfer credits across schools
- Might require changes to standardized transcript

4. 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. For example:

- *Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses that prepare students for postsecondary education based on their identified program of study in their high school and beyond plan.*

*One of the three credits should meet the standards of an exploratory CTE course.*

#### Advantages

- Provides sufficient flexibility to address different students' needs
- Retains core (employability and leadership skills) of occupational education requirement
- Connects High School and Beyond Plan (HS&B) with course selection

#### Disadvantages

- Relies on a HS&B planning process that may not exist yet in some schools

Jennifer and Mark will present the ITF considerations at the SBE's next meeting on September 17.

**Teacher Capacity Presentation.** Jennifer Wallace, Executive Director of the Professional Educator Standards Board, presented a PPT to identify state strategies for recruiting/retaining teachers. The PPT can be found in the materials posted for this meeting at:

<http://www.sbe.wa.gov/CORE24Dates&Materials2.html>

A Q & A followed Jennifer's presentation, with ITF members posing questions about alternative routes, CTE certification options, retention of teachers who pursue alternative vs. traditional certification, avenues available to teachers trained in other countries to teach in WA, suitability and effectiveness of career-changing professionals who seek alternative certification, availability of teachers in high need areas, and measurements of teacher effectiveness.

Jennifer's parting message: "Build it and they will come." The changes in graduation requirements will drive the ongoing search for better ways to recruit and retain teachers in needed fields; each will drive the other.

**Facilities Capacity Presentation.** Gordon Beck, OSPI Director, School Facilities presented a PPT to provide an overview of the school construction funding formula and program history and authority, with an emphasis on the school construction assistance program. The PPT can be found in the materials posted for this meeting at:

<http://www.sbe.wa.gov/CORE24Dates&Materials2.html>. Gordon noted that there is an inventory underway by the State joint Legislative Audit Review Committee that will recommend data collection around facilities.

A Q & A followed Gordon's presentation, with ITF members posing questions about analysis of basic education costs from a facilities perspective, the possibility of streamlined processes to secure short-term funding to serve changing operations needs, and differences between the formula for state funding of facilities and actual costs.

Board member Jack Schuster posed a direct question: If CORE 24 is implemented, more specialized facilities—science labs, fine arts facilities, and CTE facilities may need to come on board. What should we be communicating to the SBE? What would make it easier for this to happen?

Gordon noted that there were "no good answers. One thing about capital, a response to facilities is a long-term issue, not something that can be resolved in one or two years. The

kindergarten exercise (a calculation of how many classrooms would be needed to provide all-day kindergarten) was an example of that—just making portables available wasn't sufficient. Ultimately, it's a local decision where districts choose to put their resources."

Gordon's parting message: Those that are making choices about program needs or operating budget decisions need to recognize that there are capital impacts.

ITF members made the following comments:

- May need to look at using existing resources more hours of the day.
- Instead of matching capital money with bonds, look at levy money.
- It's up to districts to decide what to use the space for—need to be creative about the use of space.
- Need to reconsider what is considered facilities—perhaps using community buildings to augment what is considered instructional space.

**Quality Education Council (QEC).** Mary Jean Ryan, Board Chair, talked about the role of the QEC's, its membership and its charge to recommend ways to move House Bill 2261 into reality.

The QEC was created in 2009 by HB 2261. Its purpose is summarized in this statement from the Governor's office.

"Recommendations of the council will be used by the governor and Legislature to identify measurable goals and priorities for Washington's K-12 education system for a 10-year time period. As provided by the legislation, the council will recommend a timeline to phase in changes to instructional programs and funding formulas, as well as a new student transportation formula. The council will also study how to establish a statewide teacher mentoring and support system, as well as an early learning program for at-risk children. The council is expected to return its first report by January 1, 2010, and will include recommendations for resolving issues or decisions requiring legislative action during the 2010 legislative session." (*Per August 4, 2009 Governor's Office press release*)

QEC members include:

- Randy Dorn, Superintendent of Public Instruction
- Jane Gutting, Superintendent, ESD 105 (appointed by the governor)
- Stephen Rushing, Professional Educator Standards Board Chair
- Mary Jean Ryan, State Board of Education Chair
- Betty Hyde, Director, Department of Early Learning
- Representatives Frank Chopp, Bruce Dammeier, Skip Priest, Pat Sullivan
- Senators Curtis King, Rosemary McAuliffe, Eric Oemig, Joseph Zarelli

The QEC will meet for the first time August 27. Mary Jean noted that the legislation doesn't sunset—it's supposed to be ongoing. The power of 2261 is its redefinition of basic education.

Mary Jean asked the ITF to consider when the legislature should begin funding six periods of instruction, and when extra instructional time for struggling students should start. She noted that by November, the QEC would be having big debates about what to put into its plan.

Mary Jean also talked about the Race to the Top funding possibilities, noting that Washington would need to decide whether to apply for the first round of grants or the second round. She

said that the two issues WA would need to look closely at were 1) the state has no intervention authority to turn around schools and 2) the state has a minimum bar for teacher evaluations. She urged everyone to read the RTT guidance (summarized in this *Education Week* article: <http://www.edweek.org/ew/articles/2009/07/23/37race.h28.html?tkn=YSUFYIm%2BMA2jCca4Ty69mm89stWNLqKb4Eu2>)

## **Grounding Our Work in the Reality of Local Graduation Requirements Transitions**

**Bellingham School District** Julie Kratzig, Counselor at Sehome High School and ITF member, discussed Bellingham's transition to new graduation requirements. (See PPT presentation at: <http://www.sbe.wa.gov/documents/Core%202024%20State%20Board%20Presentation.pdf>)

Bellingham:

- reconfigured its 23 required credits in 2007 to assure that all students have a postsecondary *choice*
- will require Algebra II of all students, beginning in 2013. (Currently have a model where Algebra I is taught over 2 years, with first year in middle school; Algebra II also taught over 2 years. Students earn 1 credit after completion of second year.)
- will implement 2 years of world language in 2014. Are looking at competency across K-12; currently have an IB elementary school where students are learning world language
- added .5 credit of English to require 4 credits, effective 2012
- created sample schedules to show how this would work

**La Center School District.** Mark Mansell, Superintendent of La Center School District and ITF member, discussed La Center's transition to new graduation requirements. (See Mark's handouts at:

<http://www.sbe.wa.gov/documents/NEW%20La%20Center%20Graduation%20Requirements.pdf>; <http://www.sbe.wa.gov/documents/Pathways.pdf>)

La Center:

- reconfigured its previous 23 credits and added a credit to require 24 credits for the class of 2013
- is a policy governance district, which means it's rooted in the student profile
- is focused on preparing kids for their next step of learning—technical, academic, honors pathways: Multiple pathways, same diploma
- will require students in all pathways to take 3 credits of math, science, and 2 credits of arts
- is aiming to integrate career inventories in middle school; career explorations in 9<sup>th</sup> and 10<sup>th</sup>; mentorship/job shadowing in 11<sup>th</sup> and 12<sup>th</sup>.

**Discussion of Phase-in.** Time was running short, so the ITF focused discussion on the questions Mary Jean Ryan had posed earlier in the day:

- When should the legislature start funding six instructional hours?
- When should the legislature start funding additional hours for struggling students?

Following is a summary of the issues identified, to be continued at the next (September 28) meeting:

- Just fund us. Please.
- Fund the instructional hours as soon as possible. If our district is already funding six hours, we can use the additional \$\$ to support struggling students.
- Fund struggling students first, then phase-in the graduation requirements over the next 2 biennia.

(Note: This list may be incomplete. Staff forgot to save the PPT slide on which the group's ideas were recorded. If anyone has notes from the meeting, please share them and a revision will be made.)

**Communication Strategies.** A draft Communication Plan for outreach on issues the ITF is considering was distributed. ITF members will take responsibility for talking to their local school and district colleagues and professional groups. In addition, almost every member is assigned to convey ITF information to key stakeholder groups. The ITF added WEA and the WA State PTA, with Lynn Eisenhauer assuming responsibility to talk to WEA and Karen Madsen to the PTA. Sandra Sheldon and Linda Dezellem will split responsibilities for ESD 105 and 171. Members asked that a communications packet be prepared with talking points, ITF considerations, and a feedback form to help organize feedback.

The next meeting will be September 28, 2009, 10:00-4:00 at the Puget Sound ESD.

## **CORE 24 ITF Talking Points – August 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, 21<sup>st</sup> 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 2009 Legislature included in an expanded definition of basic education the opportunity to complete 24 high school graduation credits (ESHB 2261). It also established 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.
- ESHB 2261 calls for phase-in of the new basic education program over 8 years, with full implementation by 2018. The Task Force will recommend to the Board considerations for a phase-in timeline of graduation requirements, and the Board will provide its recommendations to the QEC.
- 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).

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

- The Board will receive an interim report from the Task Force at its September 2009 meeting, and a final report in March 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.

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# High School Graduation Requirements

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Bellingham School District

- Dr. Ken Vedra, Superintendent
- Sherrie Brown, Deputy Superintendent

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# Bellingham Strategic Plan

Commitment to having *all* students ready for:

- College
  - Careers
  - Citizenship
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# Purpose for Reviewing the District Graduation Requirements in 2007

- To review the current level of preparation and expectation the district has for our graduates.
  - To review the current Bellingham School District graduation requirements to ensure all graduates are college eligible.
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# Establishment of a District Task Force

- Representatives from each high school
  - Parents, community members, teachers, administrators
  - Experts – Mathematics Department Chair; World Language Chair; Director of Instructional Technology and Libraries
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# Process Followed by Task Force

- Approval of TF by Board of Directors
  - Selection of representatives from each HS
  - Review of district Strategic Plan
  - Review of current data
  - Review of HECB recommendations
  - Review of each content area
  - Review of impact on student choice
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# Current District Grad Requirements vs. Proposed Requirements

	<u>Current</u>	<u>Proposed</u>
English	3.5 Credits (.5 Credit senior year)	4.0 Credits
History	3.0 Credits	Same
Science	2.0 Credits	Same
Mathematics	2.0 Credits	3.0 Credits (through Algebra 2)
World Language	0 Credits	2.0 Credits (Same Lang)
PE	1.50 Credits	Same
Health	.50 Credit	Same
Occ Ed	1.0 Credits	Same
Fine Arts	1.0 Credits	Same
Electives	8.50 Credits	6.0 Elect. Cr.
Total: 23.0 Credits		Total: 23.0 Cr.

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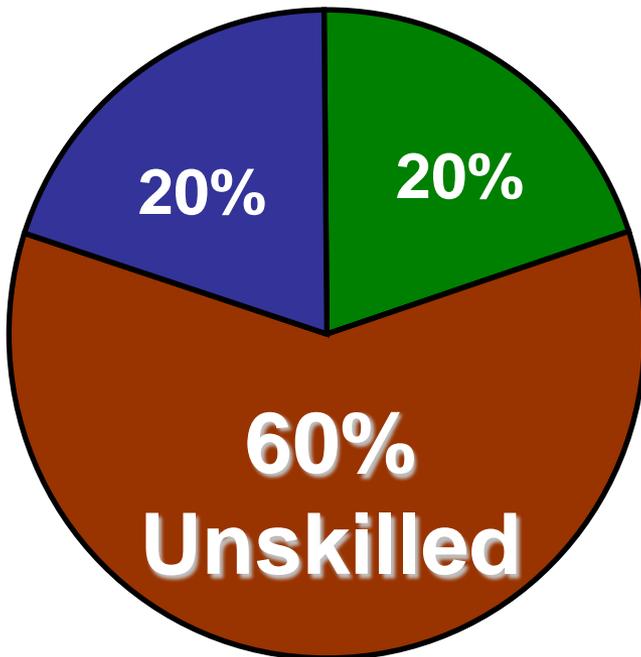
# Why Change Something if it is Successfully Serving the Majority?

- ✓ Have all students Ready for College, Career, Citizenship
  - ✓ No “Sifting and Sorting”
  - ✓ Formed Student Focus Groups in 2004 using students from wide variety of backgrounds, and overwhelmingly they said that they could be challenged to do more
  - ✓ Student Data indicating that over 43% of our students had to take Remedial Math at Community/Technical College Levels
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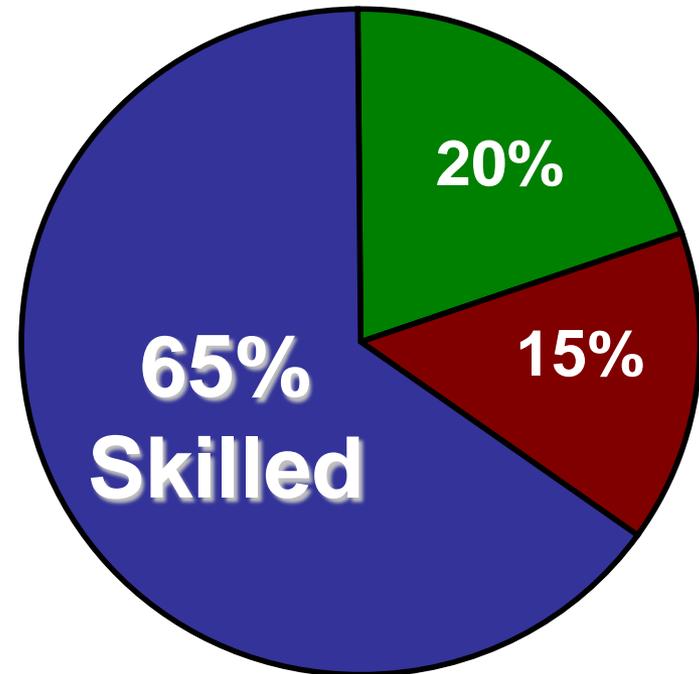
Then and now:

The world has changed.

Workforce in 1950



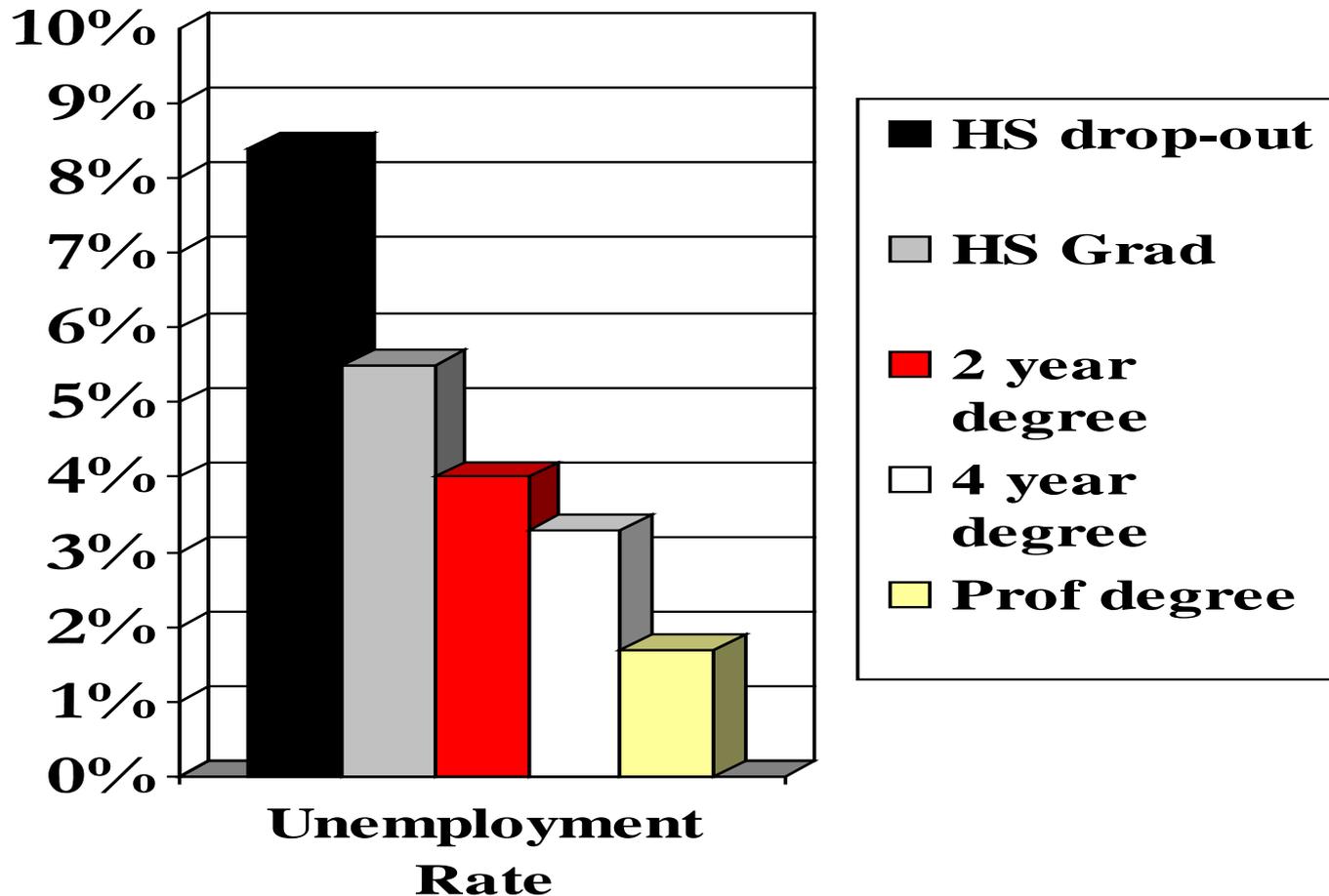
Workforce in 2000



■ Professional ■ Unskilled ■ Skilled

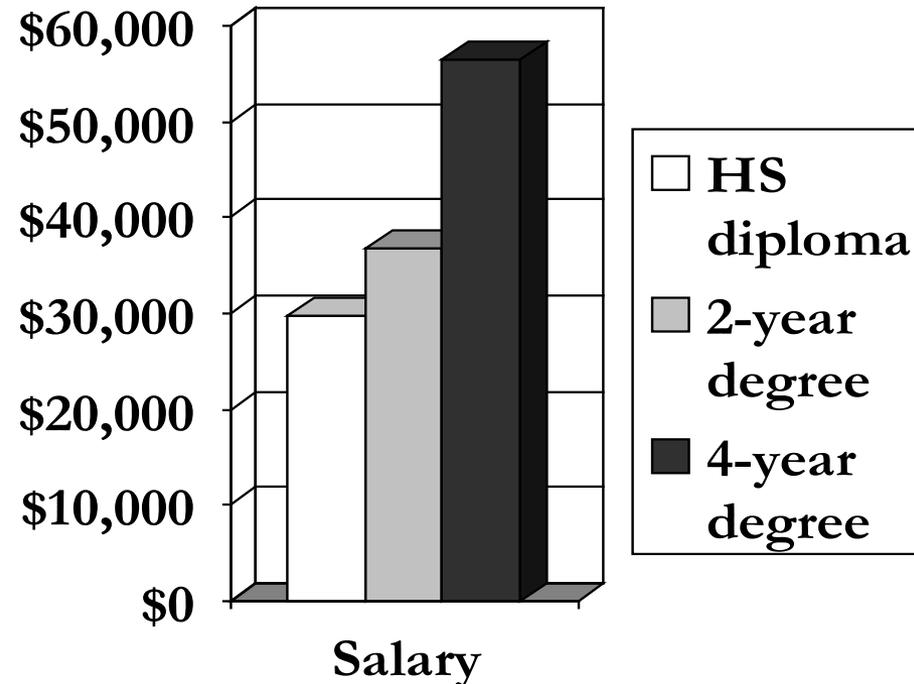
# More reasons for “being ready”

- Employability greatly increases with college degree.



# Reasons for “being ready”

- Earning power is significantly impacted



## US Census Bureau: Lifetime Earning Estimates

- Bachelor’s Degree: **\$2,050,000**
- Associate’s Degree: **\$1,550,000**
- High School Graduate: **\$1,200,000**

# Math on the Job

Kind of math needed for jobs requiring...		Algebra 2	Chemistry	College Chemistry	College Calculus
A 2-year degree or technical training	Auto Mechanic	✓	✓		
	Dental Hygienist	✓	✓	✓	✓
	Firefighter	✓	✓		
	Web Designer	✓			
A 4-year degree	Accountant	✓	✓		
	Agricultural Technology & Management	✓	✓	✓	✓
	Registered Nurse	✓	✓	✓	✓
	Software Engineer	✓			

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# Task Force Recommendations

- English 3.5 to 4.0 credits
  - Mathematics 2.0 to 3.0 credits
  - World Language 0 to 2.0 credits
  - Technology Connections .5 to 0 credits
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# Adoption of Graduation Requirements

- The Bellingham School District Board of Directors adopted the new requirements in the spring of 2007.
  - Parents and students were positive about the new requirements; the staff from one of the high schools was opposed to the requirements.
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# “Phase-in” Recommendations

- English - class of 2012
  - Mathematics – class of 2013
  - World Language – class of 2014
  - Technology Connections – class of 2014
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# English

- Addition of .5 credit requirement
  - Recommendation that courses be added to offer students more choice e.g., drama, speech, Debate, Culminating Project, technical writing, etc.
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# World Language

- Addition of 2.0 credit requirement
  - Find alternative ways for students to earn credit e.g., middle school, demonstration of proficiency on national standards, etc.
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# Current Status In Our District

- Currently 70% of our graduates are taking two years of World Language



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# Mathematics

- 3 credits through Algebra II and meet minimum proficiency standards established by the state
  - For students who do not pass the WASL, math through their senior year or through Algebra II and meet minimum proficiency standards established by the state
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# Current Status In Our District

- Currently 74% of our graduates are taking three years of mathematics in math classes of Algebra or higher.
  - Pre-Algebra, Occupational Math, Consumer Math and other remedial math classes were not counted.
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# Technology Connections

- Remove the .5 Technology Connections requirement
  - Embed the skills now taught in Technology Connections into the middle school program
  - New Career/Tech Ed Guidelines say these skills needed in Middle School
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# Impact on Electives

- The task force studied the impact of the new requirements on electives
  - Sample schedules were created
  - Plans are being developed that will allow middle school students to take classes for high school credit in middle school (Algebra I, World Language, etc.)
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		Schedule 1		Schedule 2		Schedule 3		Schedule 4	
Grade	Period	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
9	1	English	English	English	English	English	English	English	English
	2	Algebra	Algebra	Geometry	Geometry	Geometry	Geometry	Algebra 1-b	Algebra 1-b
	3	Science	Science	Science	Science	Science	Science	Science	Science
	4	PE	PE	Social Studies	PE	Social Studies	PE	Social Studies	
	5	Social Studies		World Lang.	World Lang.	World Lang.	World Lang.	PE	PE
	6			Arts or OcEd	Arts or OcEd	Arts or OcEd	Arts or OcEd		
10	1	English	English	English	English	English	English	English	English
	2	Geometry	Geometry	Algebra II	Algebra II	Algebra II	Algebra II	Geometry	Geometry
	3	Science	Science	Social Studies	Social Studies	Science	Science	Social Studies	Social Studies
	4	Social Studies	Social Studies	Science	Science	Social Studies	Social Studies	Science	Science
	5	Health	PE	World Lang.	World Lang.	World Lang.	World Lang.	PE	Health
	6			Arts or OcEd	Arts or OcEd	Arts or OcEd	Arts or OcEd		
11	1	English	English	English	English	English	English	English	English
	2	Algebra II	Algebra II	Math	Math	Math	Math	Math Support	Math Support
	3	Social Studies	Social Studies	Social Studies	Social Studies	Science	Science	Social Studies	Social Studies
	4	Oc Ed	OcEd	Science	Science	Social Studies	Social Studies	World Lang.	World Lang.
	5	World Lang.	World Lang.	Health	PE	Health	PE	Oc Ed	OcEd
	6			Arts or OcEd	Arts or OcEd	Arts or OcEd	Arts or OcEd		
12	1	English	English	English	English	English	English	English	English
	2	Social Studies		Math	Math	Math	Math	Math Support	Math Support
	3	Arts	Arts	Social Studies	PE	Science	Science	World Lang.	World Lang.
	4	World Lang.	World Lang.	Arts or OcEd	Arts or OcEd	Social Studies	PE	Social Studies	
	5					Arts or OcEd	Arts or OcEd	Arts	Arts
	6								
Summary:		4.0 English 3.0 Math 3.0 Social Studies 2.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 1.0 Arts 0.5 Health		4.0 English 4.0 Math 3.0 Social Studies 3.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd 0.5 Health		4.0 English 4.0 Math 3.0 Social Studies 4.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd 0.5 Health		4.0 English 4.0 Math 3.0 Social Studies 2.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 1.0 Arts 0.5 Health	

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# Graduation Implementation Task Force

- Task force was established in 2008-09 to develop a multi-year Management Action Plan (MAP) to insure the implementation of the new Graduation Requirements
  - The MAP includes detailed plans in the areas of curriculum and instruction, staffing, budget, special programs, professional development and other issues
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# Challenges

- This quickly became a K-12 Change which has prompted Mathematics alignments and additions of World Language at Elementary and Middle School levels
  - Support for students who struggle to meet the new requirements particularly Math and World Language---(After school Tutoring, Algebra 1 taking two years for completion, Development of “Applied Algebra 2, etc.)
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# Student Quote

Raise expectations and support for all students:

“Definitely hold us to a higher standard.”

*Lindsay, 2004 Squalicum graduate  
2004 Focus Groups*

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## **State Board of Education Foundational Questions for the CORE 24 Implementation Task Force (ITF)**

The Implementation Task Force Charter directed the ITF to produce recommendations with analyses of advantages and disadvantages regarding implementation issues that included:

- An implementation schedule that prioritizes phase-in of new credit requirements
- Ways to operationalize competency-based methods of meeting graduation requirements
- Ways to assist struggling students with credit retrieval and advancing their skills to grade level
- Phasing in of CORE 24 to address issues such as teacher supply, facility infrastructure, etc.
- Ways to provide appropriate career preparation courses, as well as career concentration options
- Scheduling approaches to 24 credits that can meet the required 150 instructional hours

In September, the Board will receive a preliminary, interim report with ITF recommendations on the issues considered by the ITF to date. The Board will take no action on the report. The purpose of the report is to inform the Board of the Task Force's thinking, and to formalize the draft recommendations so that input can be sought from stakeholders. **The ITF may revise these recommendations before presenting them in a final report to the Board next March, based on feedback or further reflection.**

At the meeting on August 14, 2009, ITF members will be asked to discuss and take an informal vote on each draft recommendation. To facilitate that discussion, this document puts forward recommendations that have emerged from previous meetings. ITF members will have the opportunity to discuss and amend the recommendations prior to a vote. The following questions, taken from the ITF Charter, frame the work of the ITF thus far.

**1. What is the optimal strategy for phasing in the CORE 24 requirements, beginning with the graduating class of 2013 and becoming fully implemented with the graduating class of 2016?**

The ITF will discuss this issue at the August 14 meeting and continue the discussion at the September 28 meeting, if needed.

**2. What flexibility, if any, is needed to make CORE 24 requirements work for all students, e.g., ELL learners, IB diploma candidates, struggling students, etc.?**

The ITF will be addressing this issue primarily at its September 28 and November 2 meetings.

However, in the context of a related discussion on flexibility, centering on competency-based credit, the ITF believes the SBE should consider amending the WAC defining a high school credit to further define competency-based credit. The current definition reads: Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to

confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.

**To this definition, add language such as the following: A high school credit shall mean the student has successfully completed a state-developed or state-approved summative assessment for a CORE 24 subject. “Successful completion” is determined by the cut scores established by the State Board of Education on state assessments required for graduation, or at the local level for assessments not required for graduation.**

#### Advantages

- Permits students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course.
- Provides guidance to districts about competency-based credit.

#### Disadvantages

Permits students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course.

### **3. What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?**

The ITF has considered two policies to date that will increase the flexibility of schools to implement CORE 24.

- a. Policy #1: The SBE should consider eliminating the time-based WAC definition of a credit and reinforce instead the connection between a credit and student learning: “A high school credit shall mean the student has demonstrated proficiency in the identified learning outcomes of a course approved by the district as meeting the relevant state subject-area standards.”

#### Advantages

- Consistent with the state’s direction toward standards-based learning
- Does not artificially connect learning to time
- Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates
- Acknowledges the realities of online learning, where learning is not time-based
- Eliminates existing inconsistencies created by differences in schedules; evidence suggests that the time-based requirement varies across districts, depending on the type of schedule the schools are following, and is not being met by all districts
- Eliminates inconsistencies in the ways districts define and count “instructional hours”

#### Disadvantages

A time-based requirement:

- is objective, measureable and easy to understand
- may act as an equalizer—a form of standardization that reduces the likelihood that districts will cut corners
- provides a minimum, measurable threshold of expectation

- b. Policy #2. Consider implementing a “2 for 1” or “Credit Plus” policy that would enable students taking classes formally identified as course equivalents to document the academic credit on the transcript and satisfy a CTE requirement at the same time, thereby creating space for an additional elective.

Advantages

- Provides greater flexibility for students to take other courses they need or want to take
- Provides greater flexibility for students in skills centers
- Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities

Disadvantages

- Without clear state parameters, the policy could be interpreted inconsistently across districts and make it difficult for students to transfer credits across schools
- Might require changes to standardized transcript

**4. What scheduling approaches assure sufficient opportunities for students to earn 24 credits and meet the definition of instructional hour credit, established in rule?**

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. Policies (such as those cited above in #3) might 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 these discussions at its upcoming meetings.

**5. What should the career concentration requirement look like in practice?**

The ITF believes the career concentration should integrate both academic and CTE/occupational courses with sufficient flexibility to address students’ interests in a variety of ways. An example of how this might be stated is: Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses that prepare students for postsecondary education based on their identified program of study in their high school and beyond plan. One of the three credits should meet the standards of an exploratory CTE course.

Advantages

- Provides sufficient flexibility to address different students’ needs
- Retains core (employability and leadership skills) of occupational education requirement
- Connects High School and Beyond Plan (HS&B) with course selection

Disadvantages

- Relies on a HS&B planning process that may not exist yet in some schools

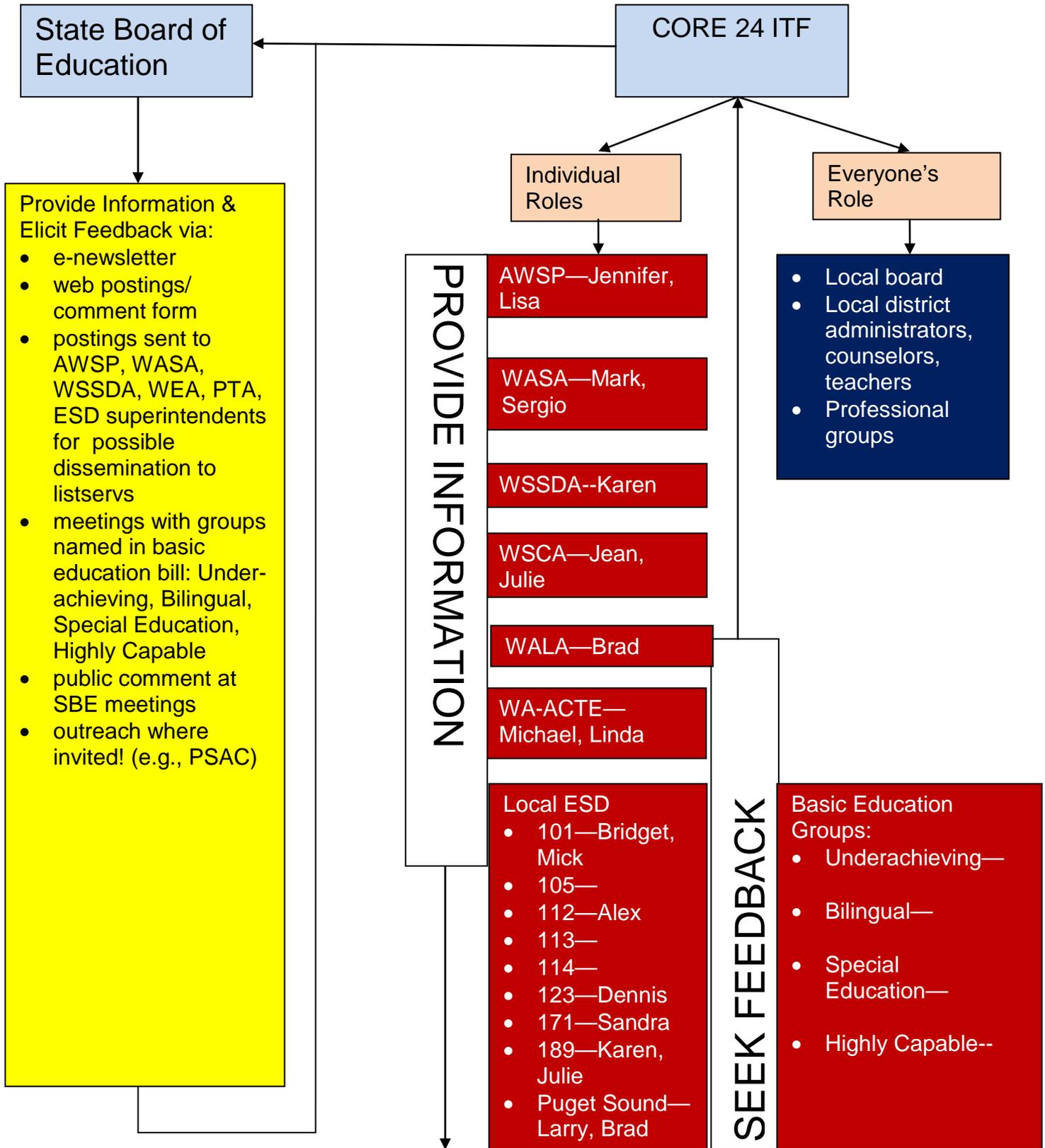
**6. What issues need to be addressed in order for the High School and Beyond Plan to begin in middle school?**

These issues will be addressed at the February meeting of the ITF. (Date still to be determined).

# CORE 24 DRAFT Communication Plan For Implementation Task Force Discussion August 14, 2009

**Your “Mission:”**

- Share preliminary recommendations approved by the ITF with assigned constituent groups. Use Talking Points and Work Plan to convey purpose and timetable of ITF and status of CORE 24
- Elicit feedback on preliminary recommendations; use feedback form to summarize in writing and send what you have to SBE by September 21 and October 26 (each date is one week prior to ITF meetings on Sept. 28 and Nov. 2.)



Feedback from: \_\_\_\_\_ (name of group of individual providing feedback)  
 Feedback reported by: \_\_\_\_\_ (name of person gathering the feedback)  
 Date: \_\_\_\_\_

## Feedback Form for ITF Recommendation

Recommendation	Strengths	Limitations/Questions	<i>On a scale of 1-10, with 10 being "works well," rate each recommendation on:</i>			
			Practicality— workable at the local level	Personalization —will help meet individual needs	Equity—can be implemented fairly across districts	Integrity-- maintains integrity of intent to prepare all students for career/college
Career concentration definition						
Credit "Plus" or Two-for-One Policy for CTE equivalent classes						
Non time-based credit definition						
Competency-based definition						



# La Center High School Graduation Requirements

## NEW Requirements - The Pathway Model

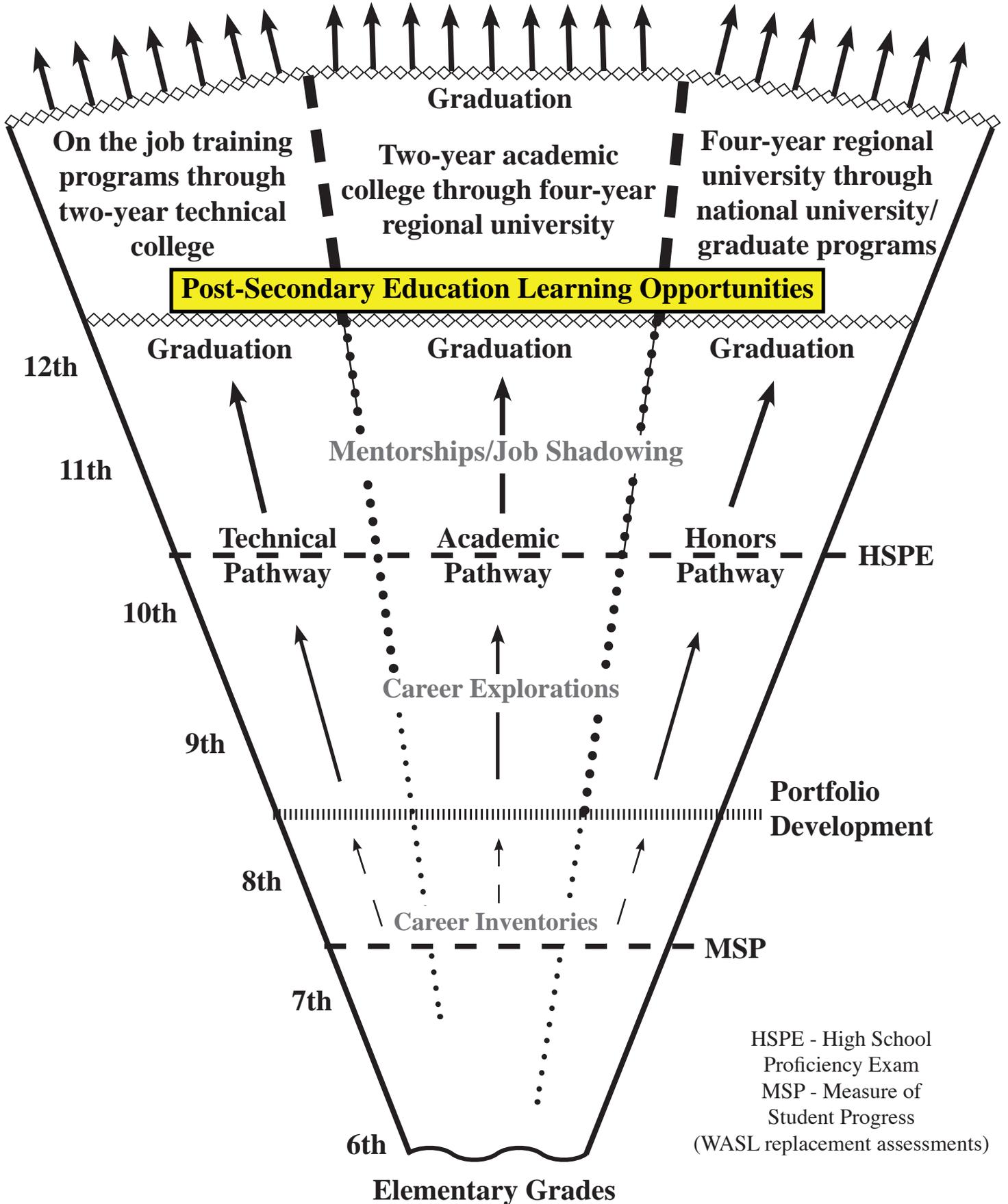
		Previous Requirements	General Studies	Technical Focus	Academic Focus	Honors Focus
	Notes					
	<b>English</b>	4	4	4	4	4
	<b>Mathematics</b> (1)	2	3	3	3	4
	<b>Social studies</b>	3.5	3.5	3.5	3.5	4
	<b>Science</b>	2	3	3	3	4
	<b>Occupational Education</b> (2)	1	1	3	1	1
	<b>Fitness</b> (3)	2	1.5	1.5	1.5	1.5
	<b>Health</b>	0.5	0.5	0.5	0.5	0.5
	<b>World Language</b> (4)	0	0	0	2	2
	<b>Fine, Visual or Performing Arts</b> (5)	1	2	2	2	2
	<b>Focus (Career Planning/Portfolio)</b>	0.5	0	0	0	0
	<b>Senior Seminar</b>	0.5	0	0	0	0
	<b>Electives</b>	6	5.5	3.5	3.5	1
	<b>Total Credits</b> (6)	23	24	24	24	24

### Notes

- (1) Entrance into 4-year universities in Washington State will require either a math credit or a math based science course in the senior year.
- (2) Three credits beyond the general studies requirements must be linked to the student's high school and beyond plan. One of these credits must be an occupational education credit. These three credits are known as a student's Career Concentration.
- (3) One PE credit can be waived if participating in two or more sports over the course of grades 9 - 12.
- (4) Entrance into most 4-year universities require two years of a second language for acceptance.
- (5) Student seeking to participate in band, choir or drama all four years of high school may be required to take on-line courses and/or seek PE waivers to create credit capacity. Please see counselor for details.
- (6) Students will be required to complete their high school and beyond plan and culminating project as part of their graduation requirements.

# La Center Pathways to the Future

Careers that are supported by Post-Secondary Training/Education



## CORE 24 IMPLEMENTATION TASK FORCE (ITF) PHASE-IN DISCUSSION – AUGUST 14, 2009

Goal: Develop preliminary recommendations/considerations, with advantages and disadvantages, of different phase-in strategies, creating an implementation schedule that prioritizes phase-in of new credit requirements, and considers such issues as teacher supply, facility infrastructure, etc.

### Background

- The State Board of Education (SBE) intended for CORE 24 to become fully implemented with the Class of 2016 (currently, 6<sup>th</sup> graders in 2009-2010), contingent upon funding approved by the legislature.
- ESHB 2261 directs a newly-established Quality Education Council (QEC) to submit a phase-in schedule for the “concurrent phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas...” An initial report is due January 1, 2010.
- The SBE is a member of the QEC, and will use the information provided by the ITF to think about what phase-in schedule will “provide students the opportunity to complete 24 credits for high school graduation.” (ESHB 2261, Section 103, 3(b))

### Timetable Assumptions

- The Board will advocate that the legislature fund 6 instructional hours in the 2011-2013 biennium, and will present draft rules to the legislature during the 2011 session.
- Once the legislature appropriates funding for 6 instructional hours, and approves the draft rules, the Board will adopt new graduation rules.

### Strategies

- **At a minimum**, districts will need to make the changes in credits outlined in the following table. The table assumes all districts have already made any needed math adjustments for the class of 2013. It reflects the number of credits districts would need to add in science, arts, social studies, and/or English to meet the credit requirements of CORE 24.

CORE 24 Credits Districts Would Need to Add After Class of 2013*	Number of Districts	% of Districts
0	1	
1	41	16.7
2	148	60.1
3	48	19.5
4	8	3.2

\*English, Science, Social Studies, Arts

*Credit changes plus adjustments to schedules, guidance systems, teacher configurations, and facilities will vary across districts*

**Small Group Task.** Following are worksheets containing three different phase-in strategies. Please choose a recorder who got A's in penmanship ☺ and record your group's responses on one set of worksheets that you can turn in. For the purpose of this exercise, assume that:

- phase-in begins once the legislature has funded 6 instructional hours.
- once the clock starts ticking, the Board will expect districts to begin making changes and be accountable for them







## Credits, Competencies, Schedules— Secondary Recommendations

*From May 18, 2009 discussion*

The following table lists ideas generated by the ITF that would fall primarily within the Board’s role to provide advocacy of public education. Place an \*\* in the far right column to identify 1-2 actions where you think the Board’s advocacy or leadership would be most effective/needed.

	ITF Suggestion	Possible Board Action	Priority
1	Establish standards for grades 11 and 12	a. Advocate to establish grades 11 & 12 subject area standards in English (Note: K-12 grade standards (math, science) and K-12 grade level expectations (social studies) have been established; currently there are no 11-12 standards or GLEs in reading, writing, communications (English)) b. Work with the Higher Education Coordinating Board, State Board for Community and Technical Colleges, and Workforce Training Board to establish college and career readiness competencies.	
2	Provide clear guidelines from the state so districts (particularly small ones) can find the capacity to offer competency-based opportunities; Determine grading procedures/policy	Work with WSSDA to develop a model, competency-based, district policy, and develop model procedures that districts could consider adopting in selected subjects (e.g., world languages)	
3	Use the Collection of Evidence Model—clear targets, parameters, competencies and learning targets that are the same for all	Advocate for the reinstatement of math as a Collection of Evidence subject	
4	Change the funding formula so there is no penalty if student earns credit by competency; or, create a new broader definition of FTE (or find other funding to support the additional work this will require)	Advocate for consideration of competency-based issues in any revisions to the funding formula	
5	Provide support for stronger instructional planning and professional development for approaches like differentiated instruction	Advocate for state-funded professional development	
6	Consider making pre-WASL (9 <sup>th</sup> and 10 <sup>th</sup> grade) credit seat-time based; post-WASL, it could be competency-based	Advocate for resources to identify a select number of common junior/senior year courses for which to establish model competency-based policies/assessments	

## Notes About Additional ITF Suggestions Regarding Credits and Schedules

	ITF Suggestion	Notes
1	Have the state define minimum standards to move on to the next course level (particularly for core courses), then allow students to challenge courses	The Board has no authority for determining curriculum, or for establishing standards by course (with the exception of math, where authority was delegated by the legislature). However, end-of-course assessments that are coming on line for math will initiate a process of defining minimum standards from a state perspective.
2	Develop assessments that are aligned to the standards	OSPI has authority for developing assessments, while the SBE determines cut scores. End-of-course assessments in Algebra I and geometry are being developed by the state and will become requirements for students in the class of 2014 (optional for students in the class of 2013); OSPI will be conducting a study to determine the feasibility of end-of-course assessment in science.
3	Look at coordination with higher education and nationally (NCAA) as well as international accreditation to assure that students' credits will be accepted	The HECB considers students who pass the 10 <sup>th</sup> grade WASL in math and/or reading to have earned the equivalent of 2 credits toward the College Academic Distribution Requirements (CADR) in the respective subjects (math, English); The HECB adopted a resolution in 1997 accepting competencies in English, Math, and World Languages established by the Admissions Standards Action Committee. The HECB normally coordinates with NCAA; not sure what it would mean to coordinate with "international accreditation."
4	Assure that standards are consistent and stable over time	The standards have been relatively stable; however, the legislature can ask for a review at any time, as it did recently in math and science.
5	Provide more online options	SSB 5410 created an Office of Online Learning within OSPI. OSPI will review online courses and assess funding provided for online enrollment relating to the basic education allocation and provide a report to the legislature by December 1, 2009.
6	Establish a more consistent curriculum for competency-based approaches to be fair	WA is in the process of identifying curricula in science and math that are aligned with the new standards; however, these curricula will not be mandated. Washington is also one of 46 states that have formally agreed to join forces to create common academic standards in math and English language arts through an effort led by the National Governors Association and the Council of Chief State School Officers; once those standards are developed, the state will need to determine whether to adopt those standards, which will have implications for curriculum. Common assessments would follow national standards. Stay tuned!
7	<p>What about a statewide schedule? Credit requirements will drive schedule choice. <u>And</u></p> <p>Districts need flexibility with bell schedules – local control.</p>	There didn't appear to be strong consensus about a statewide schedule, and in fact, these two comments contradict each other. For this reason, no recommendations were drafted.
8	Allow a waiver/flexibility option to meet local needs as long as state standards are met	The ITF has drafted a recommendation regarding a possible "credit plus" or "two for one" policy with CTE-equivalent credit. The waiver/flexibility option may surface again in upcoming discussions about how to meet the needs of struggling students. For this reason, any additional recommendations regarding waivers are simply "on hold" until further work by the ITF can be done.
9	Expand time—longer days/weeks/years to add flexibility	Expansion of time is an issue of funding, and may be a strategy for the ITF to consider in upcoming discussions about how to

	ITF Suggestion	Notes
	<p>(e.g., Saturday school, monthly experiential weekend, longer year, on-line combined with site-based learning)</p> <p>Address bargaining/contractual issues—this would be a big cultural shift—How much flexibility is there with a teacher day/or year from the state level?</p>	<p>meet the needs of struggling students. Collective bargaining agreements may be beyond the scope of the ITF.</p>